A change in science and technology has brought a considerable evolution in teaching-learning process. Thus, Computer Assisted Instruction has been made a powerful tool for learning at all levels, from school to college, including higher education. Even as our country enters a new millennium, its education system continues to run much as it did at the beginning of the last century. This is a sobering reality for the children of the information age. We need to embrace a recognition that all children can perform at higher levels of achievement than they do today.

We need to provide many opportunities for children to experience success. Children must be encouraged to perceive themselves as good learners, to set high standards, believe in themselves. Researchers have proved that Multimedia CAI learning strategy is more effective in achieving higher goals especially at college level.

The concept of multimedia project management is relatively new in the field of education. Technology use is permeating the educational arena and computers and computer-related technologies that are rapidly becoming vital instructional tools in many developed countries. CAI is one of the significant innovations, which have emerged out as systematic thinking and exercise. Multimedia CAI is a source for effective communication and providing new dynamic environment for learners.

The achievement was seen in their learning outcomes through different learning situations, like Individualistic Learning, Cooperative Learning and Conventional Learning. Cooperative Learning is a way, our learners can build the skills they will need to reason and problem-solve in the world and to acquire the social skills that can make their reasoning and problem solving effectively. Cooperative Learning refers to instructional method in which students work in small groups of four to six members, in a collaborative manner to complete predetermined instructional tasks.

Instruction is said to be individualistic when it successfully takes into account differences in the learning aptitude found in students of a given age or grade. With the advent of the computers, came the potential to deliver individualized instruction in a more powerful way. CAI became the forerunner in individualized instruction during the 1980s and early 1990s, as the home computer became more powerful and less expensive.
Persistence is regarded as a mental attitude, which arises as the result of definite environmental situation that would tend to hinder the free unfolding of a course either begun or planned by an individual. Persistence is a set of teachable behaviours for approaching problems, challenges and for working to reach other academic or non-academic outcomes.

The present investigation is focused on “Effect of multimedia CAI through cooperative and individualistic learning conditions of vocational students of Thailand in relation to persistence”.

In fact the study was designed to explore whether Cooperative multimedia CAI Learning will prove to be a better learning situation compared to individual situation and Conventional Learning situation. The report of the thesis has been divided into five chapters.

Chapter I presents the description of the variables, review of related literature, objectives and hypotheses.

Chapter II deals with the development procedure and validation of the tools.

Chapter III details the tools, sample, design and procedure of the study.

Chapter IV presents analysis and interpretation of data, and

Chapter V is devoted to summary and conclusion of the results, implications of the research findings and suggestions for future study.