

The Factors Affecting The Effectiveness of Public Primary School in Northeastern Thailand

**Wichien Wapadthai,
Sripen Pholdech, and Phaophongpat Boonkanan**
Buriram Rajabhat University

Abstract

This research is an interrelationship study focusing on studying the factors affecting the effectiveness of public primary school in Northeastern with Regression Analysis. Objectives of the research to study the effectiveness of school and to investigate the factors affecting the effectiveness of public primary school. By (1) The student factors,(2) The classroom factors, and (3) The school factors. The sample consisted of 1,092 people, from 76 schools which are under the Primary Educational Service Area in Northeastern of Thailand. The research instrument used was questionnaires which the discrimination at .20 - .90 and the reliability at .93. The statistics used were percentage, mean, standard deviation, and the Multilevel analysis based Hierarchical Linear Model (HLM). The results revealed that the effectiveness of public primary school in Northeastern was at high level. For student factors, it was found that learning behavior, learning attitude, and background knowledge effected the effectiveness of public primary school in Northeastern. The classroom factors affecting the effectiveness of the school was teaching experience and teaching quality. The school factors affecting the effectiveness of public primary school in Northeastern was administrators' education, management experience, and instructional leadership.

Keywords : Effectiveness, Multilevel, Northeastern Thailand

Introduction

School is an organization or an institution which provides students to have knowledge, ability, and morality. Students also should be able to improve their behavior properly. Because of characteristic of student is considered as the effectiveness of the school, so to develop the effectiveness of school, the teachers play an important role on creating activities and educating students to have good characteristics. Teachers, moreover, have to provide effective learning process and make it is successful according to the need of academia person. Consequently, the teachers and others who are in academia should focus on the vision of school and try to reach the vision which will construct the happiness and satisfaction to everybody. (Wongsothorn, T.-I, 2003 : 191-192) Thus, there should be the indicator to measure the effectiveness of school

and then the indicator was developed. This indicator was developed to indicate the effectiveness of adaptability, innovation, progress, learning achievement developing, quality, and satisfaction. The criteria for measuring the effectiveness of school with an integrated system was developed too. (Hoy, W. K., & Miskel, C. G., 1991 : 296) There are factors which related or supported the effectiveness of school in order to make it reach the purposes, the needs, and the satisfaction of academia persons. (Srisa-Ard, B. A., 1989 : 69) These factors are school conditions, staff, vision, administration plan and practice, and physical environment. The effectiveness of school cannot be occurred because of one factor, it should be accordance with many factors included biosocial factor of teacher and staff, school administrator, instructional leadership, physical environment,

teachers' job satisfaction, administrating behavior, teaching behavior, teaching experience, teachers' unity, teachers' social support, learning extra-course, education and economic status of parents, organizational culture, royalty, motivation, and administrators' vision. These factors affect the effectiveness of school directly and indirectly and are used to predict the effectiveness of school too. (Office of the National Primary School Education, 1999 : 23) As mentioned above, the factors affecting the effectiveness of school were classified into 3 groups; student factor, classroom factor, and school factor. The factors affecting the effectiveness of school can also be classified according to the relationship with organizational structure which is the nature and structure of academic data. There are many level of data called Multilevel Data or Hierarchical Nested Data. The data was ranked as following; Student Level, Classroom Level, School Level, and Context Level, respectively. The factors in the same level and different level are has correlation within that level. Consequently, path analysis of independent and dependent variables should be analyzed according to the nature and structure of data which called Multilevel Analysis

Objectives

1. To study the effectiveness of public primary school in Northeastern.
2. To study a student factor, classroom factor, and school factor affecting the effectiveness of public primary school in Northeastern.

Research Methodology

1. Participant and Sample

Participant used in this study was from 11,380 primary schools in Northeastern. The participants were divided into 3 groups; administrator, teacher, and Prathomsuksa 6 students. All participants were under the Primary Educational Service Area, Northeastern in academic year 2559.

Sample used in this study was selected by probability sampling and also multi-state random sampling from 76 schools in 20 provinces,

Northeastern. The sample was administrators, teachers and students were Prathomsuksa 6 students who The total sample was 1,092 students.

2. Research Instrument

The research instrument used was 3 questionnaires as follow: 1) for student was divided into; (1) General information, (2) Learning behavior, and (3) Learning attitude, 2) for teacher was divided into; (1) General information, and (2) Teaching quality, and 3) for school administrator was divided into;

(1) General information, and (2) Instructional leadership

3. Data Analysis

The general information was analyzed by using frequency, percentage, mean, and standard deviation. The data for describing the variations was analyzed by using frequency, percentage, mean, and standard deviation. The Multilevel Regression Analysis was used to examine the variable affecting the effectiveness of public primary school in Northeastern by using program HLM 6.03 (Student Version).

Conclusion

1. The effectiveness of public primary school in Northeastern, Office of the Basic Education Commission was ranked at high level.

2. The student factor that affecting the effectiveness of public school in Northeastern were learning behavior, learning attitude and background knowledge.

3. The classroom factor that affecting the effectiveness of public primary school in Northeastern were teaching experience and teaching quality

4. The school factor that affecting the effectiveness of public primary school in Northeastern were administrators' education, management experience, and instructional leadership

Discussion

1. The mean score of effectiveness of public primary school was high level

2. The student factor affecting the effectiveness of public primary school in Northeastern was as followed; learning behavior is the characteristic of students that acted out both inside and outside classroom and shown that students have energy, interest, and attention in learning. Learning behavior also pointed out that students have management ability. It shows students' learning style. Moreover, teachers can notice that students are interested in what they learn or not, do students obey the teacher, do they participate in learning activities, or do they spend their free time usefully, learning behavior of students was related to the effectiveness of school's learning process. Learning attitude affected the effectiveness of school because the attitude is feeling, idea, satisfaction, and mood (both negative and positive) toward teaching process. If the students have a positive attitude toward learning, it will lead students be successful in learning which refer to the effectiveness of

school. Found that learning attitude plays a significant role on students' learning. The learning attitude is important for successfulness of academic management in school claimed that learning attitude directly affects to the learning achievement. Teaching behavior, therefore, is also crucial because it influences the knowledge, understanding, learning attitude, and students' morality. Background knowledge can affect the effectiveness of school because students who have good background knowledge will be taught and improved easily. In addition, they will learn the new things in time which will be seen in the effectiveness of school mentioned that the experience and ability students had were a background for them to learn the next topic.

The teachers will know that their students' knowledge level and their students have knowledge in that topic or not. The students will be improved and helped on time. Moreover, it's good for teachers to design the learning activities based on the students' ability and knowledge.

3. Classroom factors affecting the effectiveness of public primary school in Northeastern was teaching experience. Teaching at primary school level provides the vital background knowledge for students in order to study in the higher level. The teachers who have high teaching experience faced with different kinds of student and they can apply these experiences in the next semester and make it more succeed did the research and found that teaching experience had a positive influence on effectiveness of using curriculum and the balanced performance of school.

4. School factors affecting the effectiveness of public primary school in Northeastern was as followed; Administrators' education and management experience were guaranteed as the qualification of the government teacher and they must have teaching experience hour according to the standard for school administrator since 18 April, 1992. However, the result of this study was relevant to the research finding of Office of the National Education Commission cooperated with National Institute of Development and Administration since 1986. That research talked about the teaching quality of primary school in rural area and shown that management experience influenced the learning achievement. It can be described that if the school administrator had more experience, they will be able to design and manage the learning activities effectively. Furthermore, the administrator will know how to solve the obstacles which will lead to influence learning achievement indirectly. The management experience of administrator was also related to the quality of service management of secondary school with statistically significant. The administrator's education and management experience can affect the effectiveness of private school. The reason maybes from the education reform that had improved the effectiveness of learning and teaching quality. There also were a training about school management and using technology to make the administrator be ready for educational reform and new official system. For instructional leadership, the school administrator should

have knowledge and leadership and personal management in order to reach the setting goal. This aspect will bring the school to setting goal successfully. That study revealed that transformational leadership is where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. It's also relevant to the research study of Woods which mentioned that instructional leadership plays an important role on management. The strength in academic and being instructional leader had a positive relationship with the effectiveness of teaching and enhanced the learning achievement.

Suggestions

1. Office of basic education should promote a policy have a form the development school administrators to have management skills, strategic planning, to create the atmosphere of the focus on social support of teachers to educational success as the target quality. Concretely, to achieve the effectiveness of school clearly.

2. The administrators should promote and develop the teacher has the features of professional teachers as well as support facilities, media and educational technology. The environment in education properly. The importance of care and support system and constantly develop sustainable.

3. Teachers should develop the knowledge and skills to teach effectively to create positive attitudes to the learning of students.

References

- Hoy, W. K., & Miskel, C. G. (1991). *Educational Administration : Theory Research and Practice*. New York: Harp Collins.
- Office of the National Primary School Education. (1999). *The Research on Evaluating the Effectiveness of Education 2 (Academic Year 1997): Factors and Processes which affecting Quality of Student*. Bangkok: Kurasapa Printing Ladphrao.
- Srisa-Ard, B. A (1981). *Model of School Effects*. Bangkok: The Graduate School of Srinakharinwirot University.
- Wongsothorn, T.-I. (2003). *Theory and Practice of Educational Administration* . Bangkok: Sukhothai Thammathirat Open University.