

**PARENTS' DECISION MAKING ON SELECTING SCHOOL FOR  
CHILDREN: A CASE STUDY OF BANBANGPRADANG SCHOOL  
UNDER THE OFFICE OF NAKORNPATTHOM PRIMARY  
EDUCATIONAL SERVICE AREA OFFICE 2**

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ABSTRACT

The purposes of this research were to study parents' decision making on selecting Banbangpradang School for their children, and to compare their decision making on selecting Banbangpradang School for their children with their personal factors, such as gender, age, level of education, occupation, and income. The research used a descriptive method. The sample for this study was selected by sample random sampling. There were 132 parents who have children studying in Banbangpradang School for the academic year 2011. Data was collected via questionnaire and focus group discussion, and the calculated reliability was .96. The data were analyzed by frequency, percentage, mean and standard deviation and personal factors were compared to the parents' decision making by t-tests, one-way ANOVA (F-test), and LSD.

The results of this research were as follows: 1) teacher attributes, followed by facilities and services were the first and second priorities, 2) the relationship between school and community was the lowest priority. This research could benefit Banbangpradang School as follows: 1) to contribute to the development of school management in the Banbangpradang School, 2) to point out the problems in the Banbangpradang School and the ways to practically improve the school and, 3) to provide benefits to other schools which have similar qualifications and identify the problems related to this study and the way to solve these problems.

KEY WORDS: PARENTS' DECISION MAKING / PRIMARY SCHOOL/  
NAKORNPATTHOM

103 pages

การตัดสินใจของผู้ปกครองในการเลือกโรงเรียนให้กับบุตรหลาน: กรณีศึกษาโรงเรียนบ้านบางประแดง สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครปฐม เขต 2

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#### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อที่จะศึกษาปัจจัยการตัดสินใจของผู้ปกครองที่มีผลต่อการส่งบุตรหลานเข้าเรียนโรงเรียนบ้านบางประแดง 2) เพื่อเปรียบเทียบปัจจัยที่ส่งผลการตัดสินใจของผู้ปกครองที่มีส่วนเกี่ยวข้องกับต่อการส่งบุตรหลานเข้าเรียนโรงเรียนบ้านบางประแดง ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ การวิจัยในครั้งนี้เป็นการวิจัยเชิงบรรยาย กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ ผู้ปกครองนักเรียนที่กำลังศึกษาอยู่ในโรงเรียนบ้านบางประแดง ปีการศึกษา 2554 จำนวน 132 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบสอบถามเกี่ยวกับการตัดสินใจและการสนทนากลุ่ม ค่าความเชื่อมั่นของแบบสอบถามได้รับการตรวจสอบโดยมีค่าความเชื่อถือที่ .96 การวิเคราะห์ข้อมูลโดยหา ความถี่ ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที การวิเคราะห์ความแปรปรวนทางเดียว และการทดสอบรายคู่

ผลการวิจัยพบว่า คุณลักษณะของครู สิ่งอำนวยความสะดวกและบริการต่างๆ เป็นปัจจัยที่มีผลการตัดสินใจอยู่ในระดับมากที่สุด และความสัมพันธ์ระหว่างโรงเรียนและชุมชน เป็นปัจจัยที่มีผลการตัดสินใจในระดับต่ำที่สุด ประโยชน์ที่จะได้รับจากการวิจัยครั้งนี้ ได้แก่ สนับสนุนการพัฒนาการบริหารจัดการของโรงเรียนบ้านบางประแดง เห็นถึงปัญหาและวิธีการปรับปรุงโรงเรียนให้ดีขึ้น และจำเป็นประโยชน์ให้กับโรงเรียนอื่นที่มีลักษณะคล้ายกันและเห็นถึงวิธีการแก้ไขปัญหา

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# CHAPTER I

## INTRODUCTION

### 1.1 Background and Rationale of the Study

Education is the significant fundamental of development of other aspects. It is crucial for the development of the nation, the quality of populations, and to respond to the needs of economic and social. It was because the educated people could bring up the information and knowledge to adapt for the economic and social aspects of life afterwards. Therefore, education is essential especially for children. It was because the future of our country and the world depends on our children. (Kim, 2010). The children who have healthy in physical, spiritual, and have evolution in every sides of age-appropriate such as growth of body, intelligence, emotion, social and ethic. Would be a person who live in public with happiness and can do beneficial for their country.

According to National Education Act B.E. 2542 (1999) And Amendments (Second National Education Act B.E. 2545 (2002)) (Office of the Education Council, 2002) all individuals should have equal right and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, should be quality and free of charge. Including the compulsory education should be for nine years, requiring children aged seven to enroll in basic education institutions until the age of 16, be the cause of 15-year free education with quality. In 2009 was the first year to using 15-year free education with quality policy. This policy was supporting all children nationwide through the launch of 15 year free, including 5 items; 1) tuition fees, 2) textbooks, 3) learning materials, 4) school uniforms and, 5) activities to promote quality improvement among students.

Also, the school is the major place that children spent very long time for learning experiences. They aimed to gain knowledge and to communicate with people as well. Then, parents were necessary to find out the good quality school and appropriate for their child. For the present time, there were many people selected to

live as the single family and parents have to work outside, there was less time to spend for their children.

According to Samakkarn (2002), the single family means there are only father, mother, and son which father and mother have to go to work outside and many more. It was agreed with Spielmann (1991) found that the character of Thai family has only father, mother, and son the maximum of member was 4 people. It was changed to a single family. And in 2002, it became increased to 32.1%. Thepsittha (1995) stated now a day, many people in Thailand has changed to a single family by the reasons; 1) need to be a privacy, 2) to immigrate because of work, and 3) to save on costs.

Most of parents in Thailand are the key players to decide for the education of children especially in pre-primary until grade 12. Further, Yotyodying (2004) supported that “The educational decision of the person in a life is critical because the education is the basis need for human beings’ life. It was the fundamental factor to contribute the security and stability in life for the long term”. With this statement, education is significant for life, career development, and status in society. Therefore, a person needs to make a decision for their children’s education careful in order to achieve the goals. To meet the set out goal, the parents should consider the factors and multi-facets of causes such as the qualifications of school, as Nual-Kiew (1994) stated that the schools need to have the clear objectives and to behave to the children for the knowledge and socialized factors. By this, the teachers are not to teach the knowledge; the teacher needs to guide the students to find out more information for the further studies by themselves. Also, the teachers need to motivate students to know themselves, and to work well with others and to pay respect to others. Furthermore, the size of school is required to have the appropriate ones for the studying effectively. Further, the decision making of the parents could be affected by various factors. Such as reputation, academics, supporting activities, environment, facilities, as well as services and location. It was necessary for parents to selected the better school for their children and consist of Banbangpradang School. Banbangpradang School is under the Office of Nakornpathom Primary Educational Service Area Office 2. This school is continuing self-development and in 2011 the school won a good school district. Also, the school was following the 15-year free education with quality policy but the number of students still did not meet target and the number of students is

become lower than previous academic year. Generally, the parents' decision on selecting school, parents would have many factors to have a part in decisions. According to Srithanad (2009), Saiangyen (2007), and Salee-on (2006) who were done on their research and relating to parents' decision making factors such as school's location, school environment, facilities and services, extracurricular activities, teacher's attribute, and relationship between school and community. Banbangpradang School has the problem with a student's enrollment decrease almost every semester so the reduction of students will affect all aspects of school management.

According to the documents and related studies, there were the studies of the factors that affect the decision making on selecting school for children from kindergarten until the university. With this reason, the researcher is interested in studying the factors which affect the decision making process of parent in admitting their children to study in Banbangpradang School. Therefore, this research will be benefit for the school. In addition, it will foster the demand of the parents in the society for the children to study in schools.

## **1.2 Research Questions**

1.2.1 What was parents' decision making on selecting Banbangpradang School for their children?

1.2.2 Were there any differences on parents' decision making on selecting Banbangpradang School regarding to gender, age, level of education, occupation, and income?

1.2.3 What improvement did parents want in Banbangpradang School?

## **1.3 Research Objectives**

1.3.1 To study parents' decision making on selecting Banbangpradang School for their children.

1.3.2 To compare parents' decision making on selecting Banbangpradang School for their children regarding to their personal factors. (gender, age, level of education, occupation, and income)

1.3.3 To study what improvements parents want in Banbangpradang School.

## 1.4 Research Hypothesis

There was a significant difference on the parents' decision making on selecting Banbangpradang School for their children regarding to their personal factors.

## 1.5 Scope of the Study

This research was to study parents' decision making on selecting school for their children: A case study of Banbangpradang School under the office of Nakornpathom primary educational service area office 2. The population of the study was 178 parents of the students who were studying in the Banbangpradang School of the academic year 2011. And the sample size was 132 parents who were studying in the Banbangpradang School of the academic year 2011.

## 1.6 Definition of Terms

**Decision making** is to consider various factors and reasons to decide on selecting school for children.

**Parents** are the guardian of children, who have authority to decide whether the children can or cannot study at Banbangpradang School.

**Personal factors** include five factors of individual factors as follows&

- **Gender** is the gender of parents, which are male or female.
- **Age** is the age of parents of the students, if the age is more than six month is counted to be one year.
- **Level of Education** is defined as the highest educational level - including lower than diploma, diploma, bachelor degree, and higher than bachelor degree.

- **Occupation** is defined as the occupation of parents which the government staff, state enterprise, trader, employee and other.

- **Income** is the parents' salary which receives monthly

**Parents' decision making** factor affecting parents' decision making on selecting school for their children which this research include six factors as follow:

- **School location** is the area that the school takes place. It is the distance between home and school or the distance between home and workplace.

- **School environment** refers to the location of school, atmosphere in school and environment in school, including school building, classroom, activities room which safe and clean enough for students.

- **Facilities and services** are the facilities and services for students such as tuition fee, health check, students' insurance, school bus, and lunch.

- **Extracurricular activities** are the activities outside curriculum that prepare for developing students' skills such as Music, English, and Chinese.

- **Teacher's attribute** is the teacher ability such as teaching method, student motivation, pay attention on students' mind, and good manner.

- **Relationship between school and community** the school situation that interacting with other stakeholders.

## **1.7 Research Contribution**

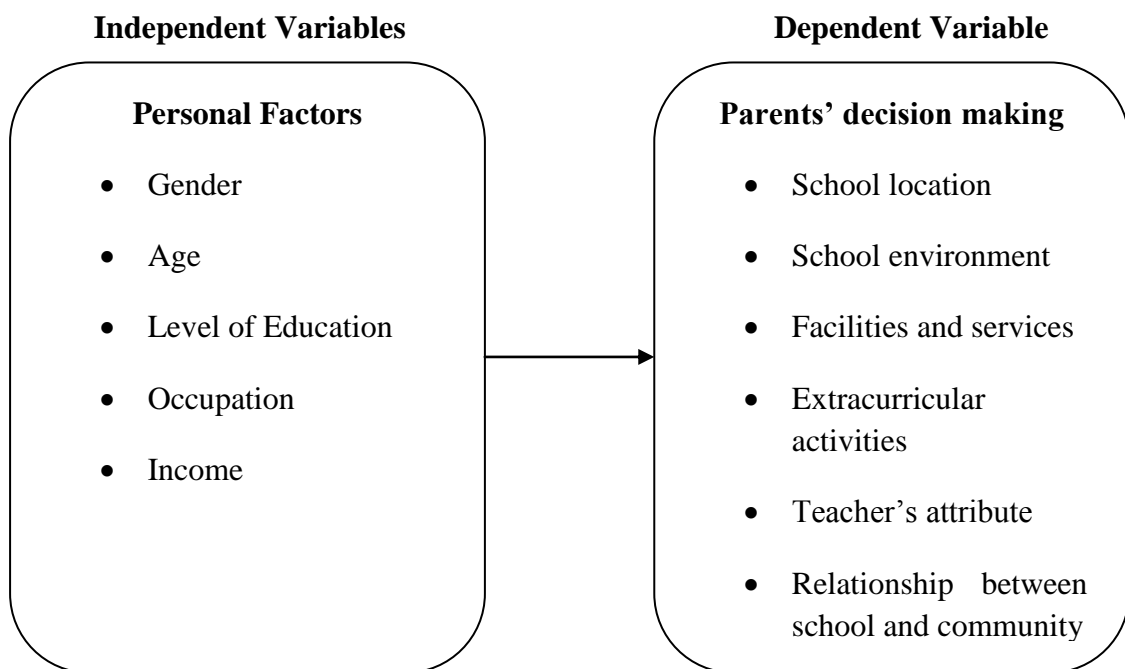
1.7.1 The result of study will contribute to the development of school management in the Banbangpradang School.

1.7.2 It is expected to point out about the problems in the Banbangpradang School and the way to practically improve school.

1.7.3 It is expected to provide benefits to other school which qualification similar and identify the problem related to this study, and the way to solve problems.

## 1.8 Conceptual Framework

The conceptual framework was framed following the related other researcher who were done. According to Binramun (2009), Srithanad (2009), Thaimee (2008), Saingyen (2007), and Salee-on (2006) studied regarding decision making on selecting schools. It was found that many included school location, school environment, facilities and services, extracurricular activities, teacher's attribute, and relationship between school and community among the criteria of school selection.



**Figure 1.1 Conceptual Framework**

## **CHAPTER II**

### **LITERATURE REVIEW**

This study is explored the significant factors and other aspects that affect the decision making of parents on selecting school for their children: A case study of Banbangpradang School under the Office of Nakornpathom Primary Educational Service Area Office 2. The study is based on the sources of searching and other related documents. The chapter is presented as follows:

- 2.1 Concept of Decision Making
- 2.2 Education System in Thailand
- 2.3 Current Education Policy
- 2.4 Background of Banbangpradang School
- 2.5 Factors Relating to Decision Making
- 2.6 Related Research

#### **2.1 Concept of Decision Making**

This part would be the details of definition of decision making.

##### **2.1.1 Definition of Decision Making**

Chinda (2000, cited in Panyadee, 2007) stated that decision making is the psychological process which all the time takes a major role in people's daily life because every human behavior has to experience several different options. Decision making for these sometimes could be done easily but sometimes was very difficult and cannot be done by ourselves. It was necessary to ask for other people's opinions before making decision.

Chumnong (1980) defined that the decision making as the process of selecting with the reasons and factors related.

Eilon (1970, cited in Thonsamak, 2008) had defined decision-making is a process one must choose among many alternatives. Such alternatives were comparison between various alternatives and the results of each alternative.

Prakasit (1994) defined the decision making process as the method to control the factors of decision making. It was to learn to categorize the elements of decision making and to know the stage of decision making.

Shull (1970) defined that “Decision-making process” is methodology of human processing imply environmental. Terms of used prudence obtained from facts and explanation on each person to choose the choice that decision emanated from, which meet needs.

Simon (1960) defined that “Decision” is combination of three principles such as finding decision-making opportunities, finding possible alternatives, and selecting an alternative from various alternatives, which in processing for select an alternative from different alternatives.

Terry (1964) stated “Decision” means selection, regarding the rules, between two possible alternatives or more was defined as.

Thosuwanchinda (1993) defined the decision making as to select the several alternatives by selecting the best one to respond to the goal or demand of the selectors.

According to the above, it can be concluded decision making refers to researcher send their children to study in the schools is the planning about the education of the children to select the best school for the children. It is required for the consideration on the alternatives with the factors to respond to the decision making of school selection.

### **2.1.2 Decision Making Process**

Chumnong (1980) mentioned about the decision making theory that the decision was the heart of all operations and procedures. There were the factors to be considered for the decision making such as personal reasons, emotions, and there were processes of decision as follows:

1. Problem identification, it was the primary stage to have the decision making and to increase confidence to understand problem actually. The decision

making is started when the decider realizes that there was the problem and it was not meet the expectation.

2. Information search was the way to find out the information about the related issue or problem and it was also including with the way to study for the cause of action.

3. Evaluation of information was the way to evaluate the news or information, whether it was correct or not, and enough for analysis or not.

4. Listing the alternatives was the significant stage of the decision making process, it is because it will link to the most numbers of alternatives for the selection.

5. Selection of alternative was the way to determine the order of significant and appropriate solution for problem. Also, the further step was to practice for the exact decision.

6. Implementation of decision, was when the alternative is prepared, the further stage was to do according to the decision.

Wonganutararoj (1989) mentioned about the behavior of decision making that the study of behavior according to the psychological theories could be studies by the situation of the occurrence.

1. Habit and familiarity, there is the familiar situation that we have in daily life. For example, we are familiar to drive through the road to workplace. We have to drive on the old road to go to work and avoid to using the new way. It is because human beings usually choose to have the same way or decision making for the selection.

2. Problem solving was when there is the new situation that requires the decision making or there are the facts or information that requires the new decision making. Therefore, to have decision making is to manage the new situation.

3. Creativity, it is the way to decide to do the old thing in the new way for better result. It is because there is the innovation of new things when the time passes. Also, it is necessary when the old decision could not solve the problem. Therefore, the creativity and study will help for the decision making.

Krittavatee (2009) mentioned that the process of the decision making was the procedure that the selection of doing activities for the best choice. It was done by

the comparison by the evaluation of the reliable judgment and to have reasons to select.

Soijak (2009) stated that decision making process and the way to decide for the selection since the first stage until the last one from the reason and criteria.

Boonranapit (2009) mentioned for the presentation that the process of the decision making was consisting of 5 stages. There are steps of the analysis of problem; (1) it is to question for the learning of cause, (2) it is to collect the information for the facts of problem, (3) it is to provide the alternatives for the solution of the problem, there are 2 ways for the method, which are the part experience of the decider and the other way is the action that other people do, (4) it is to compare the analysis result for the determination of the solution to the problem, (5) decision making process, it is to selecte the best alternative.

Stair and Render (1990) stated their concept was divided under 3 circumstances depending to situation and based on fact as follow;

1. Decision under certainly is the decision that person who decides know the result will be, therefore decision-maker must choose the best way and maximum return such as when people want to deposit their money, they have to know which bank will give the maximum interest rate before they deposit money.

2. Decision under risk is the decision based on risk but can predict the effect that might occur such as almost rainy season, we should take an umbrella to leave home.

3. Decision under uncertainly is the decision under the situation that decision-maker may not be known that will happen. It is because less information or cannot control variable.

Rabsuwan (1995) synthesized that the process of decision making of professionals in education decision, business, and psychological theory is of Kowit Vorapipatt. There was a summary of the decision making process with reasons. There are 6 stages as follows:

1. Realize and determine the problem. It is to understand what the problem is about and what the goals for making decision are.

2. Determine the alternatives and collect data correctly. It is to inform the way to solve the problem and to gather information about the situation or problem in

terms of personal data, social information, surroundings, and academics for the consideration of the alternatives.

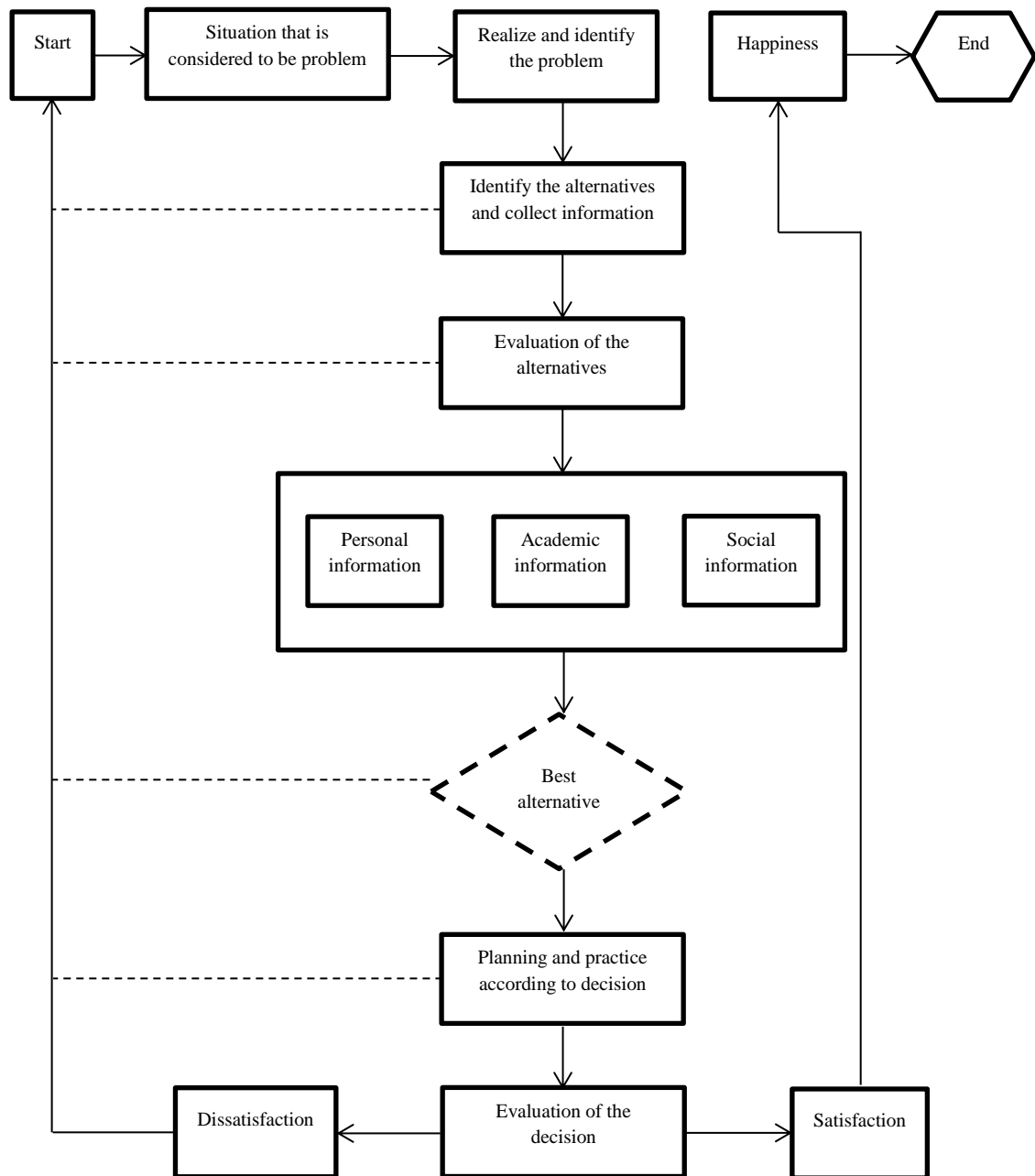
3. To evaluate the alternatives. It is to consider each alternative carefully for the positive effects and weaknesses of decision as well as possibility for the practices of decision and order them by significant ranks.

4. To select the best choice. It is to select the decision of the way solve problem or situation to meet the goal most and to merge with the information for the best choice with reasons.

5. To plan for the decision and practice, it is to determine the order of process and principle of action before action is started, it is because when the action is done, it is the responsibility of the decider.

6. The evaluation of the decision, it is to consider the planning and decision for the goal of action. It is to examine the effects of decision, the barriers, and to support the positive thinking for the last process.

The process of decision is to do with reasons and can be concluded by the figure 2.1



**Figure 2.1 Decision Making Process with Reasons**

**Source: Rabsuwan (1995).**

Therefore, decision-making process was the process of thinking rationally to determine the appropriate choices as much as possible.

A number of scholars studied about decision. There were academics that considered about the decision. They considered that there were reasons that connected to the factors of selecting the school. There were school location, school environment,

school's facilities and services, extracurricular activities, teacher attribute, and community.

The other side of school such as classrooms, surroundings, and others that affected the mental health of students was concerned. For instance, the lights of bulbs in rooms, activities zone, library and more. Similarly, Nual-Kiew (1994) stated that the qualifications of school were (1) needs to have concise objective about to behave with the students for knowledge and social (2) the schools need to encourage students to find out information by themselves (3) schools need to support the self-learning and develop the personality (4) school needs to have the activities to support the teamwork (5) school needs to have taught students to pay respect to difference between others (6) school needs to have support for creativity (7) accept and provide the equipment and learning aids for different people (8) to apply the knowledge in daily life (9) to open opportunity for planning and activity participation in class (10) evaluation of study is the part of process of learning activity-not the last step (11) to accept the different demand because of different background, the school need to responsible for this (12) to spend time of students and teachers to meet goals of school (13) school needs to be fair for size and classroom space for support the best learning (14) school needs to understand the problem about transfer and switch to other schools (15) to use the human resources efficiently (16) to teach the students that learning is not only in classroom (17) the executives of school need to be the academic directors.

Kajornrunsil (2005) stated about selected the school that there were 2 principles (1) it is the prompt school and near the house (2) the school needs to allow parents to view the teaching activities and teaching students ethically.

Duangkeaw (1991) proposed alternatives for selecting of school that (1) to view the ratio of teachers and students, it should be 1 teacher per 8 students and not more than 16 students (if there are more than 16 students, there should have servant) (2) to consider the physical factor of the school such as lights, enough toy for children and more (3) to observe the teacher and servant about to take care of students, if there are abandoned to teach and take care children, it indicates that they are not in duty appropriately. Also, the teachers of kindergarten level need to support activities for children to learn curiously (4) to study the philosophy of the school. The parents should ask the executives about philosophy of the school. If they could not answer

understandingly, it indicated that parents came to wrong school (5) to observe the reaction of children, before to decide selection of school for them. The parents should bring children to view school and take time there. Also, to observe what they respond (6) Parents need to have enough time for finding schools. Sometimes, the schools that are luxurious are not suitable for the child. They should go to see by themselves.

Pritagomole (2005) studied the environmental management in Saunkularb Wittayalai Nonthaburi School, mentioned that the surrounding of school was significant that the school should realize. It was because the good atmosphere of school was comprised of good surrounding arrangement. It supported the pleasure, confidence, and convenience of the people in school. Further, the surrounding of school was the important factor that influences the decision making of parents. Also, all the parents would like their children to study in the good atmosphere of school. The good atmosphere of school was beneficial for 4 points, which are (1) for physical health, the sports gyms, rest place will support the physical health of children. Also, the appropriate nutrition and sanitation supported the children's physical health (2) intelligence of children, good surrounding arrangement of school encouraged students to feel want to study (3) the emotions and mental health, the good surrounding arrangement will affect the development of emotions and mental health for children. It is to foster the good emotions and mental health (4) a development of the social factors. It was because the good emotions and mental health was strengthened by the quality surrounding arrangement of school. It helps children to feel mutually related and sacrificed.

### **2.1.3 Related Theories**

#### **2.1.3.1 Need Theory**

Maslow (1970) set forth a theory of human needs. He believes that in the chase to fulfill the people's needs. The need of motivation will support the behavior and tendency of action provide what the doers need. Also, it is 5 stages for the human beings' motivation.

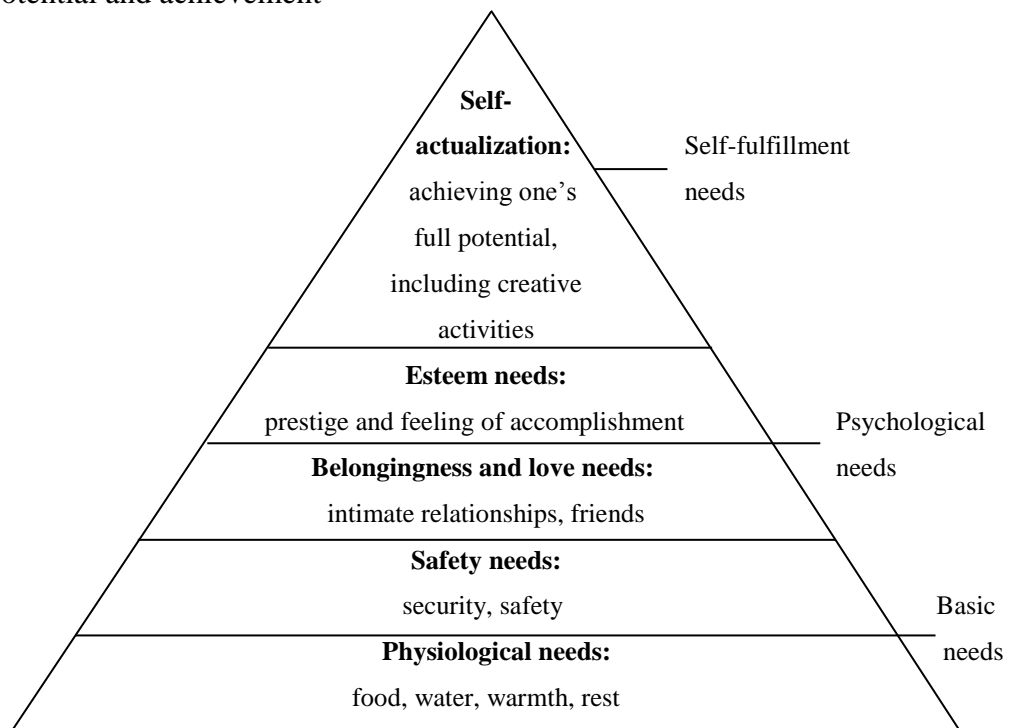
**Level 1:** Physiological Needs, it is the basic need that human beings considered as necessary things such as food, water, air and more

**Level 2:** Safety and Security Needs, it is the security in work and occupation of life

**Level 3:** Needs for Love and Belonging, it is the need that human beings requires for to beloved by others and also to considered for being the member of group

**Level 4:** Need for Self-Esteem, it is the need for being the rich, accepted by others, to be successful among others

**Level 5:** Need for Self-Actualizations, it is to realize on the self-potential and achievement



**Figure 2.2 Maslow's Hierarchy of Needs**

**Source: Maslow (1970).**

**2.1.3.2 ERG Theory**

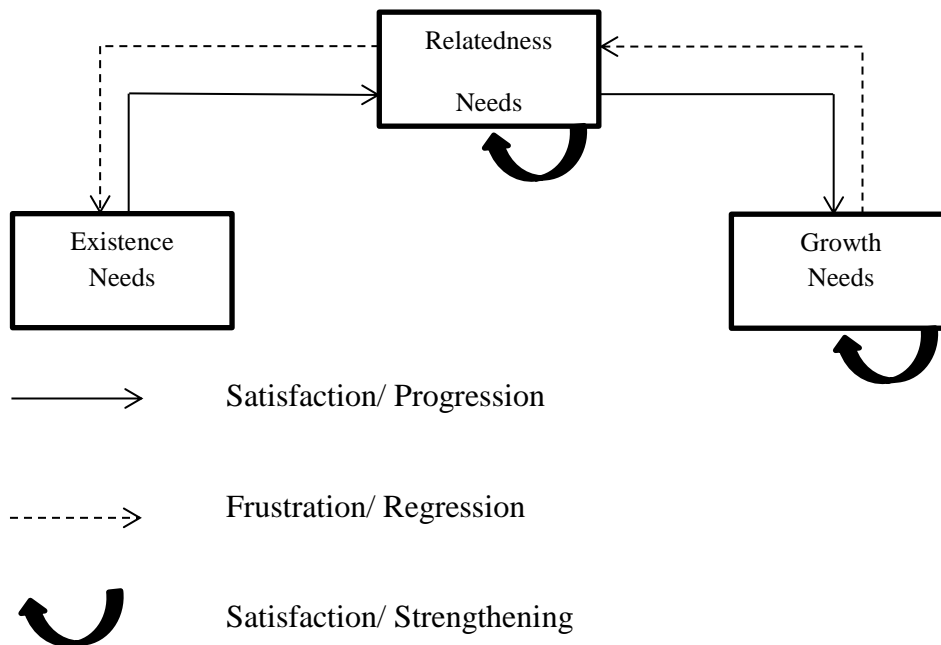
Alderfer (1972) reworked Maslow's Need Hierarchy to align it more closely with empirical research. ERG theory combined human needs into three categories:

1. Existence Needs: refers to our concern with basic material existence requirements.

2. **Relatedness Needs:** refers to the desire we have for maintaining interpersonal relationship.

3. **Growth Needs:** refers to an intrinsic desire for personal development.

ERG theory differs from Hierarchy insofar as ERG theory demonstrates that more than one need may be operative at the same time. ERG theory does not assume a rigid hierarchy where a lower need must be substantially satisfied before one can move on. (Wilf, 2010)



**Figure 2.3 Alderfer's ERG Theory**

**Source: Alderfer (1972).**

### 2.1.3.3 Expectancy Theory

Vroom (1964) pointed out that the decision making was to decide for the action to do something, which was motivated by reasons or factors together. It is occurred because of 4 expectancy points (1) compensations (2) satisfaction or dissatisfaction (3) compensation comparing to others' (4) opportunity to gain the compensations, this perspective is to explain the idea about the behavior in form of goals of people, and expectation for successful goals.

Therefore, this theory was explained about the component that affects the motivation with the practicality, which was consisting of the value, instrumentality and expectancy.

**2.1.3.4 Social Stratification Theory**

Horton and Hunt (1984, cited in Yotyodying, 2004) offered that standard of social stratification was divided into 3 kinds;

(1) Security and Income: this layer was clear criteria, such as parents who had high salary; high society was encouraging their children to be successful in life than their parents have

(2) Occupation: people who worked in an honor field then make a good chance in life especially, in United State have a social stratification found that a good job was coming with their property

(3) Education: people with higher education have a social position that different from those who have been studied less. It was because people with higher education have more opportunity to choose their job than who studied less

From this theory found social stratification in a society which the person is being evaluated in a different class based on inequalities in rights, duties, responsibilities, and life style. Education, occupation, and income were regarded as a social indicator and clearly classify as follows:

**Table 2.1 Personal life style in a different social class (Horton and Hunt, 1984)**

<b>Lifestyle</b>	<b>Upper class</b>	<b>Middle class</b>	<b>Lower class</b>
The rest of the major festivals	Mediterranean yacht	On tours by bus	Going out of town
A place for lifestyle	High-class club	Center	Public park
Entertainment	Playing golf	Pitch and toss	Chess
The way to take care of your healthy	Going to luxury spa	Vitamin supplements	Panacea
Retirement party	Luxurious party with guests	Dinner with friends	Drink some beer

**Table 2.1 Personal life style in a different social class (Horton and Hunt, 1984)**  
(cont.)

<b>Lifestyle</b>	<b>Upper class</b>	<b>Middle class</b>	<b>Lower class</b>
Resident after retirement	Condominium or apartment	Retirement place	House of the state
Gifts given to grandchild younger than 18	Money	Toy	Cookie and pie
Gifts given to grandchild older than 18	Bank check or car	Clothes	Cookie and pie

From the table shown people with different social stratification have different lifestyle. Those should improve their education and occupation for their better life.

## **2.2 Education System in Thailand**

The knowledge is the one of the fundamental of the most important factors in developing country and to increase the level of living condition of populations in the nation. Any country where had population with higher education, which has had capability of manpower, and able to increase income for each. Children who had the opportunity to study higher are the hope of their family. It was because they could get the better occupation to earn their family living then they will released from poor (Sangraksa, 2009).

Also, the paragraph 1 of section 8 in National Education Act mentioned Educational provision shall be based on the Lifelong education for all and the Educational Right and Duties are covered and fulfill for all children in Thailand. It also included to orphan and poor family.

### **2.2.1 Educational Rights and Duties**

According to the National Education Act B.E. 2542 (1999) And Amendments (Second National Education Act B.E. 2545 (2002)) (Office of the Education Council, 2002) it mentioned about the Educational Rights and Duties as follows;

**Section 10** In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

Persons with physical, mental, intellectual, emotional, social, communication, and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Education for the disabled in the second paragraph shall be provided free of charge at birth or at first diagnosis. These persons shall have the right to access the facilities, media, services, and other forms of educational aid in conformity with the criteria and procedures stipulated in the ministerial regulations.

Education for specially gifted persons shall be provided in appropriate forms in accord with their competencies.

**Section 11** Parents or guardians shall arrange for their children or those under their care to receive compulsory education as provided by section 17 and as provided by relevant laws, as well as further education according to the families' capabilities.

**Section 12** Other than the State, private persons and local administration organizations, individuals, families, community organizations, private organizations, professional bodies, religious institutions, enterprises, and other social institutions shall have the right to provide basic education as prescribed in the ministerial regulations.

**Section 13** Parents or guardians shall be entitled to the following benefits:

(1) State support for knowledge and competencies in bringing up and providing education for their children or those under their care;

(2) State grants for the provision of basic education by the families for the children or those under their care as provided by the law;

(3) Tax rebates or exemptions for educational expenditures as provided by the law.

**Section 14** Individuals, families, communities, community organizations, private organizations, professional bodies, enterprises, and other social institutions, which support or provide basic education, shall be entitled to the following benefits as appropriate:

(1) State support for knowledge and competencies in bringing up those under their care;

(2) State support for the provision of basic education as provided by the law;

(3) Tax rebates or exemptions for educational expenditures as provided by the law.

### **2.2.2 Type of Education**

According to the Education in Thailand 2007 (Office of the Education Council, 2008), Educational System in Thailand was provided in three types of education: Formal Education, Non-Formal Education, and Informal Education.

#### **2.2.2.1 Formal Education**

Formal education specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. Through both public and private bodies, formal education services are mainly provided to those within the school system, at both basic and higher education levels, and in both general and vocational streams. Formal education services in Thailand are provided in various formats for several target groups, including: (1) mainstream education, in both general and vocational streams, provided for general students in regular schools; (2) basic education for children with special educational needs including special education for gifted and talented students; special education for students with disabilities provided by special schools, special centers and inclusive schools; and welfare education for disadvantaged students provided by Welfare Schools and Border Patrol Police Schools; (3) education for ecclesiastics and educational provision by several

religious institutions; (4) specialized education provided by specific agencies other than the Ministry of Education; (5) international education provided by using languages other than Thai (generally English) as a medium of instruction.

This part is mentioned the 5 types of formal education as following;

### **1. Mainstream Education**

Mainstream education is provided for general students in regular schools in both general and vocational streams. Formal general education is provided at all levels, from pre-primary to higher education while the formal vocational education is provided only at some levels, from upper secondary education to higher education. In the academic year 2006, there are approximately 14 million students in formal schooling at all levels of education. At present, the teaching-learning activities of basic education in the general stream follows the 2001 Curriculum for Basic Education (grade 1-12); and the 2003 Curriculum for Pre-primary Education while the teaching-learning activities of basic education in the vocational stream follows the 2002 Curriculum for Vocational Education. Organized for the 3-5 age group, the 2003 Curriculum for Pre-primary Education focuses on preparing children in terms of their physical, intellectual, emotional/mental and social readiness.

The 2001 Curriculum for Basic Education covers 12 years of basic education (grade 1-12), and is divided into four three-year stages, consisting of 1,000-2,000 hours per year. In this curriculum, the knowledge and skills specified in Section 23 of the National Education Act have been grouped into eight subject areas: Thai language; Mathematics; Science; Social Studies, Religion and Culture; Health and Physical Education; Art Occupation/ Technology-Related Education; and Foreign Languages. Activities that focus on responding to the learner's specific interests are also included

**Section 23** Education through formal, non-formal, and informal approaches shall give emphases to knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education:

(1) Knowledge about oneself and the relationship between oneself and society, namely: family, community, nation, and world community; as well as knowledge about the historical development of the Thai society and matters relating to politics and democratic system of government under a constitutional monarchy;

(2) Scientific and technological knowledge and skills, as well as knowledge, understanding and experience in management, conservation, and utilization of natural resources and the environment in a balanced and sustainable manner;

(3) Knowledge about religion, art culture, sports, Thai wisdom, and the application of wisdom;

(4) Knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language;

(5) Knowledge and skills in pursuing one's career and capability of leading a happy life.

In the general stream of basic education, occupation and technology-related education is offered to school children at both the primary and secondary levels to provide them with work experience and basic knowledge for occupation preparation and technological applications. Starting at the upper secondary level, Technical and Vocational Education and Training (TVET) in Thailand follows the 2002 Curriculum for Vocational Education (at the lower certificate and associate degree levels). Both levels focus on competency and specify the standards of knowledge, skills, attitudes, and personal attributes required by students in their future occupation. The standards in the mentioned Curriculum cover nine fields, comprising trade and industry, commerce, arts and crafts, home economics, agriculture, fisheries, business and tourism, textiles, and ICT. Students studying in these fields will have an opportunity to take part in hands-on training in cooperating factories or companies for at least one semester. To expand opportunities for students, a number of entrepreneurs and educational institutions are offering a dual education programme, where students engage in on-the-job training for half of their total study period. Formal technical and vocational education and training is conducted at three levels: upper secondary, leading to the lower certificate of vocational educational; post-secondary, leading to a

diploma or the associate's degree in vocational education; and at university level, leading to a degree.

According to the 1999 National Education Act, technical and vocational education and training are provided in educational institutions belonging to both the public and private sectors, enterprises, or those organized through co-operation of education institutions and enterprises.

In summary, vocational education is provided through the normal programme, the dual-vocational training (DVT) programme, and the credit accumulative programme. In addition, special vocational education is offered in Sports Schools under the supervision of the Ministry of Tourism and Sports, and in Dramatic Arts and Fine Arts Colleges under the supervision of the Ministry of Culture.

## **2. Basic Education for children with special educational needs**

Since promulgation of the 1999 National Education Act, greater attention has been focused on children having special educational needs, with efforts given to the development of education for the gifted, the disadvantaged and the disabled. The Ministry of Education has announced criteria and procedures for providing facilities, media, services and other forms of educational aid, as well as for budget allocations in these areas.

## **3. Education for Ecclesiastics**

General education is also provided to novices and monks in General Ecclesiastic Schools in various Buddhist temples. They are offered lower and upper secondary education curricula equivalent to those provided by the Department of General Education. Apart from general subjects, the courses include learning units related to religious practice, the Buddha's doctrine, and Pali language. There are also two Buddhist universities in Bangkok with various campuses in the regions offering courses at undergraduate and graduate levels.

## **4. Specialized Education**

Education is also organized by various agencies to meet their specific needs. For the production of professional soldiers and police, for example, a specific curriculum is offered in the Preparatory School for the Armed Forces Academies requiring 2 years of study after graduation from the fourth year of

secondary school. Apart from this, other ministries and non-governmental agencies also provide education at both diploma and degree levels.

### **5. International Education**

During the last decades, international education has become a growing business as a result of the globalization and liberalization process that has caused freer flow of cross-border education. Consequently, agencies involved in the provision of education must improve quality to compete in the international arena. At the same time, international cooperation in education is essential to educational development in all countries.

Several public and private agencies are involved in promoting international education services available in Thailand. These include the Office of the Private Education Commission, the Office of the Higher Education Commission, the Department of Export Promotion and International School Association of Thailand. A small number of international schools in Thailand use both Chinese and English as medium of instruction. However, English is mainly used as the medium of instruction at basic education level in international school and at tertiary level through international programmes offered by universities in Thailand.

#### **International Schools Providing Basic Education**

International schools providing basic education in Thailand are under the supervision of the Office of the Private Education Commission. Policies, rules, regulation, and standards for the establishment of international schools or colleges are set by the Ministry of Education in accordance with a Council of Ministers Resolution. Some of the main educational systems offered at international schools in Thailand are: the American school system; the Advanced Placement Programme; the British National Curriculum; the International General Certificate of Secondary Education; and the International Baccalaureate.

#### **2.2.2.2 Non-formal Education**

Non-formal education services are provided by both public and private bodies. Under the supervision of the Ministry of Education, the Office of the Non-formal and Informal Education is the main agency in charge of non-formal and informal education. This Office offers services to various target groups through traditional methods and through e-Book, e-Library, and e-Learning. Primarily, the

services provided by the Office of the Non-formal and Informal Education target primarily those outside the school system, *i.e.* infants and pre-school children, the school-age population who have missed out on formal schooling, and the over-school-age population. Currently, such services have been expanded to cover specific target groups, including prison inmates, the labor force, the disabled, conscripts, agriculturists, the aged, Hill Tribes people, local leaders, slum dwellers, Thai Muslims, religious practitioners, those having no opportunity to further their studies in formal schooling after compulsory education, Thai people in foreign countries, and other special groups, as well as students in the formal school system.

The Office of the Non-formal and Informal Education offers three main types of non-formal technical and vocational training programmes:

1. Non-Formal Programme for Certificate in Vocational Education: Non-formal education activities leading to the Certificate in Vocational Education are provided through distance learning to lower secondary school graduates, both the unemployed and those working in public organizations and private enterprises. This programme requires at least three years of study, except when there is a transfer of academic performance or experience;

2. Short-Course Vocational Training Programme: Short-course vocational training is provided in many areas by both public and private institutions and agencies. These courses are offered from three hours to one year and are designed to serve the needs for self-employment and to articulate with formal programmes in order to serve lifelong learning;

3. Interest Group Programme: Teaching and learning activities are organized according to the individual needs and interests of the general public. Those having the same interests can form a group of five to 15 persons and receive training of up to 30 hours.

Generally, the following non-formal education services are provided by the Office of the Non-formal and Informal Education: Provision of Non-formal Education for Pre-School Children; Provision of Fundamental Education for Literacy; General Non-Formal Education; and the Non-Formal Technical and Vocational Education and Training Programme. In addition, several agencies

responsible for education services, welfare and public services also provide vocational training activities concerned with quality of life improvement.

The Bureau of Special Education Administration under the supervision of the Office of the Basic Education Commission, the Ministry of Education is responsible for 76 Special Centers in 76 provinces. The Special Centers render services at the Centers; in Inclusive Schools; at home; and in hospitals. They also organize meetings/seminars to provide knowledge for parents of the disabled and relevant agencies; and conduct research and formulate the curriculum for short-term training for the disabled. As mentioned above, non-formal education is also specially arranged for children with disabilities. Apart from the Ministry of Education, special education for the disabled students is provided by several other agencies including the Department of Social Development and Public Welfare under the supervision of the Ministry of Social Development and Human Security, as well as by some demonstration schools, municipal schools and private foundations. Moreover, some hospitals also organize classes for children with disabilities resulting from chronic conditions.

### **2.2.2.3 Informal Education**

Informal education enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media or other sources of knowledge as follows:

1. Informal education programmes provided by libraries, museums and science/technology centers, etc. as well as by mass media (radio, television, newspapers and magazines, etc)
2. Informal education programmes of community learning network i.e. community learning centers, village reading centers, sub-district health office, sub-district agricultural offices, as well as natural learning sources in each community.
3. Learning from various sources as follows: (1) local wisdom which includes culture and the body of knowledge in each community; (2) local media which plays an important role in passing on knowledge and social values through several kinds of performance; (3) families which are learning sources from birth for all people; (4) networking through cooperative activities.

Several ministries are involved in providing informal education to promote lifelong learning, through information dissemination, educational activities or academic and professional programmes for different target groups relating to the responsibilities of each organization. New lifelong learning sources have been established, while existing ones have been improved and developed in accordance with Section 25 of the National Education Act, which requires the State to promote the running and establishment, in sufficient number and with efficient functioning, of all type of lifelong learning sources.

**Section 25** The State shall promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning sources, namely: public libraries, museums, art galleries, zoological gardens, public parks, botanical gardens, science and technology parks, sport and recreation centers, databases, and other sources of learning.

### **2.2.3 Level of Education**

The Thai formal education system is divided into two levels: basic education and higher education as following;

#### **2.2.3.1 Basic Education**

According to Education in Thailand 2007 (Office of the Education Council, 2008) mentioned 12 years of free basic education was made available to students throughout the country for the first time. Basic education covers pre-primary education, six years of primary, three years of lower secondary, and three years of upper secondary education. The current compulsory education requirement covers six years of primary and three years of lower secondary education. Children are expected to be enrolled in basic education institutions from age seven through the age of 16, except for those who have already completed Grade Nine. Basic education is provided before higher education by the following institutions:

1. Early childhood development institutions i.e. childcare centers, child development centers, initial care centers for disabled children or those with special needs and early childhood development centers operated by religious institutions or by other agencies.

2. Schools such as state schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions;

3. Learning centers i.e. those organized by non-formal educational agencies, individuals, families, communities, community organizations, local administration organizations, private organizations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutes and other social institutions.

### **2.2.3.2 Higher Education**

Higher education at the diploma, associate, and degree levels is provided in universities, educational institutions, colleges, community colleges, and other types of institutions.

#### **Associate Degree or Diploma Level**

Higher education at the associate degree or diploma level requires two years of study and is offered by Rajabhat Universities, the Rajamangala University of Technology, state and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are related to vocational and teacher education.

#### **Degree Level**

Programmes leading to a degree require two years of study beyond the diploma level, and four to six years of study for those completing upper secondary education or the equivalent.

1. The first professional qualification is a baccalaureate, normally attained after four years of study. Five years of study are required in the fields of architecture, painting, sculpture, graphic arts, and pharmacy, with six years required for medicine, dentistry, and veterinary science. In some of those fields, additional study is required to allow for a *practicum* before professional qualifications are awarded.

2. Advanced study of at least one but generally two years, combined with a thesis, leads to the award of a master's degree.

3. A doctorate, requiring an additional three years of study following the master's degree, is awarded in some fields, while an advanced diploma

or certificate, designed for students already possessing a degree or professional qualification, may be obtained after one or two years of course work.

## **2.3 Current Education Policy**

### **2.3.1 Fifteen-Year Free Education with Quality Policy**

The Thai Constitution of B.E. 2550 (Ministry of Education, 2007) requires that government provide a minimum 12 years of basic education of quality, free of charge. However, the current government, recognizing the importance of education, assigned the Ministry of Education to go beyond this requirement and to increase educational opportunities for all children nationwide through the launch of 15 years, free, quality education for all. Poor children and the disadvantaged receive particular attention. The Education Ministry has drawn up a list of free items to be provided to Thai students under the new policy. The five items include: tuition fees, textbooks, learning materials, school uniforms, as well as other activities which promote quality improvement among students. From the outset, educational quality has been at the core of education reform in Thailand.

#### **1) Tuition Fees**

The Ministry of Education allocates tuition fee budget for students nationwide based on the actual number of students enrolled at each institution. Following Cabinet approval, this amount is calculated according to level and type of education, as shown below:

#### **Formal Education**

- Pre-elementary	1,700 baht per student per year
- Primary	1,900 baht per student per year
- Lower Secondary	3,500 baht per student per year
- Upper Secondary	3,800 baht per student per year
- Lower Vocational and Technical Education	
(Industrial Technology)	6,500 baht per student per year
(Commerce)	4,900 baht per student per year
(Domestic Sciences)	5,500 baht per student per year
(Fine Arts)	6,200 baht per student per year

(General Agriculture) 5,900 baht per student per year

(Reformed Agriculture) 11,900 baht per student per year

### **Non-formal Education**

- Primary 1,100 baht per student per year

- Lower Secondary 2,300 baht per student per year

- Upper Secondary 2,300 baht per student per year

- Lower Vocational and  
Technical Education 4,240 baht per student per year

### **2) Textbooks**

The budget allocation for textbooks will be transferred by the Ministry of Education to schools. Schools are expected to manage the budget themselves in line with government regulations. At the beginning of each course, student will receive copies of course textbooks which they must return to the school upon course completion. The selection of textbooks will be by mutual agreement between the school board, and four main parties, namely: teachers, parents, student committee members and community representatives.

#### **Formal Education**

- Pre-elementary 200.00 baht per student

- Primary Grade 1 483.20 baht per student

- Primary Grade 2 347.20 baht per student

- Primary Grade 3 365.60 baht per student

- Primary Grade 4 580.00 baht per student

- Primary Grade 5 424.00 baht per student

- Primary Grade 6 496.00 baht per student

- Lower Secondary Grade 1 739.20 baht per student

- Lower Secondary Grade 2 564.80 baht per student

- Lower Secondary Grade 3 560.00 baht per student

- Upper Secondary Grade 1 1,160.80 baht per student

- Upper Secondary Grade 2 805.60 baht per student

- Upper Secondary Grade 3 763.20 baht per student

- Lower Vocational and  
Technical Education 1,000.00 baht per student

**Non-formal Education**

- Primary	290.00 baht per student
- Lower Secondary	360.00 baht per student
- Upper Secondary	400.00 baht per student
- Lower Vocational and Technical Education	500.00 baht per student

**3) Learning Materials**

The budget allocation for learning materials will be transferred by the Ministry of Education to schools, and will subsequently be distributed by the institutions to parents in the form of cash payments. To ensure accountability, parents must submit all receipts of purchase to the institution for further consideration by the school board and four concerned parties. The amount received by parents should not exceed the actual amount money paid by them for learning materials. Learning materials include exercise books, notebooks, pencils, pens, erasers, rulers, geometric tools, computer materials (CDs), A4 paper, plasticine and crayons.

**Detailed budget for learning materials:**

- Pre-Elementary	100 baht per student per semester
- Primary	195 baht per student per semester
- Lower Secondary	210 baht per student per semester
- Upper Secondary	230 baht per student per semester
- Lower Vocational and Technical Education	230 baht per student per semester

**4) School Uniforms**

The budget allocation for school uniforms will be transferred from Ministry of Education to education institutions, and will be distributed by the institutions in the form of cash payments to all parents. To ensure accountability, parents must return all receipts to the institution for further consideration by the school board and four concerned parties. The amount received by parents should not exceed the amount paid for school uniforms.

**Detailed budget for school uniforms:**

- Pre-Elementary	300 baht per person per year
- Primary	360 baht per person per year

- Lower Secondary	450 baht per person per year
- Upper Secondary	500 baht per person per year
- Lower Vocational and Technical Education	900 baht per person per year

The budget allocated per head is based on average prices and covers the cost of two school uniforms per year. If parents wish to buy school uniforms at a higher price, responsibility for the excess amount will rest with the parents. This budget can also be used by parents towards the purchase of belts, socks, shoes, sportswear and uniforms for boy scouts or girl guides, if their children already have enough school uniforms. In addition, schools are encouraged to keep a record of parents who voluntarily decline financial support and purchase school uniforms by themselves. These parents will receive a thank you letter and the remaining budget will be used to help other poor schools later.

### **5) Activities to Promote Quality Improvement among Students**

The Ministry of Education budget allocation for activities to promote quality improvements among students covers the four activities listed below:

- Academic activities (at least once a year)
- Activities to boost ethics and moral, such as a boy scout and girl guide camps (at least once a year)
- Study visits (at least once a year)
- ICT services (at least 40 hours a year)

Further activities will be subject to consideration by the school board and the four concerned parties, focusing on quality-oriented results for students.

#### **Formal Education**

- Pre-Elementary	215 baht per semester
- Primary	240 baht per semester
- Lower Secondary	440 baht per semester
- Upper Secondary	475 baht per semester
- Lower Vocational and Technical Education	475 baht per semester

**Non-formal Education**

- Primary	140 baht per semester
- Lower Secondary	290 baht per semester
- Upper Secondary	290 baht per semester
- Lower Vocational and Technical Education	530 baht per semester

**2.4 Background of Banbangpradang School**

Banbangpradang School was established since 1939, in the area of Mr. Chat Sukkaneat. By offer for prathomsuksa 1 until prathomsuksa 4. In 1941, the school was moved to Mr. Kuihen Laohabud's area, who is donator. Therefore, Banbangpradang School is located at 70 Moo 3 Sampharn District Nakornpathom Province, in the area is 2,400 square meters. Banbangpradang School is a primary school under the Office of Nakornpathom Primary Educational Service Area Office 2. Banbangpradang School is following School Based Management and divided into 4 sectors; 1) division of academic administration, 2) division of finance and inventory, 3) division of personnel management, and 4) division of general management.

In 2011, there are 178 students (from kindergarten 1 until prathomsuksa 6), 9 full-time teachers, 2 part-time teachers. Banbangpradang School offers from Kindergarten (K1-K2) until Primary level (Prathomsuksa 1-Prathomsuksa 6).

**Philosophy of Banbangpradang School**

Bright light always been with intelligence, built up a good man to reintegration

**Motto of Banbangpradang School**

Knowledge and Morality

**Identity of Banbangpradang School**

A student of Banbangpradang School is a good man

### **Vision of Banbangpradang School**

Banbangpradang School is using School Based Management to ensure that develop in academic field and heritage the Thai culture. Promote excellence in technology, good healthy, and morality. Banbangpradang School aim to induce sufficient economy, a quality of teachers and a good participate with community.

## **2.5 Factors Relating to Decision Making**

### **2.5.1 Personal Factors**

According to this research was concluded, there were 5 personal factors, such as gender, age, level of Education, occupation, and income.

#### **1. Gender**

From the study of Srithanad (2009), it was found that gender was the significant variable for the decision. The decision of male is more directive than female. Also, the majority of the respondents was female and mothers, there was 53.9 percent.

Saifuddin (2008) found that gender had no significant differences of nurses who work at health centers in Indonesia.

Maria (2007), as with psychological, sex was the variable that affected decision making, or rather, that allowed one to establish individual differences. The differentiate the sexes may be based on questionable criteria. It was necessary to continue to examine-from a psychological perspective whether there were sex differences in the importance that people allocate to factors that determine the decision process.

Another study have found that gender influenced overall orientation in teams of the two sets of values, and that differences in values lead decision makers to weigh decision issues and to make final decisions differently and the results suggest that there are some gender-related differences in value systems, weights of decision issue, and final decisions (Stephen, Lillian, Sandra, and Dinah, 1991).

#### **2. Age**

According to Changpien (2004), age was an important factor, which indicates emotional and social preparedness. Moreover, it may mean an increase in

experiences because progress of different maturity differently affects decision on various issues.

From the study of Pakongwan (2007), mentioned that age was also significant for the decision. It is because senior people will have more careful decision more than younger age people. It is consistent to Viwittasiri who stated that the seniority is to be mature in mentality, and intelligence for the responsibility of decision.

The incidence of risky choice was depended on experience and age. It is because previous research has found that children make more decisions than their parents. (Irwin, 2007)

### **3. Level of Education**

From the study of Binramun (2009), it was found that the high level of education was related to the relationship of sending children to study in tutor's school. It was because the parents will support the children to study as much as possible. If parents have lower level of education, they will attend in education of children less.

It consistent to Herman (1983), it is stated that the level of education of parents affects the motivation of children to study in higher level. Also, the parents have lower level of education will participate lowly in education of children.

Vetchayachai (2001) defined that people who had an education in difference level, difference time and difference education system make difference thinking. The parents who graduated in a bachelor's degree or higher paid more attention to the education of their children than parents with low education.

### **4. Occupation**

From the study of Punnikul (1997, cited in Yapok, 2007), it was found that the occupation of parents is related to the selection of school. It is because the high level of occupation of parents will affect the well-known school for child.

According to Perron (1965), it was stated that the occupation of family and selection of school is related. In addition, the wealthy people will send child to study in good schools.

Similarly, Heathers (1977) that the expectation and planning about education in advance is related to the advance academics.

## **5. Income**

Intarapong (2007) stated that, in general, when populations can earn higher, the selection of goods and service is changed. They will select the high level of goods and service. It is studied and found that the parents that can earn highly will send the children to study in well-known schools. The level of economic is the significant condition of decision. Therefore, the family that can earn potentially will send children to study in well-known schools, which is consistent to the study of Litchfield (1980), which mentioned that decision of continual of education of students is potential in middle class family rather than low class family.

### **2.5.2 Parents' Decision Making**

According to many research that similar to this research found that there were many factors that affecting to the parents' decision making to choose school for their children. Parents' have to choose the good and appropriate school for their children, to be a good life. The researcher needs to find out the factors that affect to parents' decision making. There were six factors about school that affected the decision of parents such as school location, school environment, facilities and services, extracurricular activities, teacher's attribute, and relationship between school and community.

#### **1. School Location**

Wonglek (1997) studied that the first reason of decision is because it is near to home, which is agreed to Sathapanasupakul (2003) that the first priority to decide of faculty of grade 12 students is the nearby place.

It was relevant to Shobpol (2010) that the significant point to decide a selection school is the location. It is because potential competition of time and rush period in the present time. Therefore, the timing factor and location is the first thing to think about.

Panyadee (2007) stated that the school location may consider convenience of the students of getting the school like the school should be located in town and have enough car parks. It is because make a comfort to go to school.

## **2. School Environment**

Srithanad (2009) studied about the factors affecting decision and found that the environments of school as the sufficient number of classrooms were the critical for the total decision.

The parents also considered this factor for the decision as Kumkerd (1989) mentioned that a good atmosphere of school affected the pleasure of students and teachers to feel good and find to come to school. Also, the terrible atmosphere of school affected the students not to come to school.

It is related to Kongthon (1998) that the relationship between atmosphere of school and surroundings was positively relevant to the use of space and building at about 0.05

Chainuwat (2008) studied parents' expectation and found that the priority to choose school for children were school environment. It was because, most parents believe that a good environment in schools led to better learning, including classroom environment and activity room should have enough of light and air flow.

Daengamphan (2005) was found that the factors underlying parents' decision to enroll children in lower secondary school. The high level of decision was a school environment. The results shown that the school should set the environment to be cool, pleasant, safe, and always clean classroom, activities room, and all school.

## **3. Facilities and Services**

Current economic and unemployment make many student lacks of educational opportunities. And from National Education Act B.E. 2542 (1999) And Amendments (Second National Education Act B.E. 2545 (2002)) (Office of the Education Council, 2002), section 10 provided educational opportunities for all students at least 12 years and free of charge, bring 15-year free education with quality policy. It is conform to Pitchsanuwongrak (1989) stated that financial assistance is essential that all educational institutions must be provided to assist students who have a financial problems, divided into 3 cases; 1) scholarship for a good students, 2) scholarship for student loan, and 3) scholarship for employment.

Keawjai (1999) stated that the facilities and services is the important factor which parent think about it. The result shown most of parents were a salaryman, they

have less time to take care of their children and fully satisfy with school services such as meet dentist twice time per year, a student insurance, school bus and free lunch.

#### **4. Extracurricular Activities**

Thonkumrak (2009) showed the result on factor that influence decision to a commercial school was an extracurricular, the curriculum must come from core-curriculum and teacher must graduate in field.

Kumnungwout (2004) stated that service factors which affected the parents' decision making, the results showed that the respondents gave the importance at high level to the follows' factors which were extracurricular activities. School always developed their curriculum and promotes foreign languages, technology, sports, and music for students.

Chutha (1999) stated that a good curriculum should base on school. It was because difference area then difference need. Hence, school must adapt subject from children needs.

#### **5. Teacher's Attribute**

According to Junsuksatit (2002) found that the selection criteria parents used most were the teachers had knowledge and ability in the field of pre-primary education directly, experience activities, measurement and evaluation by observing children development in body, mind, social and intelligence.

Amatavanich (2009) stated that teacher was a good example for their children. Therefore, teacher should be in neatly dressed and manners.

Raksatja (2002) stated that the technique school needed teacher with knowledge in the technical field and have an experience.

Poonsaptaweegit (2005) found the high factor that having impacts on parents' decision to select kindergarten was teachers with reasons, teacher should be a justice, have a good manner, be polite, and kindness.

Chinaprapa (2006) found the highest level of parents' decision on enrolling their children in watjang sirisampran school was a personnel.

#### **6. Relationship between School and Community**

Regarding the factors affecting parents' decision to Preeyaporn kindergarten school, a relationship between the school and community was ranked on

top. Most parents' needed to communicate with teacher because they want to know a development and behavior of their children. (Thongpan, 2007).

Similarly, Suwattee (2002) studied that the relationship between school and community of the primary school administrators in Changwat Pattani was in the high level, it depended on teacher experiences, number of students, and number of teachers.

Raksakaew (2003) stated that the primary school is a place that closely between school and community, especially primary school in rural area. Thus, the good relationship between school and community made school quality.

## **2.6 Related Research**

There were many studies done on the decision making of parents on selecting school. Those researches explored the factors affecting parents' decision making.

Thummee (2009) stated that study of opinion of parents about the sending children to study on kindergarten level affects to the decision. It is the education office of Nontaburi district, Nontaburi province. The purpose of study is that to study and compare the opinions of parents. It is categorized based on the age, occupation, family income and found that;

- Opinions of factors for the highest criteria and there are ranked by order (1) Teachers (2) Education and schedules (3) Public relation and community relations (4) General circumstance and (5) Facilities and services
- The parents who have different occupation and have different opinions about the influential factors for the selection of school. The other factors are teachers, education and schedules, public relation and community relations, general circumstance and facilities and services.
- The different levels of education of parents have different opinions about the influential factors for the selection of school.

Saingyen (2007) studied about the decision of selection at Princess Sirindhorn's College for the children that the important factor for the decision is the image and reputation of school. Especially, this school is the school in the patronage

of the Her Royal Highness Princess Maha Chakri Sirindhorn and found that the background of parents' occupation is different.

Aruncharoenpornchai (2006) was studied factors affecting parents selection of private primary schools in Mueang District, Samut Sakhon Province. The data was collected from 300 samples by questionnaire, analyzed by using descriptive statistics, frequency, percentage and arithmetic mean. The results showed that majority of the respondents were female, aged between 26-35 years with education level lower than bachelor's degree, engaged in private business, self-employed or trading occupation with income less than 20,000 baht per month. The results also showed that the factors affecting parents' selection of private primary schools which the respondents considered as high important respectively were factor of personnel, product, place, process, physical evidence, price and promotion. Other factors that respondents also considered as high important to technology, geography and society, respectively.

Chinaprapa (2006) has studied on parents' decision on enrolling their children in watjang sirisamparn school, nonthaburi province. The sample of the study was a 268 parents of students who were studying in pre-primary level and primary level in watjang sirisamparn school in academic year 2005. It was found personnel is only one aspect that was at the highest level. The emphasis is on training students to maintain discipline and have good manners.

Daengamphan (2005) studied to parents' decision factors to continue their children's education in lower secondary level. The study aimed to study and compare parents' opinion on factors underlying parents' decision to enroll children in lower secondary school at Huahinvittayalai School, Prachuap Khiri Khan Province, in 7 aspects with 154 sample from parents of students in Mattayomsuksa 1 in Huahinvittayalai School in academic year 2004. The instrument used for data collection was a questionnaire with the reliability of 0.96. The statistics used for data analysis were percentage, mean standard deviation, t-test and ANOVA. The research found that the factors underlying parents' decision to enroll children in lower secondary school at Huahinvittayalai School in 7 aspects were at high level of decision. The aspect of school facilities came first, followed by academic, students'

service, school personnel, relationship between school and community, school administration, and students' personnel came last.

Poonsaptaweegit (2005) studied of factors impacting on parents' decision to select kindergartens. The purposes of the study were to study and to compare factors which had impacts on parents' decision to select kindergartens under the jurisdiction of Bangkok District Office, Bangkok. The research instrument was a questionnaire. The statistics used in the study were percentage, means and standard deviation. The research data was analyzed by Variance of F and Scheffe' post-hoc multiple comparisons ANOVA. Findings revealed that (1) overall states and each aspect of all factors having impacts on parents' decision to select kindergartens under the jurisdiction of Bangkok District Office, Bangkok were at high levels. The factor were respectively prioritized as follows teachers, environment, facilities and services, curriculum and instruction, relationships between school and communities. (2) in terms of different educational levels of parents, compared results of factors having impacts on parents' decision to select kindergartens under the jurisdiction of Bangkok District Office, Bangkok indicated that in overall and each aspect, there were statistically significant differences at .05 level. (3) in terms of different levels of incomes, compared results of factors having impacts on parents' decision to select kindergartens under the jurisdiction of Bangkok District Office, Bangkok indicated that in overall and each aspect, there were statistically significant differences at .05 level. However, in terms of facilities and services and relationship between schools and communities, there were no statistically significant differences.

Phaodee (2004) mentioned that the factors that affected the decision for parents in sending children to study in kindergarten school in Chiang Rai case study were (1) administration of education such as courtesy and ethics (2) course and studies, which are the education that supports the physical development, mentality, ethics and more (3) the general circumstance, facilities, and services of schools such as the good location of school, no dangerous things in school (4) role of kindergarten teachers such as good emotion, talking care students (5) tuition fees factors, such as fund raising for students (6) reputation of schools factor (7) food services, free milk and lunch for children with good nutrition (8) relationship between community and school.

Thansuwansri (1999) also stated that the factor that affected the decision of selection of the Rajabhat University in Bangkok found that the female factor affected to the decision and the support by the parents is concerned. It is because Rajabhat University is the old place for the school and it is more secured to send children to study in this place.

Joyce (1992) has studied on parental choice in public elementary school between Ohio and Minnesota. The sample of the study was a parent of Stenbenville Public School in Ohio and St. Paul Public School in Minnesota. It was found that there were 8 factors to choose the school for their child which were (1) teacher quality (2) rules of the school (3) school's discipline (4) extra-curricular activities (5) teacher's ethic (6) evaluation of teacher (7) responsibility of the school (8) multi teaching. The least important factor for parents is incomes and morale background.

It could be summarized that the factors that affect decision were various and depended on the circumstance and level of education, occupation, income of parents. Also, the majority of parents were to demand the schools to study and respond to demand of parents such as academics and supporting activities, general circumstance, facilities, services of schools and security of students, which were the reason that the research sum up the variables for the decision of parents in this regard. The variables that the parents have considered were school location, school environment, facilities and services, extracurricular activities, teacher's attribute, and relationship between school and community.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This research used descriptive method. The researcher would be explanation of the methodology that use to find out that the factors influence parents' decision making for selecting the Banbangpradang School. The related variable would be divided into 2 parts; 1) personal factors and 2) parents' decision making, details about the methodology as follows;

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Quality of Research Instrument
- 3.5 Data Collection
- 3.6 Data Analysis

#### **3.1 Research Design**

This research was descriptive method. There were questionnaire and focus group. The questionnaires were collected the data concerning the decision making of parents in the Banbangpradang School in related to gender, age, level of education, occupation, and income. The focus group with 10 parents who consent to participate in this study. Therefore, the results would be confirmed the questionnaire results.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

The population of the study was consisted of all parents who have children studying in Banbangpradang School under the Office of Nakornpathom Primary

Educational Service Area Office 2. There were 178 parents. The researcher supposed that one parent per one student for analysis the individual student.

### 3.2.2 Sample

The sample size of this study was used by Krejcie and Morgan (1970). Therefore, the least total sample for this study is 123 parents. The researcher used the proportion and simple random sampling method to get the sample each class as shown in Table 3.1

**Table 3.1 The number of student in Banbangpradang School**

Education Level	Number of student	Number of student
	Population	Sample
Kindergarten 1	31	21
Kindergarten 2	16	11
Prathomsuksa 1	35	24
Prathomsuksa 2	26	18
Prathomsuksa 3	17	12
Prathomsuksa 4	17	12
Prathomsuksa 5	22	15
Prathomsuksa 6	14	10
<b>Total</b>	<b>178</b>	<b>123</b>

From the table of Krejcie and Morgan, the population was 178 then the sample should be 123. The researcher needed to prevent a number of returned questionnaires less than 123. Therefore, 140 questionnaires were sent by researcher and it returned 132. Parents who were a sample known clearly of these condition; 1) all sample were able to discontinue participation all the time when they feel uneasy, 2) there were no any action with the sample when they aborted and, 3) for all information is kept confidential and destroyed when the research is completed.

### 3.3 Research Instrument

The instruments used to collect data comprised of questionnaire and interviewing guideline. Questionnaire items were developed from related research on parents' decision making which had been done by Binramun (2009), Srithanad (2009), Thaimmee (2008), Saingyen (2007), and Salee-on (2006).

#### 3.3.1 Questionnaire

The questionnaire was comprised of 3 parts

**Part 1:** This part aimed to survey the personal factors of the sample. There were gender, age, level of education, occupation, and income, which comprised 5 questions.

**Part 2:** This part aimed to examine the parents' decision making facets. They included school location (from item number 1 to item number 3), school environment (from item number 4 to item number 16), facilities and services (from item number 17 to item number 27), extracurricular activities (from item number 28 to item number 38), teacher's attribute (from item number 39 to item number 49), and relationship between school and community (from item number 50 to item number 54). Questionnaire would be measured with the construction of the five point Likert scale.

Level of Decision Making	Score
Highest level in decision making	5
High level in decision making	4
Moderate level in decision making	3
Low level in decision making	2
Lowest level in decision making	1

The level of decision making was measured from score of the answers and group into 5 levels to the Best's (1977) criteria as follows;

$$= \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}}$$

$$= \frac{5 - 1}{5} = 0.80$$

Criteria for accepting the means of decision making level

<b>Decision Making Level</b>	<b>Mean score</b>
Lowest level in decision making	1.00 – 1.80
Low level in decision making	1.81 – 2.60
Moderate level in decision making	2.61 – 3.40
High level in decision making	3.41 – 4.20
Highest level in decision making	4.21 – 5.00

**Part 3:** This part aimed to explore the parents' suggestions by using open-ended question.

### **3.3.2 Focus group discussion**

This part was a focus group discussion with a group of parents who informants consent. The participants' interviewees would be 4 parents who were a school committees, 3 parents who were school supporters, and 3 parents by sampling. Then, the researcher made an appointment with 10 interviewees.

Interview guideline;

1. The reason for your decision making to choose Banbangpradang School
2. The strengths and weaknesses of Banbangpradang School
3. The ways to improve the school

All interviewees were known clearly of the condition; 1) all interviewees were able to discontinue participation all the time when they feel uneasy, 2) there were no any action with interviewees when they aborted, 3) during the focus group

interview, the researcher was collected the data via only writing, 4) providing code to protect the interviewees identity and privacy and, 5) all information would be kept confidential and destroyed when the research was completed.

### **3.4 Quality of Research Instrument**

The questionnaire was tested for the quality the following ways:

3.4.1 Check the content validity of the questionnaire through the review from the thesis advisors and 3 experts, and improved the question to have the content in line with the conceptual framework.

3.4.2 Checking the reliability by testing the questionnaire and improved questionnaire with 30 parents of Banbangmoung School, which was share some characteristic and qualification with the actual school. Therefore, the result was analyzed by using Croanbach's Alpha-Coefficient. The calculated reliability obtained was 0.96. It could be concluded that the questionnaire had a high rate of reliability.

### **3.5 Data Collection**

3.5.1 Contacted the Faculty of Social and Humanities, Mahidol University for request the official letters with signed by the Dean of Faculty of Social Sciences and Humanities. Requested for the cooperation of the principal of Banbangpradang School as regards of collect the data.

3.5.2 Made appointments with the principal of the Banbangpradang School was to request for the cooperation.

3.5.3 Distributed the letter request for the cooperation with the parents.

3.5.4 Distributed the questionnaires to sample via students, and reminded to complete the questionnaires within 2 weeks.

3.5.5 Made completed and checked the questionnaire for completeness.

3.5.6 Appointments with the parents who gave consent to participate in the focus group.

### **3.6 Data Analysis**

3.6.1 Descriptive statistics was used in presenting information of sample by using frequency, percentage, mean and standard deviation.

3.6.2 Inferential statistics was used to compare the personal factor and parents' decision making were used by t-test and one-way ANOVA (F-test).

3.6.3 The significant differences were tested by post-hoc test with LSD (Least Significant Difference).

3.6.4 Content analysis was executed to report the focus group interview.

## **CHAPTER IV**

### **RESULTS**

This chapter presents the results of the study regarding the parents' decision making on selecting school for children: A case study of Banbangpradang School under the Office of Nakornpathom Primary Educational Service Area Office 2. The data collection was done via questionnaire and focus group interview. Questionnaires were distributed to 140 parents and the returned rate of the questionnaires was 95 percent (132 parents).

The collected data were analyzed in five parts as follows.

4.1 Personal Factors of the Parents

4.2 Parents' Level of Decision Making

4.3 Comparison of Parents' Decision Making regarding to Personal Factors

4.4 Summary of Additional Suggestions

4.5 Content Analysis of Interviews

#### **4.1 Personal Factors of the Parents**

The personal factors were analyzed by frequency, percentage, mean and standard deviation. The 140 questionnaires were sent to parents in Banbangpradang School and returned 132 questionnaires (return rate: 95%). Of the 132 parents who respondent, most of respondent were female (82 parents, 62.1%), few of respondent were male (50 parents, 37.9%). The mean age was 36.34 ( $\bar{x} = 36.34$ ) and the standard deviation was 7.50 (S.D. = 7.50), the oldest respondent was 55 years old and the youngest respondent was 23 years old. It was shown that most of respondent were age between 35 to 46 years old (65 parents, 49.2%), age between 23 to 34 years old were 54 parents (40.9%), and age between 47 to 58 years old were 13 parents (9.8%). Most of the respondents' education had a bachelor degree (62 parents, 47%), there were

nearly number in education level between lower than diploma (33 parents, 25%) and diploma (30 parents, 22.7%), and the least of the respondents' education had a higher bachelor degree (7 parents, 5.3%). The majority of the respondents' occupation were employee (67 parents, 50.8%) while 28 parents (21.2%) were trader, 17 parents (12.9%) were government staff, 8 parents (6.1%) were agriculturist and gardener, also there were equally number in parents' occupation between state enterprise and owner business 6 parents (4.5%). The mean income was 16,563.58 ( $\bar{x} = 16,563.58$ ) with the standard deviation was 16,389.25 (S.D. = 16,389.25). The monthly income ranged from 5,500 to 130,000. The majority of the respondents income earned 15,000 or below (77 parents, 58.3%), 52 parents (39.4%) earned 15,001 to 50,000, and 3 parents (2.3%) earned 50,001 or above as shown in table 4.1

**Table 4.1 Frequency and Percentage of the respondents**

	(n = 132)	
Personal Factors	Frequency	Percentage
<b>Gender:</b>		
Male	50	37.9
Female	82	62.1
<b>Age:</b>		
23 – 34 years old	54	40.9
35 – 46 years old	65	49.2
47 – 58 years old	13	9.8
$\bar{X} = 36.34$ , S.D. = 7.50, Max = 55, Min = 23		
<b>Level of Education:</b>		
Lower than Diploma	33	25.0
Diploma	30	22.7
Bachelor Degree	62	47
Higher than Bachelor Degree	7	5.3

**Table 4.1 Frequency and Percentage of the Personal Factors (cont.)**

(n = 132)

Personal Factors	Frequency	Percentage
<b>Occupation:</b>		
Government Official	17	12.9
State Enterprise	6	4.5
Trader	28	21.2
Employee	67	50.8
Agriculturist and Gardener	8	6.1
Business Owner	6	4.5
<b>Income:</b>		
Less than 15,000 baht	77	58.3
15,001 – 50,000 baht	52	39.4
More than 50,000 baht	3	2.3
$\bar{X}$ = 16,563.58, S.D. = 16,389.25, Max = 130,000, Min = 5,500		

## 4.2 Parents' Level of Decision Making

This part was to the analysis consisted of mean, standard deviation, and level of parents' decision making in Banbangpradang School. There were six facets; 1) School Location, 2) School Environment, 3) Facilities and Services, 4) Extracurricular Activities, 5) Teacher Attribute, and 6) Relationship between School and Community.

**Table 4.2 Decision Making Level on School Location**

<b>(n = 132)</b>			
<b>School Location</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Meaning</b>
1. Location is in convenient place and easy to take students to school	4.06	.84	High
2. Location of school is in village and have a good security system	4.45	.62	Highest
3. School is near home or parents' workplace, it makes parent convenient	4.03	.83	High
<b>Average</b>	<b>4.18</b>	<b>.76</b>	<b>High</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.2 shown the decision making level on school location of parents. The result shown that the overall decision making level of parents in Banbangpradang School was high level with the mean score was at 4.18. Parents' decision making with regard to the school location shown the highest score with the location of school is in village and have a good security system with the mean score of 4.45 was at highest level. The second priority was the location is in convenient place and easy to take students to school with the mean score of 4.06 was at high level. School is near home or parents' workplace, it makes parent convenient was the lowest mean score of 4.03 with the high level.

**Table 4.3 Decision Making Level on School Environment**

<b>(n = 132)</b>			
<b>School Environment</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Meaning</b>
1. Location is in a good environment, without an air pollution and noise pollution	4.74	.52	Highest
2. Set the school environment to be pleasant	4.20	.61	High
3. Set the classroom environment for learning with brightly and air flow	4.47	.57	Highest

**Table 4.3 Decision Making Level on School Environment (cont.)**

(n = 132)			
School Environment	$\bar{X}$	S.D.	Meaning
4. Set an activities room with brightly and air flow. (computer room, sound lab room, and library)	4.02	.62	High
5. Have enough computer for all students with brightly and air condition	3.92	.63	High
6. Set the sound lab room with brightly and air condition	3.92	.59	High
7. Have enough musical equipment in class	3.57	.64	High
8. Library has enough and update book	4.03	.62	High
9. Has a duty to students to clean up and make them have a responsibilities	3.92	.78	High
10. There are playground and ground for sports with cleanliness	4.11	.68	High
11. Have enough toy and sport equipment with safety and clean	3.99	.66	High
12. Have enough washbasin for all students	4.36	.79	Highest
13. There is enough toilet with cleanliness	4.41	.60	Highest
<b>Average</b>	<b>4.13</b>	<b>.64</b>	<b>High</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.3 shown the decision making level on school environment of parents. The result shown that the overall decision making level of parents in Banbangpradang School was high with the mean score was at 4.13. There were 3 items most score with (1) location is in a good environment, without an air pollution and noise pollution was the highest level with mean score of 4.74, (2) set the classroom environment for learning with brightly and air flow was the highest level with mean score of 4.47, and (3) there is enough toilet with cleanliness was the highest level with mean score of 4.41. And the lowest score was have enough musical

equipment in class with mean score 3.57 with the high level. There were only highest level and high level on parents' decision making with school environment.

**Table 4.4 Decision Making Level on Facilities and Services**

	(n = 132)		
Facilities and Services	$\bar{X}$	S.D.	Meaning
1. School is following to the 15-year free education with quality	4.68	.60	Highest
2. Have a standby staff and teacher to give an information	3.84	.64	High
3. Checkup health and teeth 2 times a year	3.78	.79	High
4. Provide an accident insurance for all students	4.19	.59	High
5. Prepare enough medicine and first-aid room	4.15	.49	High
6. Quickly access to the nearest hospital when emergency case and contact to parents immediately	4.40	.62	Highest
7. Promote and improve the students' health care project	4.33	.58	Highest
8. Prepare a good suitable milk and various lunch for students	4.65	.64	Highest
9. Provide enough drinking water	4.66	.63	Highest
10. Provide enough school bus and following teacher in bus	4.07	.66	High
11. In emergency case, school has a teacher to stay with student	4.11	.60	High
<b>Average</b>	<b>4.26</b>	<b>.62</b>	<b>Highest</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.4 indicates the overall of parents' decision making with facilities and services was highest with average mean of 4.26. There were 3 items most score

with (1) school is following to the 15-year free education with quality with highest level with the mean score of 4.68, (2) provide enough drinking water with highest level with the mean score of 4.66, and (3) prepare a good suitable milk and various lunch for students with highest level with the mean score of 4.65. The lowest score was a checkup health and teeth 2 times a year with high level with the mean score 3.78. All of 11 items were under only highest and high level.

**Table 4.5 Decision Making Level on Extracurricular Activities**

			(n = 132)
Extracurricular Activities	$\bar{X}$	S.D.	Meaning
1. Curriculum was adapted by community needs	4.10	.60	High
2. School has a modern instructional media	4.19	.61	High
3. There is an English teacher who graduated in English language	4.42	.70	Highest
4. Learning Chinese class led by native speaker	4.14	.75	High
5. Learning moral class led by Buddhist priest	4.14	.74	High
6. Adjust curriculum and learning activities appropriate to students	4.12	.55	High
7. Always assign them homework	4.13	.57	High
8. Always report the student outcome to parents	4.10	.55	High
9. Extra classes after school are provided. There are computer, traditional Thai music, art, and Chinese	4.03	.70	High
10. Promote students into competition depending on their talents	3.96	.72	High

**Table 4.5 Decision Making Level on Extracurricular Activities (cont.)**

**(n = 132)**

<b>Extracurricular Activities</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Meaning</b>
11. After competition, students improve themselves, confident, and have a sportsmanship	4.02	.68	High
<b>Average</b>	<b>4.12</b>	<b>.65</b>	<b>High</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.5 has shown the overall of parents' decision making with extracurricular and services was high with average mean score of 4.12. There were 3 items most score with (1) there is an English teacher who graduate in English field with highest level and mean score of 4.42, (2) school has a modern instructional media with high level with the mean score of 4.19, and (3) learning Chinese language with native speaker and learning moral with Buddhist priest were at high level with mean score of 4.14. The lowest mean score was a 3.96 with high level in promote students to competition depending on their talent.

**Table 4.6 Decision Making Level on Teacher Attribute**

**(n = 132)**

<b>Teacher's Attribute</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Meaning</b>
1. Dress neatly and appropriate	4.21	.73	Highest
2. Be polite with students	4.52	.70	Highest
3. Have good manners	4.72	.60	Highest
4. Be love and kind	4.73	.55	Highest
5. Good relationship with students and parents	4.61	.64	Highest
6. Be responsible	4.66	.63	Highest
7. Encourage students' to be self-confident	4.55	.57	Highest
8. Always self-evaluation	4.21	.59	Highest

**Table 4.6 Decision Making Level on Teacher Attribute (cont.)**

(n = 132)			
Teacher's Attribute	$\bar{X}$	S.D.	Meaning
9. To improve a teacher skill, teacher need to train at least twice per year	4.17	.61	High
10. Giving good advice on student need	4.50	.66	Highest
11. Communicate with parents and solve the students' problem	4.52	.60	Highest
<b>Average</b>	<b>4.49</b>	<b>.63</b>	<b>Highest</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.6 shown the overall level of parents' decision making with teacher attribute was highest with average mean score of 4.49. There were 3 items most score with (1) be love and kind was at highest level with mean score of 4.73, (2) have a good manner was at highest level with mean score of 4.72, and (3) pay attention in responsibility was at highest level with mean score of 4.66. And the lowest score was to improve a teacher skill, teacher need to train at less 2 times per year with mean score of 4.17 with high level.

**Table 4.7 Decision Making Level on Relationship between School and Community**

(n = 132)			
Relationship between School and Community	$\bar{X}$	S.D.	Meaning
1. Community always aware of school activities	3.70	.65	High
2. Announcement on school activities always shown on notice board	3.61	.63	High
3. Regular annual visit to student house	3.58	.70	High
4. School participation in community activities	3.53	.76	High

**Table 4.7 Decision Making Level on Relationship between School and Community (cont.)**

(n = 132)			
Relationship between School and Community	$\bar{X}$	S.D.	Meaning
5. Regular meeting between parents and teachers at least once in semester	3.76	.81	High
<b>Average</b>	<b>3.64</b>	<b>.71</b>	<b>High</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.7, it points out the overall of parents' decision making with relationship between school and community was at high level with average mean of 3.64. There were 3 items most score with (1) set a meeting with parents and school at less 1 time per semester was high level with mean score of 3.76, (2) always notification a school activities was high level with mean score of 3.70, and (3) announcements via notice board was high level with mean score of 3.61. The lowest score was to participate in community activities with high level, mean score of 3.53.

**Table 4.8 Summary of the Decision Making Level of Individual Facets in Banbangpradang School**

(n = 132)			
Parents' Decision Making	$\bar{X}$	S.D.	Meaning
1. School Location	4.18	.76	High
2. School Environment	4.13	.64	High
3. Facilities and Services	4.26	.62	Highest
4. Extracurricular Activities	4.12	.65	High
5. Teacher's Attribute	4.49	.63	Highest
6. Relationship between School and Community	3.64	.71	High
<b>Average</b>	<b>4.14</b>	<b>.67</b>	<b>High</b>

Note: 1.00 – 1.80 = lowest, 1.81 – 2.60 = low, 2.61 – 3.40 = moderate, 3.41 – 4.20 = high, 4.21 – 5.00 = highest

Table 4.8 was a summary of overall parents' decision making in Banbangpradang School. The results shown decision making level with high level and average mean score of 4.14. There were 3 facets most score with (1) teacher attribute facet was at highest level with mean score of 4.49, (2) facilities and services was at highest level with mean score of 4.26, and (3) school location was at high level with mean score of 4.18. The lowest facet score was a relationship between school and community was at high level with mean score of 3.64.

### 4.3 Comparison of Parents' Decision Making regarding to Personal Factors

**Table 4.9 Comparison of Parents' Decision Making regarding to Gender**

(n = 132)					
<b>Personal Factors</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>t</b>	<b>p-value</b>
<b>Gender</b>					
Male	50	4.16	.32	.62	.54
Female	82	4.12	.28		

Table 4.9 refers to the overall parents' decision making regarding to the gender. Eighty-two parents were female and 50 parents were male. The mean score for females was 4.12 with a standard deviation of .28, and the mean score for males was 4.16 with a standard deviation of .32. The p-value of .54 ( $p > .05$ ) confirmed that there was no statistically significant difference between genders on parents' decision making.

**Table 4.10 Comparison of Parents' Decision Making regarding to Age****(n = 132)**

<b>Personal Factors</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>F</b>	<b>p-value</b>
<b>Age</b>					
23 – 34 years old	54	4.18	.24	1.18	.31
35 – 46 years old	65	4.10	.35		
47 – 58 years old	13	4.15	.15		

Table 4.10 shown the comparison of parents' decision making with age. There were 3 age groups. Out of 132 parents, 65 parents were to under the age group of 35 – 46 years old with mean score of 4.10 (S.D. = .35). Fifty – four parents were under the age group of 23 – 34 years old with mean score of 4.18 and standard deviation = .24. Least group from age 47 – 58 years old with 13 parents (mean = 4.15, S.D. = .15). The p-value of .31 ( $p > .05$ ) confirmed that there was no statistical significant difference on the parents' decision making by age, therefore age have not any effect on the level of parents' decision making.

**Table 4.11 Comparison of Parents' Decision Making regarding to Level of Education****(n = 132)**

<b>Personal Factors</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>F</b>	<b>p-value</b>
<b>Level of Education</b>					
Lower than Diploma	33	4.14	.27	.35	.79
Diploma	30	4.14	.24		
Bachelor Degree	62	4.15	.24		
Higher than Bachelor Degree	7	4.03	.75		

Table 4.11 explains the results on the comparison of parents' decision making with the level of education. There were 2 education level that similar (1) lower than diploma degree with 33 parents (mean = 4.14, S.D. = .27), (2) diploma degree with 30 parents (mean = 4.14, S.D. = .24). Most of parents' were at bachelor degree, there were 7 parents at the highest degree (higher than bachelor degree). The p-value

of .79 ( $p > .05$ ) confirmed that there was no statistical significant difference on the parents' decision making by the level of education, therefore the level of education have not any effect on the level of parents' decision making.

**Table 4.12 Comparison of Parents' Decision Making regarding to Occupation**

(n = 132)

Personal Factors	n	$\bar{X}$	S.D.	F	p-value
<b>Occupation</b>					
Government Official	17	4.41	.26	5.45	.00*
State Enterprise	6	4.23	.34		
Trader	28	4.03	.26		
Employee	67	4.11	.26		
Agriculturist and Gardener	8	4.21	.18		
Business Owner	6	3.91	.45		

\* Significant at the .05 level.

Table 4.12 shows the comparison of parents' decision making with occupation. There were 6 occupation, the most of parents' occupation was an employee 67 parents (mean = 4.11, S.D. = .26) while the least of parents' occupation were state enterprise and owner business. The p-value of .00 ( $p < .05$ ) showed that there was statistically significant difference on the parents' decision making by the occupation, therefore the occupation has effect on the level of parents' decision making.

**Table 4.13 Comparison of parents' occupation by LSD test**

Parents' occupation	$\bar{X}$	Government Official	State Enterprise	Trader	Employee	Agriculturist and Gardener	Business Owner
Government Official	4.41			*	*		*
State Enterprise	4.23						*
Trader	4.03						
Employee	4.11						
Agriculturist and Gardener	4.21						*
Business Owner	3.91						

The mean difference is significant at the .05 level.

According to table 4.13, there were statistical significant differences in decision making on selecting school for children among parents who were government official between parents who were trader, employee, and business owner. There were difference in decision making whereas parents who were government official have a decision making level better than parent who were trader, employee and business owner. Parents who were state enterprise and parents who were business owner have difference in decision making. Whereas parents who were state enterprise have a decision making level better than parents who were business owner. Also, parents who were agriculturist and gardener and parents who were business owner have difference in decision making whereas parents who were agriculturist and gardener have a decision making level better than parents who were business owner.

**Table 4.14 Comparison of Parents' Decision Making regarding to income**

(n = 132)					
Personal Factors	n	$\bar{X}$	S.D.	F	p-value
<b>Income</b>					
Less than 15,000 baht	77	4.14	.25	1.17	.32
15,001 – 50,000 baht	52	4.12	.35		
More than 50,000 baht	3	4.38	.10		

Table 4.14 described the comparison of parents' decision making with the income. Overall of the 132 parents, 77 parents gained 15,000 or below per month with a mean score of 4.14 and standard deviation = .25. Fifty – two parents gained between 15,001 – 50,000 baht per month (mean = 4.12, S.D. = .35) while a few parents earned 50,000 or above. The p-value of .32 ( $p > .05$ ) confirmed that there was no statistically significant difference on the parents' decision making by income, therefore income have not any effect on the level of parents' decision making.

## **4.4 Summary of Additional Suggestion**

This part was an open-ended question from part 3 of questionnaire. It was requested the respondents for suggestion within six factors which were school location, school environment, facilities and services, extracurricular activities, teacher attribute, and relationship between school and community.

### **4.4.1 School Location**

There were 17 parents who answered this question. All the parents stated that the school location was very convenient for them. It was because their home or their workplace was near the school, 3 out of 17 parents mentioned “the school location was near our home or workplace, but it would be difficult if you do not have own car or motorcycle to take your children to school”. However, the school is far from mainroad around 1 kilometer. Also, they felt very secure with the school security system.

### **4.4.2 School Environment**

There were 17 parents who answered this question. All the parents gave a priority to school environment. They mentioned that the Banbangpradang School was already located in the good environment, also without an air pollution and noise pollution. Ten out of 17 made suggestion too. They suggested that school should have enough of instructional media such as computer, musical equipment. Second, there was limited waiting area for parents, they wanted school to locate more of such place waiting their children. Third, the parents told that there were a lot of washbasin but it has a few soap. Last, parents complained about toilets that left unclean.

### **4.4.3 Facilities and Services**

There were 10 parents who answered this question. For the 15-year free education with quality policy was an important facet that 8 parents interested and satisfied. Including checkup health and teeth every year. Also, they satisfied for the school bus but 3 of the 17 parents mentioned that since there were too many students, more school buses should make available.

#### **4.4.4 Extracurricular Activities**

There were 17 parents who answered this question. All the parents liked to have a teacher who graduated in field or who were a native speaker (English language and Chinese language). Also, they suggested if Banbangpradang School has a teacher who graduates in field for other subject especially Mathematics and Science, it would be benefit to students. 3 out of 17 parents were very satisfied for sending their children to competition depend their talent, it was a way to improve students and boost up their completeness

#### **4.4.5 Teacher Attribute**

There were 12 parents who answered this question. They suggested that the teacher attribute should be love, kind, have a good manner, and have a good relationship with students and parents. Two of the 17 parents suggested that teacher should pay attention with homework also because they have no time to take care of their children and some parents told that since they were uneducated, they trusted the teachers to teach their children.

#### **4.4.6 Relationship between School and Community**

There were 12 parents who answered this question. All parents were satisfied about the regular yearly visit to a student's house a year. It made they know about their children's behaviors. Eight of the 17 parents mentioned school should set more time for meeting with parents and school. It should be once a month better than once a semester. They explained that meeting with parents and school was a good time for teachers and parents to know each other share an idea and join some activities. Also, 2 of the 17 parents suggested that school should set more activities.

### **4.5 Content Analysis of Focus Group Discussion**

Focus group discussion with 10 parents who informants consent. All of interviewees were selected by their characteristics; (1) he/she was a parents who have his/her children studying in Banbangpradang School in academic year 2011, (2) he/she was a school committee, school supporter, and parent from sampling, and (3) he/she

gave consent to participate in the focus group interview. The information of the focus group discussion would be extremely confidential via an anonymous name.

**Table 4.15 Interview Informants' Characteristics**

<b>Name*</b>	<b>Gender</b>	<b>Age</b>	<b>Level of Education</b>	<b>Occupation</b>	<b>Income</b>
1) SC01	Male	41	Higher than bachelor degree	Employee	25,000
2) SC02	Male	31	Diploma	Government Official	11,000
3) SC03	Female	33	Bachelor degree	Government Official	9,414
4) SC04	Female	40	Higher than bachelor degree	Business Owner	39,000
5) SS01	Male	39	Bachelor degree	Business Owner	100,000
6) SS02	Male	36	Bachelor degree	Government Official	23,950
7) SS03	Female	50	Lower than diploma	Agriculturist and Gardener	17,000
8) FS01	Female	26	Bachelor Degree	Employee	9,700
9) FS02	Female	52	Lower than diploma	Employee	8,700
10) FS03	Female	31	Bachelor degree	Employee	10,700

\* The informants remained anonymous to protect their identify and privacy.

According to the parents who informants consents, the focus group discussion was arranged based on the interview guidelines:

### **1. The reason for your decision making to choose Banbangpradang School**

To start the conversation for the focus group interview with school committee, she mentioned that the significant reason for selecting Banbangpradang School for her children.

*“Firstly, I am the committee of Banbangpradang School. Second reason is because this school is near for my home. As a result, I can conveniently deliver my children. Third reason is that the Banbangpradang School is the small school, which services for education from Kindergarten until Prathom 6. There were less than 200 students of the whole school. Each class of the school is containing of not more than 40 students. Therefore, it was confident for the parents that the teachers can take good care of my children. Finally, Banbangpradang School also follows the 15-year free education with quality policy.” (SC04, 2012)*

The other interviewees also agreed on this with the school committee. Parents from sampling added for personal reasoning that they selected to apply their children to this school.

*“It was because the 15-year free education with quality policy and also included with the lunch meal as well as milk for a daily break. They supported that this policy and implementation can truly save their expenses.” (FS03, 2012)*

The other interviewees expressed that the other reason was about the relationship between teacher and parents. She claimed that she knows many teacher of Banbangpradang School personally and the teachers here are all good and treat under a courtesy to the students as well as parents. The Banbangpradang School’s teachers are polite and dress neatly. Therefore, these were reasonable explanation for why Banbangpradang School is the good alternative for my daughter (SS03, 2012).

For the reason the parents decided to select Banbangpradang School for their children are affected by factors

- school location, the parents were majorly the people in community and work near the school, where is easily to deliver their children,
- the size of Banbangpradang School is small and this affected the way for teacher can take good care for students
- good personality and attribute of teachers at Banbangpradang School, the parents are confident that their teachers can be the role model for their children
- the good relationship between teachers and parents of Banbangpradang School is affected to the confidence for good caring by the teachers for their children

- Banbangpradang School is followed the 15-year free education with quality policy on behalf of the subsidy by the government and this could reduce the expenses of the parents effectively.

## **2. The strengths and weakness in Banbangpradang School**

There were 6 sub-issues for this point, which orderly ran from the highest mean score to the least mean score. There were teacher attribute, facilities and services, school location, school environment, extracurricular activities, and relationship between school and community.

- **Teacher Attribute**

The interviewees were satisfied with the teacher attribute at Banbangpradang School, due to the communication with the school closely. The majority of the parents are connected with the school and teachers via report on the students semester performance as well as the report on the students' behaviors. Moreover, the teacher were assigned to consult with parents for the students that had problems by contacting with the teacher of class occasionally via the letters, a visit at students' home or a meeting with parents when the parents deliver the students (SC03, 2012). Whereas the school supporter also supported that the teachers at Banbangpradang School were courtesy and well dressing up and have accurate knowledge to teach the students (SS02, 2012).

*“In my opinion, I wanted the school to recruit more teacher, because there is only one teacher takes care of each class, which can support the teachers when there were optional activities. It was because normally when there was the optional activity, the students need to study by themselves via distance-learning or self-study by reading books. If there were too many optional activities, it would effect the achievement of the students and teachers to complete the goals.” (SC01, 2012)*

The interviewees agreed on the opinion that the teacher attribute of Banbangpradang School teachers were differently defined as followings, (1) teachers of Banbangpradang School take care of students well and consistently. The teachers were reliable and parents rely on them to bring the children to study at this school, (2)

when the teachers found that there were problems of the students, they would be report to the parents immediately and consult together to figure out the solutions, (3) apparently, there were native-Chinese teachers help teaching at Banbangpradang School for Chinese language class. The interviewees majorly mentioned that language is significant and they want their children to study other languages as well, (4) the teachers of Banbangpradang School have responsibility and good relationship between teacher and parents. The suggestions from interviewees were about to increase the number of teacher per class. There should be 2 teachers per class in case on teacher was absent or occupied with other activities.

- **Facilities and Services**

Due to the 15-year free education with quality policy, the service was including with the out-of-charge lunch and milk for children. Also, the textbooks and student uniforms are also supported as the school. School supporter mentioned, for this policy and subsidy, the interviewees thought that the policy is effective to help reducing the expenses of poor family.

*“I am satisfied for the decision of my niece to study at Banbangpradang School. It was because we are not rich. Our family has earned considerably low. Therefore, the free lunch and milk for children can really help reducing our expenses. Also, I think the walking-distance between home and school is another influencing factor.” (FS02, 2012).*

The parent from sampling expressed that she had come to settle down in the community for 3 years. However, she just decided to bring their children to study at this school as their neighbors persuaded them. Also, the reason that she changed the school was because the teacher and officials at Banbangpradang School really helped her and the school was clean as she observed from the environment at Banbangpradang School. Moreover, other benefits were services for doctors and dentists for the student annually. (FS01, 2012)

For the facilities and services at Banbangpradang School, the interviewees also emphasized on the 15-year free education with quality policy. It was because the policy helps the parents that faced out financial challenges as well as the economic downturn.

- **School Location**

School committee mentioned that the location of the school is far from the mainroad for 1 kilometer. This school is also located in the large community. The strong point of the location is that the school is far away from air pollution and noise pollution. In further, this location could be beneficial for the reduction of stranger entrance without permission as well as kidnapping. Also, the location of Banbangpradang School is far from game stores and internet café. Although the location of the school is in the community, the parents that do not have personal cars would be inconvenient to deliver and pick up the children. (SC02, 2012)

*“I am not a local resident of this community. However, the reason of workplace forces me to move to stay in the community. As a result, the children also need to study at Banbangpradang School.”* The interviewee also considered that if the parents had to change workplace and houses, the children would have to change school again. (FS01, 2012)

- **School Environment**

For overall environment of Banbangpradang School, it was obvious that the environment was considerably well managed.

*“The environment of Banbangpradang School is good and I am pleasant to bring my children to study at this school. The surroundings by trees are helpful for reducing pollution within the school. Also, it was lack avoided of air pollution and noise pollution.”* (SC02, 2012)

School supporter mentioned that the school renovated the building and classroom last year. Thus, the environment of the school was made better. The cleanliness as well as the sufficient light and air flow were appropriated for the support to meditation of students to focus on the lessons in class. Also, the arrangement of cleaning schedule for the students to practice to be responsible to clean different parts of school is effective for students. For the ground and gymnasium of the school, it is observed that the location of ground is too small. The limitation of space can affect the construction of only single gymnasium at this school. As a result, there were many students could not have opportunity to play as their friends can do. I recommended

that the school committee or officials need to improve the location by adapting the space under the hall to be the space for indoor sports for the students and the critical point for me is about the accidents that could be occurred if the children are careless. It was because there were many parts of school that is closed to the river. (SS01, 2012)

*“For the school environment in Banbangpradang School was good, but in my opinion I suggested that the school should be changed playground to somewhere else. It was because I worried that playground for kindergarten and it closed to river.”* (SS02, 2012).

Totally, interviewees were very satisfy with school environment and suggested to move the playground for safe the kindergarten students.

- **Extracurricular Activities**

For the extracurricular activities of Banbangpradang School, there was the improvement for the process of daily routine for community people. The school committee also mentioned that she has her business and sometimes the problem of business was caused by language. As a result, she can learn that the secondary language and third language is the significant thing for Thai people. I agreed that the support for the foreign teachers as well as expertise teachers, who were graduated from language fields or native speaker directly to teach the language such as listening, speaking for the students. It included with the extracurricular activities for students and community people such as farming for pigs, frog feeding, vegetables gardening and fruit planting. (SC04, 2012)

*“The children of mine also have opportunity to attend the competition about story-telling contest by using the clay and they got awards from the contest. I am so proud for my children that the school always supports my children positively. It was not to focus on the academic, it also included with beneficial activities.”* (FS03, 2012)

Moreover, school supporter also fostered that I am glad to know about the good news about my children and thank to the school that supports the student for extracurricular activities. (SS02, 2012)

- **Relationship between school and community**

The relationship between school and community is necessary, because the students are on the authority of the teachers. Also, the behavior of the students would be expressed differently, including with the relationship between school and community. The positive relationship can affect the assistance when there were the activities. It was because parents can help school and school can help student and parents.

*“The children behaviors can be differently expressed from each other. When the children are at home, they are talkative and impolite and they have never read books, whereas the teacher reported that the students always pay attention to class and help the activities at school.” (SC03, 2012)*

The other interviewee mentioned that I feel good that teachers can interact with parents all times that the school informed them about the activities. I am willing to support the activities at school. (SS03, 2012)

### **3. The way to improve the school**

Majority of the interviewees answered that the way to develop the school was to pay attention to the significance of teaching of teachers. The sufficient number of teacher was very important, especially for the primary students.

*“Many times the children come back from school and told me that there were special meeting for teacher of class, and the students do not study during afternoon sessions. If the school develops the teacher of class has to cope with problems or significant events, it would be more effective for both student and teachers.” (FS03, 2012)*

Also, the other interviewees agreed on this opinion and recommendation. For the building and environment of the school, I think that is was good for overall. As in the previous year, the school renovated the building and painted the color of buildings. The school environment is better and there are more trees (SS02, 2012).

School committee mentioned that the development of the school is not depended on any people, but it was about the participation by all stakeholders.

## **CHAPTER V**

### **DISCUSSION**

This study proposed to finding out criteria of parents' decision making on selecting Banbangpradang School for their children and to compare parents' decision making on selecting Banbangpradang School for their children regarding their personal factors. The data was collected from 132 parents who have children studying in Banbangpradang School under the Office of Nakornpathom Primary Educational Service Area Office 2. The research instrument was a questionnaire.

#### 5.1 Parents' Decision Making in Banbangpradang School

5.2 Compare the Parents' Decision Making in Banbangpradang School regarding their Personal Factors

### **5.1 Parents Decision Making in Banbangpradang School**

The research findings showed most of parents who returned questionnaire were female with the average age at 36 years old and graduated with a bachelor's degree. Most of parents were employee with the average income of 16,564 baht. As a result shown, the most of students live with their parent or cousin. And some family has a less time to take care of their children and the distance was not a problem for children to go to school.

The most significant factor that influenced the parents' decision making on selecting Banbangpradang School for their children was teacher attribute. It was agreed with Srithanad (2009) study which stated that the school personnel was the first factor that parent concerned. It has shown that the parents were highest level in decision making with dress neatly and appropriately. It was consistent with the results of this study.

### **5.1.1 School Location**

The research findings showed that the school location was the third priority for parents' selecting the school. School location was found in high level with the average mean of 4.18. The findings showed that the parents were concerned about school location of school is in village and have a good security system, school location is in convenient place and easy to take students to school, and school is near home or parents' workplace and it made parent convenient. Also, it was consistent with Office of the Private Education Commission (1993) mentioned the security systems in school should be provided for all student and school personnel while at school and on the way to school. According to Panyadee (2007) mentioned the school location may consider convenience of the students of getting the school like the school should be located in town and have enough car park. It was agreed with parents who were interviewees. They mentioned the school located was 1 kilometer far from mainroad but it was safe and free from kidnapping, also without air pollution and noise pollution. An administrator in Banbangpradang School concerned about the school location was important factor on selecting school. Banbangpradang School was located far from mainroad, it had both strength and weakness as parents' refer to. Bangangpradang would be improved and developed the quality of school.

### **5.1.2 School Environment**

The research findings showed that the school environment was the fourth priority for parents' selecting the school. School environment was found in high level with the average mean of 4.13. The findings showed that the parents were concerned with school location is in a good environment without an air pollution and noise pollution, set the classroom environment for learning with brightly and air flow, and there was enough toilet with cleanness. The research finding was consistent with Chainuwat (2008) found that the priority to choose school for children were school environment. Most parents believed that a good environment in schools led to better learning, including classroom environment should have enough of light and air flow. Also, it was agreed with parents who were interviewees. They were satisfied that their children studied in a school with a good environment and without pollution. The findings of the study supported the previous research of Daengamphan (2005) stated

that the high level of decision was a school environment, the school should set the environment to be cool, pleasant, safe and always clean classroom, activities room and all school. From the interview, most of parents suggested that the limited of area, then the school should adapt the place under the hall to be an indoor sport. They were suggested the school to develop playground also. It was children's safety.

### **5.1.3 Facilities and Services**

The research findings showed that the facilities and services were the second priority for parents' selecting the school. Facilities and services were found in highest level with the average mean of 4.26. The findings showed that the parents were concerned with school is following to the 15-year free education with quality policy, provide enough drinking water, and prepare a good suitable milk and various lunch for students. The findings of this study related with the results of Pitchsanuwongrak (1989) stated that financial assistance is essential that all educational institutions must be provided to assist students who have financial problems. It was agreed with the result of interview, 15-year free education with quality policy is effective to help reducing the expenses of the poor family. And it included free checkup health and dental for students annually. According to the administrator in Banbangpradang School, it was stated that for the 15-year free education with quality policy, free for milk and lunch. Many respondents of parents were very satisfied. It was reduced the expense of family. The school provided checkup health and dentist for students' annually. In the part of promote cleanness, the school prepared tabs around the school. For the students wash their hands, brush the teeth. Also, the school has been organized and educated for the good health such as brush the teeth after meals and frequent hands washing away the flu.

### **5.1.4 Extracurricular Activities**

The research findings showed that the extracurricular activities was the fifth priority for parents' selecting the school. Extracurricular activities was found in high level with the average mean of 4.12. The findings showed that the parents were concerned with there was an English teacher who graduate in English field, school has a modern instructional media, learning moral with Buddhist priest, and learning

Chinese language with native speaker. The result was consistent with interview results that they wanted to have native speaker to teach foreign language. With the reason, in the part of economic the second language and the third language are become important for Thai people. Banbangpradang School already prepared teacher in language field and foreign teacher to teach students by school supporter. The result was related with the study of Kumnungwout (2004) stated that the respondents gave the importance at high level to the follows' factor which were extracurricular activities. School always developed their curriculum and promotes foreign languages, technology, sports and music for students. Another factor that affected parents a high level was an adapted school curriculum by community needs. It was agreed with Chutha (1999) stated that a good curriculum should base on school. It was because difference area then difference needs. And the interview results showed most of parents was very satisfied with extra activities and teacher promoted students to have extracurricular activities usefully.

### **5.1.5 Teacher Attribute**

The research findings showed that the teacher attribute was the first priority for parents' selecting the school. Teacher attribute was found in highest level with the average mean of 4.49. The findings showed that the parents were concerned with beloved and kind, have a good manner, and pay attention in responsibility. It was consistent with a studied of Thawornchak (2008) mention about good teacher should be a person who have a good model of both personal and family, good moral, good relationship with people, have a knowledge. The interview results showed that parents paid attention with teacher attribute. They told that teacher in Banbangpradang School always take a good and throughout care of students, believable, good manner and dress neatly. According to Poonsaptaweegit (2005) mentioned the high factor that having impacts on parents' decision to select kindergarten was teachers with reason, teacher should be justice, have a good manner, be polite and kindness.

### **5.1.6 Relationship between school and community**

The research findings showed that the relationship between school and community was the lowest priority for parents' selecting the school. Relationship

between school and community was found in high level with the average mean of 3.64. The findings showed that the parents were concerned with set a meeting with parents and school at less 1 time per semester, always notification a school activities, announcements via notice board. It was consisted with Raksakaew (2003) stated that the primary school is a place that closely between school and community, especially primary school in rural area. Thus, the good relationship between school and community made school quality. It was agreed with the interview results, the relationship between school and community was very necessary because while students who stay at school were responsible and are under administrate by their teacher, also when they would be by their parents when at home.

## **5.2 Compare the Parents' Decision Making in Banbangpradang School regarding their Personal Factors**

### **5.2.1 Difference of Gender and Parents' Decision**

The research result showed that the parents' decision making were at the high level for both male and female. Most of parents who returned questionnaire were female. It was found that there was no statistically significant difference between genders on parents' decision making in Banbangpradang School. It meant gender did not have an affect on the parents' decision making to choose Banbangpradang School. However, the findings did not agree with the study of Sasiophas (2010) stated that there are no differences on the parents' gender to choose government kindergarten in Bang Khen District, Bangkok Metropolis. And the results shown there are difference on the parents' gender to choose government kindergarten in Bang Khen District, Bangkok Metropolis. With this reason, the female parent is focused on factors of the school more than male parent. It was because mother got a role to treat children more than father, mother was sensitively more than father then mother pays more attention than father.

### **5.2.2 Difference of Age and Parents' Decision**

The research results showed that there was no statistically significant difference between ages on the parents' decision making in Banbangpradang School.

It meant age did not have an affect on the parents' decision making to choose Banbangpradang School. Parents who returned questionnaire were average age at 36 years old. Also, it was the same age group that most of parents returned questionnaire. The finding also found parents' age group range 23-34 years old were the highest level on the decision making while parents' age group range 35-46 were the lowest level on the decision making. However, according to Kim (2010) found that the age did not have an impact on the level of parents' satisfaction and the result shown that overall parents' satisfaction of more than 50 years old was at the most satisfied level. The reason for older generation to have more satisfaction level could be because they had more experiences with many things and they knew how to deal with variety situation, but younger generation did not have enough experiences.

### **5.2.3 Difference of Level of Education and Parents' Decision**

The research results showed that there was no statistically significant difference between levels of Education on the parents' decision making in Banbangpradang School. It meant level of Education did not have an affect on the parents' decision making to choose Banbangpradang School. The level of Education of parents is divided into 4 groups, all groups were high level of parents' decision making. Most of parents who returned questionnaire were a bachelor degree also this group was the highest level than other groups. On the other hand, the result of Suwankiri (2007) found that education level of parents were affected their decision. Student whose parents have higher than bachelor degree. It was decided to study more than student whose parents have lower education level, because parents are a good role model to make motivate for their children.

### **5.2.4 Difference of Occupation and Parents' Decision**

The research results showed that there was statistically significant difference between occupations on the parents' decision making in Banbangpradang School. It meant occupation had an affect on the parents' decision making to choose Banbangpradang School. Considering LSD test found that there were differences in parents' occupation as follows; (1) parents' who were government officials have difference on the decision making with parents who were trader,

employee, and business owners. There were significant at the .05 level. While parent who were a government official have a level of decision better than parents who were a trader, employee, and business owners, (2) parents' who were a state enterprise have a difference on the decision making with parents who were business owners. There was significant at the .05 level. While parent who were a state enterprise have a level of decision better than parents who were an owner business, (3) parents' who were an agriculturist and gardener have a difference on the decision making with parents who were business owners. There was significant at the .05 level. While parent who were a state enterprise have a level of decision better than parents who were an owner business. The research finding showed that parents who were a difference occupation have an affect on the parents' decision making to choose Banbangpradang School. Hence, parents' who were government official, state enterprise, and agriculturist and gardener have a level of decision better than parents' who were a trader, employee, and owner business.

### **5.2.5 Difference of Income and Parents' Decision**

The research results showed that there was no statistically significant difference between income on the parents' decision making in Banbangpradang School. It meant income did not have an affect on the parents' decision making to choose Banbangpradang School. Parents who returned questionnaire were average income at 16,564 baht with the decision level at high level. Most of parent who returned questionnaire was got an income less than 15,000 baht. According to Boonserm (2009) studied the factor affecting the decision making in attending private tutoring lessons of lower secondary school students. It was found that, family income was an impact on the decision making to attend private tutoring lessons of lower secondary school students.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter concludes the overall of this study and recommendations as follows.

#### 6.1 Conclusions

#### 6.2 Recommendations

### **6.1 Conclusions**

The purposes of this study were to study the parents' decision making on selecting Banbangpradang School for their children and to compare parents' decision making on selecting Banbangpradang School for their children regarding their personal factors and to study what improvements parents want in Banbangpradang School. The hypothesis of this study were there is a significant difference on the parents' decision making on choosing Banbangpradang School for their children regarding their personal factors.

This research is used descriptive method. The population and sample of this study were parents who have children studying in Banbangpradang School under the Office of Nakornpathom Primary Educational Service Area Office 2 of the academic year 2011. There were 178 students. The researcher supposed that one parent per one student for analysis the individual student. The sample of this study was parents who have children studying in Banbangpradang School under the Office of Nakornpathom Primary Educational Service Area Office 2. The sample size of this study is used by Krijcie and Morgan (1970). The least total sample for this study was 123 parents. The researcher needed to prevent a number of returned questionnaires less than 123. Therefore, the researcher sent 140 questionnaires and returned 132. The returned rate was 95 percent. For the focus group interview, there were 10 parents who

informants consent. There were 4 of school committee, 3 of school supporter, and 3 of parents from sampling.

Research instrument was a questionnaire comprised of 3 parts. Part one aimed to survey the personal factors of the sample. There were gender, age, level of education, occupation, and income, which comprise 5 questions. Part two aimed to survey the parents' decision making on selecting Banbangpradang School for their children. Questionnaire measured from score of the answers and group into 5 levels to the Best's (1977). It included 6 facets; 1) school location, 2) school environment, 3) facilities and services, 4) extracurricular activities, 5) teacher's attribute, and 6) relationship between school and community. Part three aimed to survey the parents' suggestions by using open-ended question. The reliability of the questionnaire was 0.96.

Data analysis was using the package program. Descriptive statistics like frequency, percentage, mean, and standard deviation were used for the personal factor. Comparison of the independent sample were used by t-test, one-way ANOVA (F-test), and LSD test, applied for studying the significant differences between parents' decision making to choose Banbangpradang School for their children.

The research findings of this study were:

1. Analysis of the data on personal factors

The results of the analysis data on personal factors, most of parents who returned questionnaire were female at 62.1 percent, the average age at 36 years old (in a range of 35-46 years old) with the bachelor degree (47.0%) with the 50.8 percent as an employee, average income 16,564 baht (most of parents earn less than 15,000 baht)

2. Analysis of the data on the parents' decision making with facets

- 2.1 Most of parents have a decision level with the school location were at the third priority with the decision making at high level. The average mean of 4.18. It was found that parents considered the most important in location of school is in village and have a good security system.

- 2.2 Most of parents have a decision level with the school environment were at the fourth priority with the decision making at high level. The average mean of 4.13. It was found that parents considered the most important in school is in a good environment without an air pollution and noise pollution.

2.3 Most of parents have a decision level with the facilities and services were at the second priority with the decision making at highest level. The average mean of 4.26. It was found that parents considered the most important in school is following to the 15-year free education with quality policy.

2.4 Most of parents have a decision level with the extracurricular activities were at the fifth priority with the decision making at high level. The average mean of 4.12. It was found that parents considered the most important in there was an English teacher who graduate in English field.

2.5 Most of parents have a decision level with the teacher attribute were at the first priority with the decision making at highest level. The average mean of 4.49. It was found that parents considered the most important in beloved and kind.

2.6 Most of parents have a decision level with the relationship between school and community was at the lowest priority with the decision making at high level. The average mean of 3.64. It was found that parents considered the most important in set a meeting with parents and school at less 1 time per semester.

2.7 The overall of parents' decision making on selecting Banbangpradang School for their children were the high level with the average mean of 4.14.

3. Analysis of comparison the parents' decision making in Banbangpradang School regarding to their personal factors

3.1 There was no statistically significant difference between genders on parents' decision making in Banbangpradang School, then reject the hypothesis.

3.2 There was no statistically significant difference between age on parents' decision making in Banbangpradang School, then reject the hypothesis.

3.3 There was no statistically significant difference between level of Education on parents' decision making in Banbangpradang School, then reject the hypothesis.

3.4 There was statistically significant difference between occupations on parents' decision making in Banbangpradang School, then accept the hypothesis.

3.5 There was no statistically significant difference between income on parents' decision making in Banbangpradang School, then reject the hypothesis.

#### 4. Parents suggestions in open-ended questions

On the parents' opinion and suggestion for improving and developing the Banbangpradang School. It was found that most of all was similar with questionnaire. The suggestions for developed the Banbanpradang School were most of parents suggested that school should recruit teacher for helping teacher in class, adapt under the hall to be a indoor sports.

## **6.2 Recommendations**

The results of this research was the overall of factors affecting parents' decision making on selecting Banbangpradang School for their children at high level. There were teacher attribute, facilities and services were the first and second priority facets. Also, there was a relationship between school and community was the last priority facet. Although the overall of parents' decision making level were at highest level and high level but there were some suggestions from parents needs school to improve.

### **6.2.1 Recommendation from the research results**

1. The results of this research shown the "to participate in community activities" in relationship between school and community facet had the lowest mean score. Therefore, Banbangpradang School should have more activities with community, to make a good relationship with community and parents.

2. The summary of the focus group discussion. The school should prioritize students learning and achievement. Other activities of the teachers should be arranged after class.

### **6.2.2 Recommendation for further study**

1. A study on relationship between school and community that affect on parents' decision making to choose school for their children, it could be an interest topic.
2. An examined the problems and needs of teachers in Banbangpradang School with relationship between colleague and school administrator.

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## **APPENDIX**

**DOCUMENTARY PROOF OF THE COMMITTEE FOR  
RESEARCH ETHICS (SOCIAL SCIENCES)**

This document is issue by office of the committee for research ethics (social sciences) MU-SSIRB, with the date of approval March 8, 2012.



COA.No.2012/055.0803

**Documentary Proof of The Committee for Research Ethics (Social Sciences)**

**Title of Project:** Parents' Decision Making on Selecting School for Children: A Case Study of Banbangpradang School under The Office of Nakornpathom Primary Education Service Area Office 2  
(Thesis for Master Degree)

**Principal Investigator:** Miss Piyawan Charoensathichai

**Name of Institution:** Faculty of Social Sciences and Humanities, Mahidol University

**Approval includes:**

- 1) MU-SSIRB Submission form version received date 20 February 2012
- 2) Participant Information sheet version date 20 February 2012
- 3) Informed Consent form version date 20 January 2012
- 4) Questionnaire version received date 20 January 2012

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

**Date of Approval:** 8 March 2012

**Date of Expiration:** 7 March 2013

**Signature of Chairman:**.....  
(Emeritus Professor Santhat Sermstri)

**Signature of Head of the Institute:**.....  
(Assoc. Prof. Dr.Wariya Chirwanno)

Dean of Faculty of Social Sciences and Humanities

## **CONTENT VALIDITY OF THE QUESTIONNAIRE**

Check the content validity of the questionnaire through the review from the thesis advisors and 3 experts as follows:

1. Mrs. Natthaporn Pongsing who was a school director at Banbangpradang School.
2. Mrs. Laddawan Tunsathien who was a teacher in Banbangpradang School
3. Mrs. Roschana Meepolkit who was a teacher in Banbangpradang School.

**RESEARCH QUESTIONNAIRE**  
**PARENTS' DECISION MAKING ON SELECTING SCHOOL FOR**  
**CHILDREN: A CASE STUDY OF BANBANGPRADANG SCHOOL UNDER**  
**THE OFFICE OF NAKORNPATTHOM PRIMARY EDUCATIONAL SERVICE**  
**AREA OFFICE 2**

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**Part 1      Personal Factors**

*Instruction      Please read questions carefully and tick (✓) in the box that provided  
of fill in where appropriate*

1. Gender

Male

Female

2. Age is \_\_\_\_\_ years. (if more than 6 months, count 1 year)

3. Level of education

Lower than diploma

Diploma

Bachelor degree

Higher than bachelor degree

4. Occupation

Government staff

State enterprise

Trader

Employee

Other (specify) \_\_\_\_\_

5. Income is \_\_\_\_\_ baht

**Part 2 Assessment of the school that affect to parents' decision making**

**Instruction** Please read questions carefully and tick  in the box, following on your opinion or your reason

5	4	3	2	1
Highest level of ability in decision making	High level of ability in decision making	Moderate level of ability in decision making	Low level of ability in decision making	Lowest level of ability in decision making

Characteristic of the school	Level of Decision Making				
	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
1. Location is in convenient place and easy to take students to school					
2. Location of school is in village and have a good security system					
3. School is near home or parents' workplace, it makes parent convenient					
4. Location is in a good environment, without an air pollution and noise pollution					
5. Set the school environment to be pleasant					
6. Set the classroom environment for learning with brightly and air flow					
7. Set an activities room with brightly and air flow. (computer room, sound lab room, and library)					
8. Have enough computer for all students with brightly and air condition					
9. Set the sound lab room with brightly and air condition					
10 Have enough musical equipment in class					

Characteristic of the school	Level of Decision Making				
	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
11. Library has enough and update book					
12. Has a duty to students to clean up and make them have a responsibilities					
13. There are playground and ground for sports with cleanliness					
14. Have enough toy and sport equipment with safety and clean					
15. Have enough washbasin for all students					
16. There is enough toilet with cleanliness					
17. School is following to the 15-year free education with quality policy					
18. Have a standby staff and teacher to give an information					
19. Checkup health and teeth 2 times a year					
20. Provide an accident insurance for all students					
21. Prepare enough medicine and first-aid room					
22. Quickly access to the nearest hospital when emergency case and contact to parents immediately					
23. Promote and improve the students' health care project					
24. Prepare a good suitable milk and various lunch for students					
25. Provide enough drinking water					
26. Provide enough school bus and following teacher in bus					

Characteristic of the school	Level of Decision Making				
	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
27. In emergency case, school has a teacher to stay with student					
28. Curriculum was adapted by community needs					
29. School has a modern instructional media					
30. There is an English teacher who graduated in English language					
31. Learning Chinese class led by native speaker					
32. Learning moral class led by Buddhist priest					
33. Adjust curriculum and learning activities appropriate to students					
34. Always assign homework					
35. Always report the student outcome to parents					
36. Extra classes after school are provided. There are computer, traditional Thai music, art, and Chinese					
37. Promote students into competition depending on their talents					
38. After competition, students improve themselves, confident, and have a sportsmanship					
39. Dress neatly and appropriate					
40. Be polite with students					
41. Have good manners					
42. Be love and kind					

Characteristic of the school	Level of Decision Making				
	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
43. Good relationship with students and parents					
44. Be responsible					
45. Encourage students' to be self-confident					
46. Always self-evaluation					
47. To improve a teacher skill, teacher need to train at least twice per year					
48. Giving good advice on students' need					
49. Communicate with parents and solve the students' problem					
50. Community always aware of school activities					
51. Announcement on school activities always shown on notice board					
52. Regular annual visit to student house					
53. School participation in community activities					
54. Regular meeting between parents and teachers at least once in semester					

**Part 3        Recommendations**

*Instruction    Please give your recommendations for improved the school*

*School Location* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*School Environment* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Facilities and Services* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Extracurricular Activities* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Teacher's Attribute* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Relationship between School and Community* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interview Guideline**

1. The reason for your decision making to choose Banbangpradang School
2. The strengths and weaknesses in Banbangpradang School
3. The ways to improve the school

## **BIOGRAPHY**

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