

Dissertation Title	Components Affecting Positive Reading Behaviors of Fourth Grade Students in the Upper Northern Region
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ABSTRACT

The objectives of this research were: first, to study the reading behaviours of the fourth grade students in the upper northern region. Second, to study the components affecting positive reading behaviours of the students. Third, to study the relation of the structures of the components affecting positive reading behaviours of the fourth grade students.

The population of the research was the parents as well as the students in the fourth grade of the Provincial Kindergartens in eight provinces of the upper-northern region of Thailand who had participated and been awarded for the first, first runner up, second runner up, and honourable mention awards in the Reading Enhancement Program organized by the Provincial Kindergartens in eight provinces of the upper northern region of Thailand in 2012. The data were collected from 224 parents, 228 students and 48 teachers. The methods used were both qualitative and quantitative research methods. For data analysis, the researcher applied the informal observation record and the focus group discussion for the qualitative research; and the questionnaire with 5-point rating scale, mean and multiple regression for the quantitative research.

The results of the research were as follows;

1. The results of students' reading behaviours concerning reading discipline was very good ($\bar{X} = 4.57$), followed by self-esteem ($\bar{X} = 4.48$), good reading background ($\bar{X} = 4.30$), reading concept ($\bar{X} = 4.36$), language knowledge ($\bar{X} = 4.30$), and reading effectiveness ($\bar{X} = 4.15$), respectively. The mean of these reading behaviours was in the high level.

2. The study of the components affecting positive reading behaviours of the students revealed that the effect of the parents' attitude was the highest ($\bar{X} = 4.48$), followed by the schools' curriculum ($\bar{X} = 4.18$), new approach of education ($\bar{X} = 4.11$) and the students' social perspective ($\bar{X} = 3.99$), respectively.

3. The study of the relation of the structures of the components affecting positive reading behaviours of the students revealed that the schools' curriculum had the highest multiple regression which was .83, the new approach of education had the multiple regression of .58, the parents' attitude had the multiple regression of .46, and the students' social perspective had the multiple regression of .45.

Key Words: Reading, Students' reading, Students, Positive reading behaviors, Reading components