

**PARENTAL DECISION MAKING ON BUDDHIST
ALTERNATIVE SCHOOLS SELECTION IN
BANGKOK METROPOLITAN**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANGEMENT)
FACULTY OF GRADUATE STUDIES
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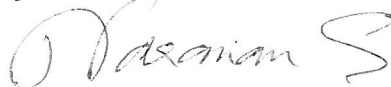
Thesis
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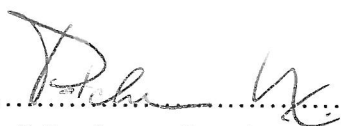
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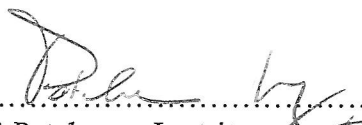
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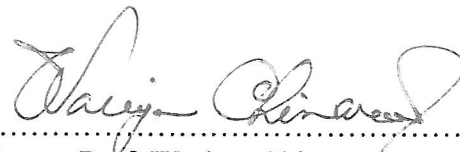
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**PARENTAL DECISION MAKING ON BUDDHIST ALTERNATIVE SCHOOLS
SELECTION IN BANGKOK METROPOLITAN**

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ABSTRACT

The purposes of this research were to study the level of parental decision making on Buddhist alternative school selection in the Bangkok Metropolitan area and to compare parental decision making regarding personal information such as gender, age, levels of education, occupation, and income. The research used a descriptive method. The sample for this study was selected by sample random sampling. There were 84 parents who have children studying in 3 Buddhist alternative schools (Thawsi school, Siamsaamtri school, and Roong-Aroon school) in the Bangkok metropolitan area under the Office of Private Education Commission in the academic year 2014. Data was collected via questionnaires and in – depth interviews, and the calculated reliability was .89. The data were analyzed by frequency, percentage, mean and standard deviation and personal factors were compared to parental decision making by t-test, and one-way ANOVA (F-test).

The results of this research were as follows: 1) educational philosophy, followed by curriculums were the first and second priorities, 2) the tuition fee was the lowest priority. This research could benefit Buddhist alternative schools as follows: 1) to contribute to the development of management in these Buddhist alternative schools, 2) to provide the essential information about Buddhist alternative schools management in terms of parent’s perspectives and expectations from Buddhist alternative schools and, 3) to provide necessary recommendations and primary data for future researchers to work on Buddhist alternative schools.

**KEY WORDS: PARENTAL DECISION MAKING / BUDDHIST ALTERNATIVE
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98 pages

การตัดสินใจของผู้ปกครองต่อการเลือกโรงเรียนทางเลือกวิถึพุทธในจังหวัดกรุงเทพมหานคร
PARENTAL DECISION MAKING ON BUDDHIST ALTERNATIVE SCHOOLS SELECTION
IN BANGKOK METROPOLITAN

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บทคัดย่อ

วัตถุประสงค์ของการทำวิจัยในครั้งนี้ 1) เพื่อศึกษาระดับการตัดสินใจของผู้ปกครอง
ในการเลือกโรงเรียนทางเลือกวิถึพุทธในจังหวัดกรุงเทพมหานคร 2) เพื่อเปรียบเทียบปัจจัยที่ส่งผล
การตัดสินใจของผู้ปกครองที่มีส่วนเกี่ยวข้องในการเลือกโรงเรียนทางเลือกวิถึพุทธ โดยใช้ข้อมูล
จากเพศ อายุ ระดับการศึกษา อาชีพ และรายได้ การวิจัยในครั้งนี้เป็นการวิจัยเชิงบรรยาย กลุ่ม
ตัวอย่างที่ใช้ในการวิจัย คือผู้ปกครองนักเรียนที่กำลังศึกษาอยู่ในระดับชั้นประถมศึกษาปีที่ 1
โรงเรียนทอสี โรงเรียนสยามสามไตร และโรงเรียนรุ่งอรุณ ปีการศึกษา 2558 จำนวน 84 คน
เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบสอบถามเกี่ยวกับการตัดสินใจและการสัมภาษณ์เชิงลึก
ค่าความเชื่อมั่นของแบบทดสอบได้รับการตรวจสอบโดยมีค่าความเชื่อถือที่ .89 การวิเคราะห์ข้อมูล
โดยหา ความถี่ ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวน
ทางเดียว

ผลการวิจัยพบว่า ปรากฏการศึกษา และหลักสูตร เป็นปัจจัยสองอันดับแรกที่
ผู้ปกครองให้ความสำคัญในการตัดสินใจในการเลือกโรงเรียนทางเลือกวิถึพุทธ โดยเรื่องค่าเทอม
นั้น เป็นปัจจัยที่มีผลต่อการตัดสินใจที่อยู่ในระดับกลาง ซึ่งมีผลกระทบน้อยที่สุดต่อการตัดสินใจ
ประโยชน์ที่จะได้รับจากการวิจัยครั้งนี้ ได้แก่ สนับสนุนการพัฒนาบริหารจัดการของโรงเรียน
ทางเลือกวิถึพุทธ ซึ่งประกอบด้วยข้อมูลที่สำคัญในส่วนของความคิดเห็นและความคาดหวังของ
ผู้ปกครองต่อโรงเรียนทางเลือกวิถึพุทธ ทั้งนี้ในงานวิจัยนี้ยังมีข้อเสนอแนะและฐานข้อมูลที่เป็น
ประโยชน์เพื่อเป็นแนวทางการทำวิจัยในเรื่องเกี่ยวกับโรงเรียนทางเลือกวิถึพุทธต่อไปในอนาคต

CONTENTS

| | Page |
|--|-------------|
| ACKNOWLEDGEMENTS | iii |
| ABSTRACT (English) | iv |
| ABSTRACT (Thai) | v |
| LIST OF TABLE | viii |
| LIST OF FIGURE | ix |
| CHAPTER I INTRODUCTION | |
| 1.1 Background and rationale of the study | 1 |
| 1.2 Research questions | 5 |
| 1.3 Research objectives | 6 |
| 1.4 Research hypothesis | 6 |
| 1.5 Scope of the study | 6 |
| 1.6 Definition of terms | 6 |
| 1.7 Research contribution | 7 |
| 1.8 Conceptual framework | 8 |
| CHAPTER II LITERATURE REVIEW | |
| 2.1 Concept of alternative education | 9 |
| 2.2 Concept of alternative school | 18 |
| 2.3 Background of Buddhist education | 21 |
| 2.4 Parental Decision Making | 24 |
| 2.5 Factors related Parental Decision Making | 25 |
| 2.6 Related Research | 32 |
| CHAPTER III RESEARCH METHODOLOGY | |
| 3.1 Research Design | 37 |
| 3.2 Populations and Sample | 37 |
| 3.3 Research Instrument | 38 |
| 3.4 Quality of Research Instrument | 41 |

CONTENTS (cont.)

| | Page |
|--|-------------|
| 3.5 Data Collection | 42 |
| 3.6 Statistics and Data Analysis | 42 |
| CHAPTER IV RESULTS | |
| 4.1 Personal Factors of the parents | 44 |
| 4.2 Parental decision making level | 46 |
| 4.3 Comparison of parental decision making regarding to Personal factors | 53 |
| 4.4 Summary of additional suggestion | 56 |
| 4.5 Content analysis of In – depth Interview | 56 |
| CHAPTER V DISCUSSION | |
| 5.1 Parental Decision Making on Alternative Schools | 67 |
| 5.2 Comparison the Parental Decision Making on Alternative Schools regarding their Personal Factors | 71 |
| CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS | |
| 6.1 Conclusion | 74 |
| 6.2 Recommendations | 77 |
| BIBLIOGRAPHY | 79 |
| APPENDIX | 86 |
| BIOGRAPHY | 98 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 2.1 The synthesis of factors related to parental decision to enroll their children to school | 28 |
| 3.1 The number of students in 3 Buddhist alternative schools | 38 |
| 3.2 Summary of the Classification of the Questionnaire | 39 |
| 3.3 Statements for Five-Point Likert Scale for the factors that influenced Parental Decision Makings | 40 |
| 3.4 Interpretation of the Range of mean Score | 40 |
| 4.1 Frequency and Percentage of the respondents | 44 |
| 4.2 Parental Decision Making Level on School Environment | 46 |
| 4.3 Parental Decision Making Level on Educational Philosophy | 47 |
| 4.4 Parental Decision Making Level on Facilities | 49 |
| 4.5 Parental Decision Making Level on Curriculum | 50 |
| 4.6 Parental Decision Making Level on Teacher Attribute | 51 |
| 4.7 Parental Decision Making Level on Tuition Fee | 52 |
| 4.8 Summary of Parental Decision Making Level of Individual Facets in Alternative school | 52 |
| 4.9 Comparison of Parental Decision Makings regarding to Gender | 53 |
| 4.10 Comparison of Parental Decision Makings regarding to Age | 54 |
| 4.11 Comparison of Parental Decision Makings regarding to Level of education | 54 |
| 4.12 Comparison of Parental Decision Makings regarding to Occupation | 55 |
| 4.13 Comparison of Parental Decision Makings regarding to Income | 55 |
| 4.14 Comparison of Parental Decision Makings regarding to Tuition Fee | 56 |
| 4.15 Interview Informants' Characteristics | 58 |

LIST OF FIGURE

| Figure | Page |
|--------------------------|-------------|
| 1.1 Conceptual framework | 8 |

CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the study

In today's increasingly complex world, families have accessed to a wider range of educational options than ever before. It is now possible, and it's becoming more widely recognized as desirable, to choose a school or non-school learning environment that best serves the specific needs and accommodates the unique personal qualities of every young person (Miller, 2005.).

During the past 25 years, education had become ever more standardized, ever more mechanical, as it served a political and economic agenda of competition, production, and corporate profit. Young people in the present system were perceived as growing, active human being who sought meaningful connection to their community, society, and natural world, or to the real of the spirit, but as units of production whose academic achievements contained primarily economic value. Something vital in our humanity was lost when organic functioning, personal relationship, and the unique qualities of individuals were overwhelmed by standardization, mechanization, and hierarchical control. However, the essence of alternative educational philosophies was their insistence that could be recognized that vital human qualities that had been sacrificed on the altar of modernity, and that could be strive to place our essential humanity at the heart of education (Miller, 2005).

Historically, alternative model of education had coexisted with the public education system ever since its inception in the first half of the 19th century in Europe and America (Raywid, 1999). The philosophical and theoretical foundation of alternative education could be said to have been formed in the 1920s (Nagata, 2007). The founders of progressive education John Dewey and Francis Parker, and educational pioneers such as Maria Montessori and Rudolf Steiner (founder of the Waldorf schools), among others, all insisted that education should be understood as the art of cultivating the moral, emotional, physical, differences between formal

school, psychological, and spiritual aspects of the developing child. One aspect that distinguishes educational alternatives from each other is the curricula taught within their respective settings.

Across these alternatives, it could be understood that traditional subjects such as reading, writing, and mathematics are not always taught separately but integrated into the overall learning experience. Other subjects like environmental education, ecology, or spirituality, which are often not found in more traditional school curricula, emerge from the interests of learners and teachers in a more open-ended learning community. For the most part, however, subject matter is only indirectly related to the root philosophies and educational approaches utilized in many alternative education systems. (Miller, 2007)

Often alternative approaches to education will vary considerably within a single type of alternative from one cultural or geographic setting to another. Another quality that distinguishes educational alternatives from their traditional counterparts is their diversity. Unlike traditional privately run and publicly run schools which are remarkably similar in many aspects to one another, most alternatives do not subscribe to a "one model fits all" approach. Each educational alternative attempts to create and maintain its own methods and approaches to learning and teaching. Practitioners aspire to realize that there are many ways of conceiving and understanding the needs of the whole child in balance with the needs of the community and society at large. Thus, each alternative approach is founded upon, sometimes drastically, different beliefs about what it means to live, learn, and grow in today's society (Sliwka, 2008).

The education scene from the 1980s and on has been notably marked by the growing prominence of alternative education in the country not only of Europe and America but of Asia as well. Under the influence of Western education influence of Western educational thought, schools on the Summerhill pattern were found in Thailand and Japan (Nagata and Manivannan, 2002).

Since 1979, the Summerhill school was established in the first of alternative school in Thailand under The National Education Act in 1999. A term "alternative education" first turned up in Thai Constitution, Article 3, Section 49 in 2007. "Training education management of Professional organization, alternative education of the people, self - learning and lifelong education must receive

appropriate protection and support from the government. The said statement confirms existence of alternative education which was recently legally accredited eight years ago. After that the Alternative Education had set the Alternative Education Council in 2009 while in countries like Finland and the Netherland, discussion on rights of education occurred over centuries.

To be brief, the alternative schools in Thailand is a pilot school that helps transform the concept embedded in education reform into a variety of practices which are uniquely valuable for its diversity. Innovation of education arisen from alternative program groups will lead to the quality education management which facilitates the learners to be a center of lifelong learning and develop economy and society by learning. The curriculum of alternative school not only teaching in academic for survive in the society but also focus on whole person, understanding in value of good and real life. Thus, some parents who are interest in the curriculum that designed on child centered and focusing on the learner's interest might choose alternative school for their children instead of mainstream school.

From now on, alternative school had a major role in Thai Education system, especially in basic education. It could observe from the number of alternative schools such as the private alternative schools, the alternative schools under the Non-Government Organization (NGO) or Home School are increasing in Thai society (Tunmunthong, 2012). The most important factors of the success of alternative education school like in a stress on development of their own personnel by making them realize education philosophy and a way to manage education for the life development of the learners with a focus on learning to discover potential of oneself. As for the education management, the attempt to empower the learners with skills and habits to pursue for the knowledge is thus encouraged (Power The Thought, 2012).

There are significant differences among the diverse teaching and learning approaches that often get lumped together as "alternative education" (Miller, 2004). Yet, Thai people were not familiar with academics freedom and regard it as something out of the box and those who manage alternative education are the one who go against the mainstream. Learning outside the school may be considered uncommon, and up until now, not many parents send their children to alternative education school. Doubts about learning methods and out of the box learning process

still remain. The questions center on whether it can create learning for their children. As a result, the alternative schools in Thailand have not taken deep root in our society (Power The Thought, 2012).

Parental choice is part of a social process influenced by salient properties of social class and networks of social relationships (Coleman, 1988; Bauch&Goldring, 1995; Reay&Ball, 1998; Bosetti, 2000,2001; Reay&Lucey, 2000; Ball, 2003). Coleman (1988) explained that when an individual is faced with important decisions, 'a rationale actor will engage in a search for information before deciding'. However, parents appear to employ a 'mixture of rationalities' involving an element of 'the fortuitous and haphazard' (Ball, 2003). To make decisions regarding their children's education, parents will rely on their personal values and subjective desired goals of education, as well as others within their social and professional networks to collect information. Parents, whose network does not provide access to relevant and valuable information regarding options of school choice, are limited in their capacity to make informed choices (Smrekar&Goldring, 1999).

Starting in the early twentieth century and as part of the country's unification and modernization, the western educational model was adopted. As a complement to the government educational system, private school began to be established mostly run by Christian groups. With liberalization of the educational system, many international schools were also set up and have flourished particularly in Bangkok and in major regional cities. With all these changes, the influence of Buddhism has steadily declined.

Surprisingly, given the fact that 95% of Thai population consider themselves Buddhists, until recently there has been no real interest or effort to integrate Buddhist developmental principles into the educational system. This was largely due to the unfortunate tendency of the authorities to see Buddhism as a belief system, and therefore overlook the unrivalled system of human education that lies at its heart.

Also, in a society where success is measured in material terms, most parents hope that the educational system will set their children on the path to a prosperous future. A school's academic reputation, the variety of languages it offers

and the intensity of its English lessons are crucial factors that the present parents' generation of Thai parents consider when choosing a school for their kinds.

However, during the past ten years or so, there has been a growing movement to create a Buddhist education system. A large number of people are taking the view that developing children's mind is more important than just providing them academic knowledge. As a result, alternative school, particularly RongrienWhithiput, or Buddhist Approach schools, are among the hottest subjects with new parents. Also Buddhist School is created to help children grow up in age and wisdom, to help them become positive, contributing educated members of this world, and especially to nature the natural, peaceful, positive spiritual qualities of their young mind. (Bangkok Post, 2014)

Therefore, this study attempts to answer of "Parental decision making on Buddhist alternative schools selection in Bangkok Thailand" In finding the answer above, the study will also find out parents' aspect about alternative education in Thailand and their reasons in choosing alternative schools for their children. It also mention that the goal of this education is to educate young students to prepare them for life, both for their future academic careers and work in the world, and to provide them with a stable, virtuous foundation for life's inner or spiritual path.

1.2 Research Questions

1.2.1 What was the level parental decision making on Buddhist alternative schools selection in Bangkok Thailand for their children?

1.2.2 Were there any differences on parental decision making on Buddhist alternative school selection regarding to gender, age, level of education, occupation, and income?

1.3 Research objectives

The objectives of this study are as follows;

1.3.1 To study the level parental decision making on Buddhist alternative school selection for their children in Bangkok Thailand.

1.3.2. To compare parental decision making on selecting Buddhist alternative school regarding to personal information such as gender, age, level of education, occupation, and income.

1.4 Research Hypothesis

There is a statistically significant difference on the parental decision making on Buddhist alternative school selection regarding to their personal information such as gender, age, level of education, occupation and income.

1.5 Scope of the Study

This research was to study parental decision making on Buddhist alternative schools selection in Bangkok Thailand. The population of the study is 180 parents of the students who are studying in 3 Buddhist alternative schools under the Office of Private Education Commission: Thawsi school, Siamsaamtri school, and Roong-Aroon school in academic year 2014.

1.6 Definition of Terms

Buddhist approach alternative school refers to the school that differs in one more ways form conventional public schools which educate and develop a person both academically and spiritually based on Buddhist philosophy.

Parents refer to the guardian of children, who have authority to decide whether the children can or cannot study in Buddhist approach alternative school.

Parental decision making refers to the considering of various factors and reasons on alternative schooling for children.

Parental decision making factors refers to the factors affecting parental decision in alternative school enrollment for their children which this research include six factors as follow:

- **School Environment** refers to the atmosphere in the school, including classrooms, resources in school library.
- **Educational philosophy** refers to the school principle which following the Lord Buddha's philosophy, ethical conduct (sila), steadiness of mind (samadhi) and insight wisdom (panya).
- **Facilities** refer to a location that school's efficient use of facilities and outdoor Landscaping, campus security, class size, status of the
- **Curriculum** refers to courses of study in subjects at a school which based on Buddhist philosophy.
- **Teacher's attribute** refers to the teachers who have ability of teaching, motivating students, paying attention on students' mind and good manners.
- **Tuition fee** refers to a sum of money charged for enrollment.

Personal factors include five factors of individual factors as follow:

- **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 months is counted to be one year.
- **Level of Education** is defined as the highest educational level including lower than diploma, bachelor degree, and higher than bachelor degree.
- **Occupation** is defined as the occupation of parents which the government, state enterprise, trader employee, Business owner, housewife, freelance.
- **Income** is the parents' salary which receives monthly.

1.7 Research Contributions

1.7.1 The result of the study will contribute to the development of Buddhist alternative school management.

1.7.2 It is expected to provide the essential information of Buddhist alternative schools management in term of parents' perspectives and expectations from alternative schools they choose for their children.

1.7.3 This research will also provide necessary recommendations and primary data for the future researchers to work on the Buddhist alternative school.

1.8 Conceptual Framework

The conceptual framework was framed following the related other researchers who were done before by Charoensathitchai (2012), and Suwannasang (2009). Also the factors were selected from the other researchers who had done the similar content as the researcher and the summarized table of selected factors on chapter II. It was found that many included school environment, educational philosophy, facilities, curriculum, teachers' attribute and tuition fee.

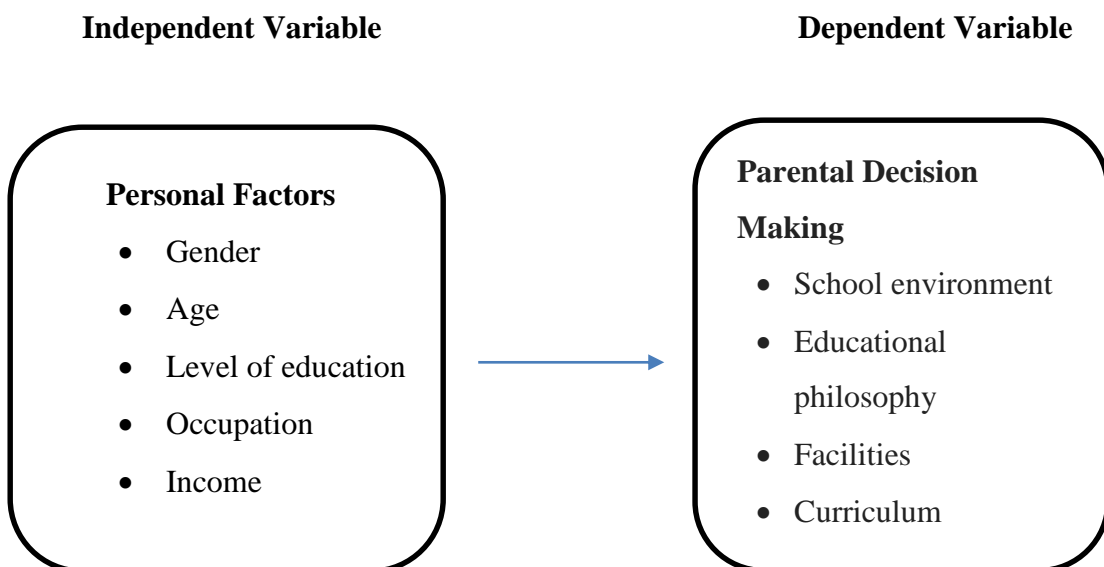


Figure 1.1 Conceptual Frame work

CHAPTER II

LITERATURE REVIEW

This study is examined factors that influence parents' decision to enroll their children in alternative school. This study is based on the sourced of searching and other related documents. The chapter is presented as follows:

- 2.1 Concept of alternative education
- 2.2 Concept of alternative school
- 2.3 Background of Buddhist education
- 2.4 Parental decision making
- 2.5 Factors related parental decision making
- 2.6 Related research

2.1 Concept of alternative education

2.1.1 Definition of alternative education

Lacking a precise meaning, the term "alternative education" describes different approached to teaching and learning other than state-provided mainstream education, usually in the form of public or private schools with a special, often innovative curriculum and a flexible program of study which is based to a large extent on the individual student's interests and needs (Sliwka, 2008). The reality is that alternative education has function variously as, for example, individualized education of the kind found in child centered education, as remedial education for "problem" children, and as special programs for school dropouts and gifted students including homeschooling (Nagata, 2007; Sliwka, 2008) The study of alternative of education in recent years that found by Nagata (2007) have clearly come to emphasize the holistic viewpoint. This placing of value on wholeness has been a trend since the 1990s, and it

has added connotations to thinking on alternative education that were not present in former alternative education movement. So a holistic education is concerned with more than vocational training or moral discipline or intellectual development; it aims to cultivate the emotional and spiritual life of the growing human being, and to deepen the young person's awareness of his or her place in nature of all living. (Miller, 2005).

Nagata (2007) defined that alternative education is basically a relative concept and that its distinctive characteristics change with the perceived problems considered requiring reform in tradition of public education. Alternative education is also a relative concept endowed with multivalent, pluralistic characteristics. He has presented the following flexible parameters for understanding alternative education:

- **public character** that is relatively independent and autonomous of the market and government and that seeks to reinterpret mainstream norms of conduct and generally accepted ways of thought;
- **innovativeness** that seeks to comprehend traditional education (whether it be public or private education) critically and with a view to reconstruction;
- **mutual complementarities** with public education that, through cooperation with it seeks to fulfill the unique social role of alternative education;
- **diversity** that encompasses all periods and locations and is not bound by the specific limitations of time and place associated with the modern West;
- **wholeness** that does not derive from binary modes of thought but values a holistic perspective;
- **pluralism** that respects special needs and the diversity of values represented by minority voice

As Yoshida (1999) remarked that trend is for alternative education to depend its own education views by means of holistic educational views. This has emphasized new, key concepts such as human wholeness, life relatedness and so on, that negate the binary schemes of adult-child, intellectual education – emotional liberation, social repression – individual freedom which were formerly championed in alternative education.

Carnie (2003) also gave the definition of alternative education means different things to different people and is consequently a term that is difficult to pin down. By definition, it is about challenging mainstream education ideology and offering something different, but that is not sufficient. The term is generally used to refer to approaches that are based around the needs of individual learner. From her own view, a truly alternative approach is holistic, in that it aims to develop the whole person and is underpinned by ecological values.

Sucharda Juckphisutet al., (2005) had done educational research project in the topic of Alternative education: Database and Analysis which giving the meaning of alternative education in each regions without analysis in only one meaning. Because of the researchers would like to keep the differences which effect on cultural conditions and problems in each regions. The explanations as follows

1) North region: alternative education is a holistic learning process and diversity which related to regional knowledge that lead to happiness and success to people and community.

2) Central region: alternative education is the way to escape from educational crisis which is situated on diversity of nature and authentic that consist of participation leading to holistic human development.

3) North East region: alternative education is the education which fulfill the needs and human potential that learning for human potential and practicing in the way of community lifestyles.

4) South region: alternative education is the education that lead to authentic lifestyle which bring the happiness to community and social based on traditional way.

5) Mixed region: alternative education is the choice for both students and instructors which increasing related skills to the nature, social, community and resources. Also, educations authentic practicing which bring about to the development of being.

Rachanee Dhongchai (2013) had concluded the definitions of alternative education from the research of Sulak which according to Pipop Dhongchai(1999), alternative education is the several of educational management system which stand on the rooted of Buddha teaching, philosophy and psychology for children development

on their natural abilities. It empathizes on happiness and living peacefulness which is ideal of human being. On the other hand, this ideal has been changed because of the politic and economic system which controlled by the politicians and businessmen who are selfish and abuse one's authority. The structure of injustice will be built by the group of these people. So, the alternative education has to fight over from those politicians and businessmen to create new society for parents, children and community which built for the next generations.

PhonPhan-o-sott (2001) gave that the alternative education is the education which has a goal for developing to be a perfected human being within heart and soul. Sulak Sivaraksa (2002) also gave the definition of alternative education that never having studied philosophy synthetic alternative conscientiously. This is because the ideal of alternative education may be recently formed. Where each school was presented the idea to their education than to make basic philosophy together. However, it may be deduced by considering the overall appearance of the alternative education movement which focused on two main ideas as follows

1. Diversity: Many theorists alternative synthetic method of observing the natural concept to use as a pattern for education. The idea of diversity has been considered as the heart of the education and an alternative education. In a variety of natural existence, but as a harmonious blend of fiber, complex but balanced. Maintaining balance under a variety of natural systems is a major update. Educators said that human nature is the life of a state which has the same. Therefore, education should be done in line with the human condition that varies in each human being. Including systems of living as well. Whether, it is politics, economy, society, culture, values etc. Thus, an integrated system of education is fundamentally wrong, because of contrary to the ways of nature.

Human should be given the opportunity to select the system that best fits for their educational and parenting freely. The educational system should be created educational options as much as possible and provide opportunities for all people to choose the system that best suits them freely.

To believe in the diversity, some educators option will not talk plainly or to become a systematic theory. However, the study of their individual in theory was

shown to have a consensus on the principle. It held that the concept of diversity is at the heart of the alternative education movement.

2.The human value: alternative intakes educators agree that scientific and capitalist economics paradigm which looks at humans as cogs of the mechanism that drives the economy also looks at the value of the human is the only tool. Symposium is a terrible mistake for them as human being, which is not great or even above other creatures. It has a value in itself. For alternative education, human beings with intelligence and heart can be a reflection of the great creations of nature. Human also have another important task for discovery of the hidden potential within advanced training and socialization and contribute to their own and all other the world and universe.

In view of an alternative education, the education system must be study to the human condition as a senior. Humans have developed the maturity to even more noble. Humans can learn in their own capabilities and develop to sever for themselves, other human beings, other beings and the natural world as a noble commitment. Discourse of “alternative” may be viewed as the new in society. Considering the history of world civilization, alternative is a parallel to the main flow throughout and alternative education movement is in the same situation that have come in all ages.

Office of Non-Formal and Lifelong Education (2008) defines that the alternative education is the education which providing for the learners who are not willing to study in mainstream school whether they have their own reasons based on personal or believe. In addition, alternative education rooted in the diversity of human being so the styles and methods of pedagogy are various too.

Office of The Education Council (2009: 72, cited on Jariyapan, 2012) said that alternative education in Thai society is an education model that emphasized on the whole human development of learners and community. In addition, alternative education is provided for individual person, family, and other organizations which focusing on child – centered and integrated teaching and knowledge together for practicing in real life.

It could be concluded that alternative education is an ideal of education which providing for the learners who do not attend in mainstream school. It was a

holistic of human development based on diversity and human value which had a special characteristic rooted on the philosophy and believe.

2.1.2 The characteristics of alternative education

The origins of alternative education can be found in the new education movement that flourished in Europe and America during 1920s. The philosophical and theoretical foundation of alternative education can be said to have been formed in the 1920s. Influenced by educational theorists and practitioners such as J. Dewey, R. Stener, M. Montessori, and A. S. Neill, the new education movement and progressive education movement, which mostly rose to prominence during 1920s, gave alternative education its child-centered orientation, its placement of value on individually, its emphasis on life, its attachment of importance on the cultivation of aesthetic sensitivity through art and so on, its democratic governance of school life, and other such characteristics (Nagata, 2007)

Suchada Chakpisuthte al., (2005) had analyzed types of alternative education in Thailand in 7 types as follows:

1) Homeschooling: Parents or guardians may choose to educate their children at home, on the condition that standard of education similar to that a regular school is provided

2) Alternative education based on state system: The schools that use the national curriculum, but they have the freedom to organize and creatively structure the instructional content, teaching methods and use of text book. They also emphasize a child-centered approach and use the innovative pedagogy. Their instruction is based on acknowledging a variety of individual differences and developing each child's individual capability with the goal of developing each learner to be a whole person.

3) Alternative education based on wisdom: The instruction provided by learned people which has been a group or connection. They teach about Thai art mechanic, Thai medical and herb, and Thai dancing art.

4) Alternative education based on Buddhism: The learning process that provided for the member in group which based on Buddhism and developing to

be a whole person. It is also focused on belief of each group and contribute to the learner in the way of self-sufficient economy, and anti-capitalism.

5) Alternative educational for non-formal education: The education managed by non-formal education group. It aims to provide the instruction for the target learning group which is in the learning community and run by private sectors.

6) Alternative education through the activity group: This education is based on pragmatism which caused by learning perception.

7) Alternative education through media and self-learning access: This education is learning through media such as publications, radio, television, internet, also including library, museum, tourism attraction, or public learning place which lead to self-learning.

In addition, Pan-o-soth (n.p) had studied about “The management of alternative education by different types of academy” which categorized in 5 different types of alternative education as follow;

1) Innovative education group: This group had brought the innovative education into Thai society which was the widely operation group and spread around all of the country. There had its own concept and philosophy as follow:

1.1) School children’s Village (Moo Ban Dek) was established by Mr. Piphop and Mrs. RatchaneeThongchai by adapted from Summerhill, England which was created by A.S. Neil.

1.2) Summasika school was established by Santi-Asoke group and community and using the concept “canon is a professional course”. It followed the concept of Samatha-Phothirak.

1.3) Satyasai school was established by Dr. Art-Ong Jumsai Na Ayudhaya and groups which was inspired by Satyasia Ba Ba. They also respected all of religions and focused on human value development.

1.4) Neo-Humanist Neohumanism is a new ethic for the new millennium. It broadens our understanding of what it is to be human by promoting an ecological awareness of our relationship with the entire universe. In short Neohumanism is an invitation to enter into the full depth and mystery of life. Neohumanism has as its leading exponent the Indian philosopher, political activist

and mystic, PrabhatRainjan Sarkar. As such it is philosophical in form, revolutionary in spirit and spiritual in orientation.

1.5) Buddhism approach is a group which working in education and children development. They have focused on applying Buddhism into their groups which have different directions in their own ways such as SiriphongNimit Child Care, Child Garden- Rainbow Community, Chayaphom Province.

1.6) Montessori Education is one of famous educational philosophy in Thai educators. KornkaewKintergardenschool and alternative schools in Phuket and Cheng Rai Province had brought this concept to be concreted in teaching and learning.

1.7) Waldorf Education was created by Dr. Rudolf Steiner, the Austrian Philosopher. It aimed to build a foundation of humanness for our children, which is important and crucial to them regardless of what study or career they later choose; that is to help them achieve clear and creative thinking, be individually, and socially motivated and globally responsible. In Thailand, there are some schools that bring this concept to apply such as Panyothaischool, Baan Rak Kindergarten school and Tri Taksa school.

1) Homeschool is the education which caused by one direction of Thai education system. It was lack of the diversity in factors of community and individually, also less of flexibility. So, there were some groups who wanted to find out an alternative education to educate children to be whole person which follow their concept. They mentioned that the mainstream education is lack of diversity thus, they were not allow their children go to mainstream school. After that, they had developed their education to be "Homeschool".

There are two types of homeschool in Thailand (n.d. cited in Prathomjaroen, 2002) as follow;

1) Individually family homeschooling: Phongpaiboon's family, Phung U-dom's family and Somphong's family.

2) Group family homeschooling: There are 2 types of this group

2.1 The group of alternative schools which had their own concept or philosophy such as Panyothai School which had adopted Waldorf philosophy.

2.2 The cooperation group which doesn't have any special way for example; Panyakorn which cooperate each other in term of academic, social, and activities.

3) The local community education is formed by the people who live in the local areas and do not have any attention from the government. They have to depend on themselves and finally, they have established the child care center or school in the community.4) Special education for children with special needs generally refer to children who have different needs from ordinary children. The main concept is that, instructional approaches for these groups of students are not the same as to ordinary students, i.e. teaching materials, teaching procedures, content, curriculum and intervention techniques. Thus, there are some organizations which are representative from disability children played on significant role to increase awareness by the government that they have to provide education for all groups of children.

5) Education for adult

The example of education for adult as follow:

5.1) Vocational Art development Institute was established by SuchartSutthi who had mention on the development of music and art. These two components would be the significant factors to be developed on the whole person.

5.2) Samasikhalai is influenced to people who have alternative way to live. It is also essential for development in alternative thinking.

5.3) Rattayakhom is the institute which provide the curriculum and teacher development in Waldorf style for teachers and people who are interested.

It is possible to discern common characteristics amid the diversity. Schools that practice alternative education are said to display distinctive characteristics such as the following: they take a critical stance toward public education; they emphasize individuality, which is devalued in the uniformity of public education; they have a family-type atmosphere unique to a small community; their membership has mutual affinity; they value cooperation over competition; they foster a culture of care and concern; the children and staff members have a real sense that they are creating their own lives; and they have a great awareness of participating in community formation (Kellmayer 1995, cited in Nagata, 2007).

Other distinctive characteristics have also been pointed out such as their small size, their optimistic ethos, their selectivity, their possession of a vision shared by parents and teachers. Their devising of teaching methods, the relevance of their curricula, their innovative programs, their voluntary participation, their self-governance, their autonomy, their conduct of appropriate student evaluation (Barr and Parrett, 1997 cited in Nagata, 2007).

In concluded, the characteristic within alternative education is attention towards holistic human development. If education is a response to a dynamic world, to dynamic process of growth, discovery, evaluation, and development, then teaching methods must not be rigidly fixed or prescribed. Education itself must become dynamic, spontaneous, self-organizing and emergent. Miller (2005) believed that at its best, this is what “alternative” education strives to be.

2.2 Concept of alternative schools

2.2.1 Definition of alternative school

Educating a nation’s youths is never an easy task. Looking at Thailand, even though most Thai students devote more and more time on their study, overall attainments are falling, This has raised a lot of questions about Thailand’s mainstream education, However, there are a small group of schools who distinguish themselves from the traditional way with different approach to learning, They are known as “alternative school” (Tunmuntong, 2012)

Tunmuntong (2012) had given the meaning of alternative schools that are officially similar to those mainstream establishment which provides education ranging from primary to tertiary stages under the ministry of Education’s Basic Core curriculum, but have the freedom to creatively organize the instructional contents, methods and use of textbook, Choeybal (2008).

Ratchanee Dhongchai (2010) stated that alternative schools are the officially school which provide education under the ministry of Education’s Basic Core curriculum. The distinguished of alternative school was the educational

philosophy management and the innovative learning which was totally different from mainstream school. It was full fill for Thai educational system or solving the problem of conventional education system.

In addition, Dr. Warakorn Samkositet. al (2010) also gave the definition of alternative schools are the group who rejects the mainstream education providing by the government. Because of the mainstream education provides only one curriculum, one instruction, and one assessment, then the human potential and human being will be eliminated by this education system.

Shukla (2005) also explained the meaning of alternative school in the dictionary of education that alternative schools are the schools that differ in one more ways form conventional public schools. Alternative schools may reflect a particular teaching philosophy, such as individualization, or a specific focus, such as science and technology. Alternative school may also operate under different governing principles than conventional schools and be run by organization other than local school board. The term alternative school is often used to describe schools that ate designed primarily for students who have been unsuccessful in regular school. Either because of disabilities of because of behavioral emotional difficulties. However, some proponents argue against establishing “last chance” or “remedial” schools in which the students are seen as a problem to be fixed. They say a better approach is to alter the program and environment to create a positive match with each student.

According to Rawid (1990), some of the orientations and aspiration of those early alternative school people remain alive and well in the current alternative education scene. There are still people trying to design new school, and they ate responsible for. The programs designed in answer to the search for an education that will simultaneously prove more humane, more challenging and more compelling for all involved. Although a lot less fanciful, today’s thrust for diversity and choice for everyone is not such a long step from “let a hundred flowers bloom” The mission of these alternative schools typically seek to establish an exciting, charged and challenging atmosphere. They also need a student population large enough to sustain a full instructional program. This means at least four teachers and thus 100 or so students at the high school level. They also needs enough separation from a conventional school to be able to maintain a different climate- typically emphasizing

informality, egalitarianism, and individual expression. Alternative school is likely to reflect a mix of ability levels among students. Lastly, curricular patterns and instructional arrangements of alternative schools tend to concentrate a fair amount of attention on revitalizing conventional classed and devising innovational teaching strategies. Many of them feature non-traditional arrangements such as interdisciplinary approaches, schools-without-walls, action learning, and independent study.

In summary, many alternative schools have been organized to defy the concept of “school as a filling station”. Early advocates of alternative schools believed that school could be designed to meet ever – changing human and societal needs. It seems that public schools usually mirror the past instead of keeping up with the pace of change.

2.2.2 Types of alternative school

Alternative schools would be classified by the agency which established the school and the concept of education by Dhogchai (2010). It could be explained below:

2.2.2.1 Classified by the agency which established: Dhongchai (2010) stated that there were 4 categories of alternative school; government schools, local government schools, private schools and school of community organization or private organization.

2.2.2.2 Classified by the instructional management which had the quality assessments by external entities (QNESQA) has considered by (1) innovative learning individually (2) experiment and learning environment and (3) learning integration with school curriculum. Also, QNESQA had done the directory list of alternative schools as follow;

- Summer hill: Children’s Village School
- Montessori:Pitisuksa School Chiang Rai, Montessori School Phuket, Kornkeaw school, Sombunwit school, Yuwamit school
- Waldorf:Panyotai school, Tridhaksa school, Baanrakk school
- Reggio-Emily:Nadaroon school

- Project Approach: Wansawangchit school, Vanessa school, Teeranurak school
- Constructionism: Vajiravudh Collage, Darunsikkhalai school
- Sattayasai Baba: Sathyasai school
- Buddhist – approach: Thawsi school, Saimsaamtri school, Minprasatwitaya school
- Santiasoke: Summasikkha
- Integration Approach: Roong – Aroon school
- Multiple intelligence: Plearnpattana school
- Brain Base Learning: Jittamett Bangkok, Changphuek school
- Neo Humanist: Taurak school, Yuwapatschool, Amatyakul school.

2.3 Background of Buddhist Education

Rather than an education which is geared to testing and to competition and to preparing people for a particular livelihood, the emphasis of Buddhist education is on teaching children how to learn, how to enjoy learning, to love wisdom for its own sake. It teaches them the emotional maturity enabling them to make use of their knowledge to create a happy life for themselves and their family and to contribute positively to the society in which they live. This is because many of the things people learn in schools are out of date by the time they start working, and because in a knowledge- based economy freshness of vision, creativity and innovation are given the highest value (Jayasaro, 2007)

Phra Ajahn Jayasaro (2007) also explained that in order to flourish in the world it's not then a matter of merely accumulating a body of knowledge, so much as cultivating a strong but supple mind and the ability to develop life skills such as skillful communication, the ability to work in a team, patience, resilience (the ability to bounce back after disappointments), the ability to manage one's moods, and to protect the mind from pride, arrogance, greed, hatred, depression, anxiety, and panic. These abilities are being increasingly recognized as being more useful and necessary in the long run to a successful working life rather than having a particular degree

under your belt. It's becoming clear to what extent a lack of emotional maturity and self-knowledge amongst people in positions of authority undermines the advantages that they should derive from a cultivated intellect.

This is why Buddhist education is not at all idealistic. It is not meant to produce unworldly people, virtuous but unable to cope in the so-called 'real world'. It is rather based on the conviction that the Buddhist developmental process which can in its fullness take someone all the way to enlightenment, on a scaled-down level provides the best possible kind of education for ordinary people.

2.3.1 Buddhist – approach school

In present, Buddhist-approach schools that follow an educational system which is somehow regarded a out- of – date are seeing their waiting lists grow. A dhamma-related hymn by a Buddhist nun, Mae Chee Sansanee Sthirasuta, commonly sung in rongrien withipud has become a popular song among kindergarten age kids nationwide, While vowing to keep the five moral precepts, sitting meditation and phae metta – extending kindness to all lives in the world – are some of the routine rituals an increasing number of schoolchildren perform every morning, Sriangura (2008).

Bupaswat (2008, cited in Sriangura, 2008) explained that the purpose of Buddhist-approach education is to develop a person both academically and spiritually. It meant, developing the mind is an important as providing an academic education and we consider human life as the most significant learning process. It also aims to expose children to the real world where they have to respect other people's rights and be a good friend (Kallayanamitta). They are always allowed to express their opinions, but it has to be done genially.

Srianrura (2008 cited in Sriangura, 2008) pointed that following the Lord Buddha's philosophy, ethical conduct (sila), steadiness of mind (Samadhi) and insight wisdom (panya), are the three main practices used in Buddhist-approach education in order to achieve the state of being intellectual. Students need to understand how to act and speak ethically. They also learn how to think thoroughly and be able to examine themselves and properly handle different situations.

Mahapan, Thawsi school's Head of Holistic Education Development (2008, cited in Sriangura, 2008) said that many people believe that Buddhist-approach education is all about chanting, meditation and dornchongkrom walking. Someone might even think that our students are studying the Pali language while kids at other schools are learning English and computing. But that's simply a prejudiced impression. She added that the core principle of Buddhist-approach education is to understand both the external (life and sciences) and the internal (the human mind) so the Buddhist training will make learners the most intelligent and up-to-date people.

Learning outside the classroom is one of the key characteristics of Buddhist-approach education. Sriangura (2008) stated that instead of sitting in a classroom with textbooks, or in a laboratory with test tubes, students go to rice fields to actually grow rice. Some people may think such an approach is old fashioned in this digital age. At Buddhist-approach schools they teach students to look at everything as a whole and to realize that they are a part of nature, so even the smallest thing they do will affect the universe.

2.3.2 Prominent Buddhist-approach schools in Thailand

RoongAroon

With an advisory board headed by the country's well-known Buddhist scholar, The Venerable Phra Dhammapitaka (P.A. Payutto), RoongAroon was established eight years ago on a 50-rai plot of land in Bangkok suburb. The school aims to develop life through the learning process, especially with hands-on activities and is open to children from kindergarten to Matthayom 6 (Grade 12).

Thawsi

Founded in 1990, Thawsi aims to create a haven for oneself to diligently train and study in order to become a wise person under the guidance of the Venerable PhraAcharnJayasaro, former abbot of WatPah Nana Chat (International Forest Monastery in UbonRatchathani). The small school in the middle of Ekamai admits children from nursery level to Pratom 6 (Grade 6).

Siam Saam Tri

Formerly known as NueNoy kindergarten, the school was established in 1980. Siam Saam Tri, under the guidance of Phra Acharn Mitsuo Gavesako, the abbot of WatPahSunantawanaram (a forest monastery in Kanchanaburi), has now extended to accept children from nursery age up to Pratom 6.

It could be concluded that Buddhist alternative schools are the alternative choice for parents to choose for their children. The schools are quite different from the main stream school because of the practice of Buddhist alternative school based on the three Buddhist principles of learning: sila sikkha (moral conduct); samdhi sikkha (mind training); and panya sikkha (wisdom development). In this Buddhist approach, the practice was applied in personal family, school and community, to cultivate practices for the learner. So parents should understand the concept and philosophy of the school before sending the children to study in.

2.4 Parental School Decision

Theoretical explanations as to why parents choose alternative schools for their children is lacking in the literature. However, some similar studies regarding different types of school choice report that different groups of parents want different things from schools. One key argument raised by Schneider et al. (1998) is their use of Delpit's cultural conflict theory and applying it to parental school preferences. According to Delpit (1995), racial groups place different levels of importance on certain aspects of schooling. Minorities place more emphasis on basic functions of schooling like "discourse patterns, interactional styles, and spoken and written language codes that will allow them success in the larger society" (Delpit 1995: 28-29). Higher-class parents, on the other hand, place importance on more liberal notions of humanistic values and stimulating social development because they know that their children will be able to successfully navigate through society later on in life, having grown up within the dominant culture. In other words, higher-class parents have the "luxury" of preferring certain aspects of schools while not being overly concerned with high test scores or college attendance rates. Kleitz et al (2000) also finds support

“luxury” of preferring certain aspects of schools while not being overly concerned with high test scores or college attendance rates. Kleitz et al (2000) also finds support for Delpit’s theory about cultural values when survey charter school parents in their study.

One study by Vanourek et al. (1998) found that small class size and high standards were the most cited reasons for which parents chose charter schools. Even though academic characteristics are in high demand by all parents, other factors play a significant role as well. In a widely cited study, the Carnegie Foundation (1992) found that the availability of day care, sports options, and other non-academic factors weighed heavily on parents’ choices in schools. When income and education level of the parent is taken into consideration, even more nuances emerge from the literature.

Also, Brantlinger, Majd-Jabbari, and Guskin (1996) demonstrated how Middle-class mothers preferred that their children go to schools where the curriculum goes beyond basic skills. Similarly, Ball, Bowe, and Gewirtz (1996) described how class shapes attitudes towards schools of choice in the United Kingdom. Parents with higher levels of education and more job prestige were more likely to pick schools that were “liberal if not progressive” in their approach to educating students. Working-class parents, on the other hand, were more likely to be concerned with finding simply “good” schools that produced acceptable exam results from its students.

It could be understood that parents want schools to adopt similar ideals in their approach to educating children. Thus, middle-class parents would prefer schools that espouse similar liberal or progressive values of social growth and development of a well- rounded individual. Working-class and poor parents, however, would prefer that schools provide the core academic functions and provide students with the practical skills necessary to be successful in the job market.

2.5 Factors Related Parental Decision Making

2.5.1 School Factors

What factors do parents consider when choosing a school for their children? There are many reasons from the parents such as personal factors and

school factors influent them for choosing. According to the study, the researcher found that there were many factors affecting parent's decision for choosing a school as follows;

Bosetti (2004) had studied on determinant of school choice: understanding how parents choose elementary schools in Alberta. This study found around five reasons for choosing a school for alternative school:

1. Strong academic reputation
2. Teaching style
3. Special Programs
4. Shared values and Beliefs
5. Smaller Class Size

Independent Schools Council of Australia (2008) had studied factors affecting school Choice. They found that parents identified the following as significant factors in their decision to choose an independent school:

1. Educational excellence
2. Good teacher
3. A supportive caring
4. Good facilities.

Suwannasang (2009) studied on the factors of parents in selecting private primary school in the Northeast of Thailand had found that there were seven factors in selecting the school as follows:

1. Building and environment management
2. Tuition fee
3. Curriculum and teaching management
4. Relationship between school and community
5. Teacher
6. School Reputation
7. Facilities and services

Fung, K. & Lam, C. (2011) had studied on empowering parents' choice of School: the rhetoric and reality of Hong Kong Kindergarten parents choose schools under the voucher scheme and found that six significant factors underpinning parental school choice:

1. School Hardware
2. School Software
3. School Background
4. Finance and Charges
5. School Administration
6. School Performance

Zainurin Bin Dahari and MohdSabri bin ya(2011) studied on factors that influence parents' choice of pre-school education in Malaysia. They found that 14 important factors of decision factors in their study as follows:

1. Fee
2. Curriculum
3. Safety / security
4. Qualified teacher
5. Quality of teaching
6. Nutrition Food served
7. House of operation
8. Friendly staff
9. Hygiene / Cleanliness
10. Distance from home
11. Religious values
12. Language medium
13. Transportation provided
14. Infrastructure and facilities

Yi Hsu and Chen Yuan-fang (2013) had explored factors that affect parents' choice of junior high school based on the six factors as follow:

1. Educational Environment
2. Educational philosophy
3. Campus and facilities
4. Curricular Activities
5. School Specialties
6. Location and Transportation

According to the study above, the researcher found that they are similar factors related to parental decision to enroll their children to school as it has presented on the synthesis table 2.1.

Table 2.1 The synthesis of factors related to parental decision to enroll their children to school

| Factors related to parental decision to enroll their children to school | Bosetti (2004) | Independent Schools Council of Australia (2008) | Suwannasang (2009) | Fung, K. & Lam, C. (2011) | Dr. Zainurin Bin Dahari and MohdSabri bin ya (2011) | Yi Hsu and Chen Yuan-fang (2013) |
|---|----------------|---|--------------------|---------------------------|---|----------------------------------|
| 1. School Environment | | / | / | / | / | / |
| 2. Educational Philosophy | / | / | / | / | / | / |
| 3. Facilities | / | / | / | / | / | / |
| 4. Curriculum | / | / | / | / | / | / |
| 5. Teacher Attribute | / | / | / | / | / | / |
| 6. Location and Transportation | | | | | / | / |
| 7. Tuition Fee | | | / | / | / | |
| 8. Religious Values and Belief | / | | | | / | |

From the table 1, the researcher has synthesis the factors related to parental decision making to enroll children in alternative school which includes six factors as follows:

1. School Environment
2. Educational Philosophy
3. Facilities
4. Curriculum

5. Teacher's Attribute

6. Tuition Fee

School Environment

Wu, B.T. (2003) and Lin, T.Y. (2009) cited in Yi Hsu and Chen Yuan-fang (2013) found that the school could create a sound of educational environment that would impress parents and the school faculty. They also discovered that the educational environment of the school could help the school and community create a close bond. Moreover, among the schools' environment factors, parents prioritized the safety of the campus, the community to which the school belongs, and whether the school is a new one or not. Parents' consideration of a good learning environment could serve as a reference for schools that intend to make improvement.

Daengamphan (2005) and Srithanad (2009) mentioned that the environment of school as the sufficient number of classrooms and activity rooms. Also the school should set the environment to be cool, pleasant for the students. Furthermore, Chainuwat (2008) had studied parents' expectation and found that the priority to choose school for children were school environment. It was because, most parents believed that a good school environment in school led to better learning, including classroom environment and activity rooms should have enough of light and air flow.

Educational Philosophy

This factor included the school principal's philosophy of education school culture and Tradition, schools' advantages and styles that make the school stood out (Chang, S. S., 2006 cited in Yi Hsu and Chen Yuan-fang, 2013). A school's educational philosophy was also reflected in the school's administration and leadership, curricular development, teaching modes, student learning outcomes, environment, professional core values, culture and its relationship with its neighbors. Furthermore, a school's good performance in this category could help enhance its administrative efficiency and teachers' professional development (Wu, T. S., 1997 cited in Yi Hsu and Chen Yuan-fang 2013).

Facilities

A study by Chen, J. S. 2007 cited in Yi Hsu and Chen Yuan-fang (2013) indicated that a school's efficient use of facilities, and outdoor landscaping were important considerations when parents chose schools for their children. Other factors considered included campus security, class size, status of school's surrounding neighborhood. It is related to Dahari and Ya (2011)'s research, they emphasized that parents wanted to consider that there were sufficient space for the children and teacher to move around and do the indoor and outdoor activities in the school. There is another research by Wu, C.C. (2004 cited in Yi Hsu and Chen Yuan-fang, 2013) stated that the design of learning areas should take account the students' development needs, provide convenient spaces that will help students to learn. Not only, space should be used effectively, but also building should be mapped carefully, and teaching activities should cater to students' needs and progress, Teacher-student interaction should be emphasized and it was important that every student felt that they were respected. Suwannasang (2009) also mentioned that the services and facilities should provide to teachers, students and parents with the concerning of their satisfaction.

Curriculum

Maddaus (1990), Aughinbaugh and Gittleman (2003) stated that the quality of teaching in schools and the students' learning performance are the important consideration for parental choice of schools. Weidner and Herrington's (2006) studied on the Florida McKay choice program also found that parents based their decision on a school's academic quality, teacher quality, special education, curriculum. Furthermore, a series of studies spanning the US, New Zealand, Chile, and Great Britain all found that the academic performance of a school was central to parent decisions (Armor & Peiser, 1997; Fiske & Ladd, 2000; Gauri, 1998; Gewirtz, Ball & Bowe, 1995; Glatter, Woods, & Bagley, 1997) cited on Fung, K. & Lam, C. 2011.

Teacher's Attribute

Shumow (1997) found that about half of the parents (48%) believed the role of the teacher was to explore children to new ideas, activities, and problems and

to facilitate individual exploration of new information and idea. ISCA (2008) also identified a number of common factors that affect parental school was good teachers. Good teachers was the resoundingly important factor influencing parents' decision making, given that it ranked in the most significant category across all survey section. This is not surprising considering that many of the educational outcomes identified by parents are delivered by the front line staff at schools.

According to the past research in Thailand, they mentioned that the selection criteria parents used most were the teacher who had knowledge in technical field, experiences, expert of teaching. The personalities or characteristics of the teachers should be neat, polite, justice, and kindness (Junsuksatit, 2002; Raksatja, 2002; Amatavanich, 2009; Poonsaptaweegit, 2005; Charoensathitchai, 2012)

Tuition Fee

The research from Malaysia had done by Dahari and Ya (2011) pointed that middle class parent would look for affordable pre-school at the government primary school nearby their house or office. On the other hand, some rich parents would purposely send their children to expensive school or branded pre-school because they could afford and saw the association or belief of what money could give the qualities from the institutions.

Another research from TDRI (Thailand), Tunmuntong (2012) mentioned that the cost of alternative school in Thailand was quite high because the school had to invest a mount money to the resources. TDRI's analysis found that, compared with private and public school in Thailand, the number of students per classroom in alternative school are smaller, similar to the ratio of students per teacher. These, therefore, will allow a teacher to take care of students more closely. Moreover, these school tend to recruit teachers with graduate and philosophy degree proportionately more than other school. These requires resources would totally cost more than a number of schools operating in Thailand.

Phansuwan (2005) stated that the tuition fee had affected to parents' decision making to enroll their children to school. Most of parents concerned about annual fee, school fee, and extra expenses that would happen during the academic year. So the parents should have plan for educational expense of their children.

Suwannasang (2009) found that most of parents would like to send their children to private school which they could afford the tuition fee and they would like to pay the fee by installment. They also looked for the school which had a good quality and reasonable price.

2.5 Related Research

There are many studies related to parent's choice of school. Those researchers tried to explore factors affecting parent's decision making as follows:

Yi Hsu & Chen Yuan-fang (2013) studied about factors that affect parents' choice of junior high schools and was based on a questionnaire survey. A total of 380 questionnaires copied were distributed with 342 valid returns. A factors analysis based on the returned questionnaires was conducted using Statistical 8.0 software and a response surface regression analysis was carried out. The outcome and conclusion were established based on literature review and questionnaire analysis. Their research found a high positive correlation in educational environment, educational philosophy, campus and facilities, curricular activities, school specialties, location and transportation. The research's conclusion was that in regards to management, an emphasis on students' moral and daily discipline, good reputation, a safe and effective educational environment, and school specialties were the most important factors that would motive students to attend certain schools within their district. The outcome of this research could serve as a reference for a school faculty, teachers and parents.

Another research from Malaysia, Dr. Zainurin Bin Dahari and MohdSabri bin Ya (2011) identified the important factors contribute most parents' choice of pre-school for children. Parents' choice of pre-school was influenced by various factors that mostly associated with the pre-school institution itself. Parents had different educational believe and preferences which puts them in a dilemma when making decision for their children pre-school education. It was important for pre-school business to meet the needs of both parents and children in order to attract and retain their customer. Data was collected using a survey questionnaire. The sample consisted

of 162 parents who have pre-school children. Multiple regression analysis was used to identify the predictor variables that contributed to the choice of pre-school. The main factors that influenced parents' choice of pre-school were branding, private-run institutions, safety and security, quality of teaching and hygiene. English medium and religion-based pre-school were the preferred pre-school chosen by these parents.

The Independent Schools Council of Australia (ISCA) (2008) commissioned research to explore the factors that affect school choice among parents of children attending independent school and examined:

- The educational outcomes parents desire from independent schools
- The advantageous and disadvantageous aspects of independent schools
- Whether parents would recommend
- The factors in choosing an independent school
- What children want from an independent school

This research has relied on qualitative and quantitative research methodologies. The research initially employed qualitative research method to determine in-depth perceptions of why parents choose independent school for their children. The primary purpose of the qualitative research were to inform the development of the quantitative questionnaire and to provide context and depth to the quantitative findings. A questionnaire in the form of an online survey of 401 parents of children enrolled in independent schools was uses in the research. The quantitative research data was weighted to ensure that the finding were representative of the population by State, age and gender. The key finding of this research as follows:

1. The educational outcomes parents wanted for their children.

Parents wanted different outcomes for their children depending on their level of schooling.

- Parent identified learning of essential reading, writing, and numeric skills as the most significant outcomes from their children's independent primary school.
- For secondary schooling, parents identified the most significant outcomes as their children being able to think for themselves and gain confident or high self-esteem.

- Parents also wanted their children to be prepared for employment as a significant longer term educational outcome.

2. What parents said were the best things about independent schools

The top three positive aspects of independent schools identified by parents were:

- Good teacher
- Disciplined environment
- Good facilities

However, parents also acknowledged their concerns with the costs associated with educating their children in an independent school.

3. Why parents would recommend independent schools to friends and family. An overwhelming majority of parents indicated that they would recommend independent schools to their friends and family. The most significant reasons cited were because of good teachers.

4. The most important reasons why parents chose independent schools parents identified the following as significant factors in their decision to choose an independent school:

- educational excellence
- good teacher
- a supportive caring environment
- good facilities

5. What children wanted from an independent school parents indicated that what their children wanted most in their schooling are good teachers.

Delaney (2006) studied about factors affecting parental decision in charter school enrollment in Texas. The charter school movement, in particular, has enjoyed a high growth rate since its introduction in 1992. Advocates of charter schools claim the schools' regulatory freedom and unique structure foster improved academic performance and educational success. However, the literature showed charter school students' performance was typically below and, at best, on par with that of neighboring public school peers. Given this mismatch of purported academic advantage and observed performance, this aimed to add to the literature by explaining why parents chose charter schools and remained in charter schools. Using the Texas

Education Agency's 2006 Survey of Charter Schools and Traditional School Parents, this study would examine why parents consider different aspects of schooling more important than others. Survey response would be analyzed to explain possible relationships between factors affecting charter school enrollment, race, and socioeconomic status. While overall support for the hypotheses was mixed, some trends were identified and new questions were available for further research. The charter parents surveyed here, however, reported just the opposite-that their charter school had not only satisfied their initial enrollment criteria, but also improve grades. Until these reported academic perceptions and actual observed data were compared, it would be hard to reconcile national trends in charter school achievement data with such high levels of parental satisfaction.

Bosetti (2004) had presented a different perspective and argues that parents invested a mixture of rationalities when selecting schools. Based on the results of a survey of 1,500 parents of students in 11 private schools, eight public and 10 alternative elementary schools in Alberta, Canada, this paper explored the logic, values, and concerns that informed parental decision making in the selection of an elementary school for their children and discuss implication for policy and educational reform.

Suwannasang (2009) had studied the decision factors of parents in selecting private primary schools in the Northeast of Thailand. The sample population included 379 parents of kindergarten 1 pupils and 383 parents of first grade pupils from 100 schools. Questionnaires were used to collect data. All data were analyzed by frequency, percentage, mean standard deviation, one-way anova and Scheffe's test.

Research finding were as follow:

1. All the focus used for decision of both parents of kindergarten 1 pupils and the first grade pupils in selecting schools were applied at a high level
2. Ranking priority of parents in selecting schools found that parents of two groups of students ranked three factors at the highest level: curriculum and teaching management, building and environment management and teachers.
3. From the comparison of parents in selecting private primary schools

categorized by different family incomes, it was found that the parents of kindergarten 1 pupils had family income of 20,000-29,999 baht per month and 30,000 baht and over per month divergently applied the factors at a significant level of .01. Those factors were building and environment management, school reputation and school services. For the parents of first grade pupils with the family income of 20,000-29,999 baht per month and 30,000 baht per month divergently in using the only factor applied the factors at a significant level of .01. Such a factor was building and environment management.

Charoensathitchai (2012) had studied 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. This research used a descriptive method. The sample of the 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-test, one-way ANOVA (F-test), and LSD. The results of this research were as follow: 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.

It could be summarized that the researchers who had studied on the parental decision making had found the same factors as school environment, educational philosophy, facilities, curriculum, teacher attribute, and tuition fee. It might be imply that when the parents make decision to choose the school for their children, they would be looking for the factors that had mentioned above before they made decision.

CHAPTER III

RESEARCH METHODOLOGY

This research studied the parental decision making Buddhist alternative school selection in Bangkok Thailand. This chapter has the following objectives; it provides the details on the research design and the population, it further gives the information on research instrument and it presents the process of data collection and data analysis as discussed below;

- 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

The study is a survey research which used quantitative and qualitative methods to collect data from the target population of the parents of the students who are studying in Prathom 1 in 3 Buddhist approach alternative schools as Thawsi school, Siamsaamtri school, and Roong-Aroon school under the Office of Private Education Commission in academic year 2014 in Bangkok Thailand.

3.2 Population and Sample

3.2.1 Population

The population of the study is consisted of 150 parents of the students who are studying in Prathom 1 in 3 Buddhist alternative schools as Thawsi school, Siamsaamtri school, and Roong-Aroon in academic year 2014 in Bangkok Thailand. The researcher supposed that one parent per one student for analysis the individual student.

3.2.2 Sample

The sample size of this study is used by Krejcie and Morgan, table (1970). Therefore, the least total sample for this study is 150 parents. The researcher uses the proportional simple random sampling to get the sample in each school as shown in Table 3.1 Also, the sample for the qualitative part was selected by simple random a at least 3 parents from each school.

Table 3.1 The number of students in 3 Buddhist alternative schools

| School Number | School Name | Number of student Population | Number of student Sample |
|----------------------|--------------------|-------------------------------------|---------------------------------|
| 1 | Thawsi | 50 | 34 |
| 2 | Siamsaamtri | 30 | 21 |
| 3 | Roong-Aroon | 70 | 53 |
| Total | | 150 | 108 |

3.3 Research Instrument

The instrument used to collected data comprised of questionnaire and in-depth interview. The descriptive questionnaire for quantitative data with Five-point Likert Scale is administered to the parents of 3 Buddhist alternative schools under the Office of Private Education Commission in Bangkok. The Questionnaire was adapted from “*An Analysis of Factors Affecting Parents’ Choice of a Junior High School*” by Yi Hsu and Chen Yuan-fang, Graduate Institute of Business and Management,

National Formosa University, *International Journal of Business, Humanities and Technology*. (2013:43-44). Also the questionnaire items were developed from related research on parents' decision making which had been done by Charoensathitchai (2012), and Suwannasang (2009). The questionnaires were used with written permission from the publisher and the authors respectively. The sample of the questionnaire is provided in the Appendix and the summary of its classification is given on the Table 3.2

3.3.1 Questionnaire

The questionnaire for data collection comprises of 2 parts; A and B. Part A contains the background information of the respondents like gender, age, education level, profession and monthly income. Part B contains the questionnaire to examine parental decision making facets. Table 3.2 shows the summary of the classification of the questionnaire.

Table 3.2: Summary of the Classification of the Questionnaire

| Variables | Total Number of Item | Item No. |
|---------------------------|-----------------------------|-----------------|
| 1. School Environment | 10 | 1-10 |
| 2. Educational Philosophy | 7 | 11-17 |
| 3. Facilities | 8 | 18-25 |
| 4. School Reputation | 8 | 26-33 |
| 5. Teacher Attribute | 10 | 34-43 |
| 6. Tuition Fee | 5 | 44-48 |
| Total | 48 | 48 |

The questionnaire would be measured with the construction of the five point Likert scale.

Table 3.3: Statements for Five-Point Likert Scale for level Decision making

| Score | Level of Decision Making |
|-------|--------------------------|
| 5 | Highest level |
| 4 | High level |
| 3 | Moderate level |
| 2 | Low level |
| 1 | Lowest level |

The interpretation of mean scores of level of leadership styles and motivation was determined by using the evaluation criteria of Best (1981) as shown below:

Highest Score – Lowest Score

No. of Level

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

5

= 0.80

Table 3.4: Interpretation of the Range of mean Score

| Range of mean score | Level of Decision Making |
|---------------------|--------------------------|
| 4.21-5.00 | Highest |
| 3.41-4.20 | High |
| 2.61-3.40 | Moderate |
| 1.81-2.60 | Low |
| 1.00-1.80 | Lowest |

Table 3.4 below shows the interpretation of the range of mean score for Level of the factors that influenced parents' school choice (Best, 1977).

3.3.2 In-depth interview

This part was an in-depth interview with a group of parents who informants consent. The participants' interviewees would be 3 parents from Siam Saam Tri school, 5 parents from Thawsi school, and 5 parents from Roong Aroon school by sampling. Then, the researcher made an appointment with 13 parents from each school separately.

Interview guideline;

1. The reasons for your decision making to choose Buddhist Alternative school for your children
2. The strengths and weakness in Buddhist Alternative school
3. The way to improve the school

All interviewees were known clearly of the conditions; 1) all interviewees were able to discontinue participation all the time when they feel comfortable, 2) there were no any action with interviewees when they aborted, 3) during the in-depth interview, the researcher was collected by electronic recorder and 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 is 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. The index of Item Objective Congruence (IOC) of parental decision making a School Environment Factor was 0.67-1, Educational Philosophy was 0.50-1, Facilities was 0.67-1, Curriculum was 0.67 – 1, Teachers' Attribute was 0.50 – 1 and Tuition fee was 1.00. The overall of IOC of this questionnaire Min-Max was (0.50 – 1.0).

3.4.2 Checking the reliability by testing the questionnaire and improve questionnaire with some parents out of 3 alternative schools, which share some characteristic and qualification with the actual school. Therefore, the result is

analyzed by using Croanbach's Alpa-Coefficient. The calculate reliability obtained was .89. It could be concluded that the questionnaire had a high rate of reliability.

3.5 Data Collection

3.5.1 Contact 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 3 Buddhist alternative schools as regards of collect data.

3.5.2 Make appointments with the principal of the 3 alternative schools is to request the cooperation.

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

3.5.4 Distribute the questionnaires to sample via students, and remind to complete the questionnaires within 2 weeks.

3.5.5 Make completed and check the questionnaire for completeness.

3.5.6 Make appointments with the parents who gave consent to participate in the in-depth interview via the schools.

The questionnaires will be sent by the researcher to the parents and it must return not less than the number of sample. Parents who are a sample must know clearly of condition; 1) all sample are able to discontinue participation all the time when they feel uncomfortable, 2) there are no any action with sample when they aborted and 3) for all of the information is kept confidential and destroyed when the research is completed.

3.6 Statistics and Data Analysis

The package program analyzed the data collected from the survey.

3.6.1 The data obtained from the questionnaires was analyzed through the descriptive statistics to study the Frequency, Percentage, Mean and Standard Deviation (S.D).

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 independent differences were tested by post-hoc test with LSD (Lest 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 parental decision making on Buddhist Alternative schools selection in Bangkok Metropolitan. The data collection was done via questionnaire and focus group interview. Questionnaires were distribute to 130 parents and the returned rate of the questionnaires was 64.6 percent (88 parents)

The collected data were analyzed in five parts as follows.

- 4.1 Personal Factors of the Parents
- 4.2 The level of Parental decision making
- 4.3 Comparison of Parental decision making regarding to Personal Factors
- 4.4 Summary of Additional Suggestions
- 4.5 Content Analysis on Interview

4.1 Personal Factors of the Parents

The personal factors were analyzed by frequency, percentage, mean and standard deviation. The 130 questionnaires were sent to parents of Thawsi school, Siamsaamtri school, and Roong-Aroon school and returned 84 questionnaires (return rate: 64.6%).

Table 4.1 Frequency and Percentage of the respondents

(n = 84)

| Personal Factors | Frequency | Percentage |
|------------------|-----------|------------|
| Gender: | | |
| Male | 29 | 33 |
| Female | 55 | 67 |

Table 4.1 Frequency and Percentage of the respondents (cont.)

(n = 84)

| Personal Factors | Frequency | Percentage |
|--|------------------|-------------------|
| Age: | | |
| 23 – 40 years old | 34 | 40.5 |
| 41 – 58 years old | 50 | 59.5 |
| $\bar{x} = 40$, S.D.= 3.93, Max = 52, Min = 33 | | |
| Level of Education: | | |
| Bachelor Degree and Lower | 41 | 48.8 |
| Higher than Bachelor Degree | 43 | 51.2 |
| Occupation: | | |
| Government Officer | 6 | 7.2 |
| Private Company Employee | 21 | 25.0 |
| Business Owner | 39 | 46.4 |
| Housewife | 18 | 21.4 |
| Income: | | |
| Less than 50,000 THB | 2 | 2.4 |
| 50,001 – 100,000 THB | 27 | 32.1 |
| 100,001 – 150,000 THB | 23 | 27.4 |
| More than 150,000 THB | 32 | 38.1 |
| $\bar{x} = 211,291.70$, Max = 2,000,000, Min = 20,000 | | |
| Tuition Fee: | | |
| 20,000 – 24,999 THB | 2 | 2.4 |
| More than 25,000 THB | 82 | 97.6 |

The table 4.1 had shown frequency and percentage of the respondents. There are 84 parents who were respondents, most of respondents were female (65.5%), and the rest were male (34.5%). The mean age was 40 ($\bar{x} = 40$) and the standard deviation was 5.7 (S.D. = 5.7), the oldest respondent was 50 and the youngest respondent was 33 years old. It was shown that most of respondents were age between 23 – 40 years old (40.5%), and age between 41 to 58 years old was (59.5%).

Most of the respondents education had a higher than bachelor degree (43 parents, 51.2%), there were 41 parents or 48.8% of respondent had a bachelor degree, and lower. The majority of the respondents' occupation were business owner (39 parents 46.4%) while 21 parents (25%) were private company employee, 18 parents (21.4%) were housewife, and 6 parents (7.1%) were Government Officer. The mean income was 211,291 THB ($\bar{x} = 211,291$) with the standard deviation was 247,590.9 THB (S.D. = 247,590.9). The monthly income ranged from 40,000 – 1,000,000 THB. The majority of the respondents income earned more than 150,000 THB per month (32 parents 38.1%), 27 parents (32.1%) earned 50,001 – 100,000 THB, 23 parents (27.4%) earned 100,001 – 150,000 THB, another 2 parents (2.4%) earned less than 50,000 THB.

4.2 Parental Decision Making Level on Alternative Schools

This part was analysis consisted of mean, standard deviation, and level of parental decision making on alternative school selecting in Bangkok Metropolitan. There were 6 factors; 1) School Environment 2) Educational Philosophy 3) Facilities 4) Curriculum 5) Teacher Attribute and 6) Tuition Fee.

Table 4.2 Parental Decision Making Level on School Environment

| (n = 84) | | | |
|--|-----------|------|---------|
| School Environment | \bar{x} | S.D. | Meaning |
| 1. School environment leads to Buddhist approach learning | 4.30 | .58 | Highest |
| 2. School is a learning community | 4.53 | .52 | Highest |
| 3. School is a society of good friendship | 4.47 | .54 | Highest |
| 4. School has a green environment | 4.47 | .54 | Highest |
| 5. School has an intergraded learning from nature to classroom | 4.33 | .58 | Highest |
| 6. School Environment is clam | 4.39 | .51 | Highest |

Table 4.2 Parental Decision Making Level on School Environment (cont.)

(n = 84)

| School Environment | \bar{x} | S.D. | Meaning |
|---|-----------------------------|-------------|----------------|
| 7. School is building and maintaining cultural and intellectual pursuit | 4.50 | .57 | Highest |
| 8. School and surrounding communities have a good interaction with each other | 4.20 | .68 | Highest |
| Average | 4.40 | .49 | Highest |

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 has shown the decision making level on School Environment of parents. The result shown that the overall decision making level of parents in Buddhist alternative school was highest level with the mean score was at 4.40. Parents' decision making with regard to the school environment shown the highest score with the school is a learning community with the mean score 4.53 was at the highest level. The second priority of school environment was the school is building and maintaining cultural and intellectual pursuit with the mean score 4.50 was the highest level. The school and surrounding communities have a good interaction with each other was the lowest score of 4.20 with the high level.

Table 4.3 Parental Decision Making Level on Educational Philosophy

(n = 84)

| Educational Philosophy | \bar{x} | S.D. | Meaning |
|--|-----------------------------|-------------|----------------|
| 1. School has used Buddhism principle for management | 4.53 | .52 | Highest |
| 2. Students have developed by Bhavana 4 (4 Developments – Physical, Mental, Emotional and Social | 4.46 | .50 | Highest |

Table 4.3 Parental Decision Making Level on Educational Philosophy (cont.)

(n = 84)

| Educational Philosophy | \bar{x} | S.D. | Meaning |
|---|-----------------------------|-------------|----------------|
| 3. Students have developed by Trisi kha Bhavana 3 - the three practices (Sila – Morality, Samadhi – Concentration, Panya – Wisdom) | 4.63 | .48 | Highest |
| 4. Students have developed by Virtues conducive to growth in wisdom | 4.53 | .52 | Highest |
| 5. Student uses a foregoing sign for the arising of the Noble Eightfold Path; harbinger of good life or of the life of learning for the principle | 4.50 | .57 | Highest |
| 6. School has used well-rounded being human development for the student | 4.58 | .49 | Highest |
| 7. School mentioned on selecting teachers and training teachers to have the characteristic of the Kalayanamit (True friend) | 4.65 | .50 | Highest |
| Average | 4.55 | .51 | Highest |

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 has shown the decision making level of parents on Educational Philosophy. The result shown that the overall of the attitude level of parents was highest with the mean score was at 4.55. There were 3 items most score with (1) school mentioned on selecting teachers and training teachers to have the characteristic of the Kalayanamit (True friend) was the highest level with mean score of 4.65, (2) school uses Trisi kha Bhavana 3 - the three practices (Sila – Morality, Samadhi – Concentration, Panya – Wisdom) was the highest level with the mean score of 4.63, and the school has used well-rounded being human development for the student was the highest level with the mean score of 4.58. On the other hand, the lowest score of

school philosophy was students have developed by Bhavana 4 (4 Developments – Physical, Mental, Emotional and Social) with the mean score 4.46 with the highest level.

Table 4.4 Parental Decision Making Level on Facilities

(n = 84)

| Facilities | \bar{x} | S.D. | Meaning |
|---|-----------------------------|-------------|----------------|
| 1. School has adequate teaching aids according to learning and teaching | 4.14 | .71 | High |
| 2. School equipment is brand new | 3.98 | .70 | High |
| 3. Classrooms are adequate | 4.25 | .69 | Highest |
| 4. Classrooms are up to standard | 4.20 | .69 | High |
| 5. There is a small classroom with a good care of teacher | 4.34 | .70 | Highest |
| 6. There is no dangerous area in the school | 4.08 | .73 | High |
| 7. A sidewalk and vehicle safety are in the school | 4.15 | .72 | High |
| 8. A safety is practiced | 4.27 | .70 | Highest |
| 9. Traffic near the school meet the requirement of children's safety | 3.91 | .79 | High |
| Average | 4.15 | .71 | High |

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 parental decision making on facilities was high with average mean of 4.15. There were 3 items most score with (1) there is a small classroom with a good care of teacher with the mean score 4.34, (2) a safety is practiced with the mean score 4.26, and (3) classroom are adequate with the mean score 4.22 with the highest level. The lowest score was traffic near the school meet the requirement of children's safety with high level with the mean score 3.98. All of 9 items were under only highest and high level

Table 4.5 Parental Decision Making Level on Curriculum

(n = 84)

| Curriculum | \bar{x} | S.D. | Meaning |
|--|-----------------------------|-------------|----------------|
| 1. School has provided life skills for the students | 4.41 | .56 | Highest |
| 2. School has focused on students' abilities to achieve with their potential | 4.50 | .52 | Highest |
| 3. School has an academic in combination of meditation | 4.57 | .50 | Highest |
| 4. School provides the education for children and parents | 4.46 | .52 | Highest |
| 5. School has an holistic education rooted in Buddhist approach | 4.59 | .49 | Highest |
| 6. School has an innovative of education which rooted in Buddhist | 4.38 | .60 | Highest |
| 7. School focused on child - center | 4.44 | .56 | Highest |
| 8. School has an intergraded curriculum | 4.50 | .52 | Highest |
| 9. Parents participate in designing curriculum | 4.02 | .88 | High |
| Average | 4.42 | .57 | Highest |

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 that the over all of parental decision making level with curriculum was highest with the average mean score of 4.42. There were 3 items most score with (1) school has an holistic education rooted in Buddhist approach with highest level and mean score of 4.59, (2) school has an academic in combination of meditation with highest level with the mean score 4.57 and (3) school has focused on students' abilities to achieve with their potential with highest level and the mean score 4.50. The lowest mean score was 4.02 with high level in parents have involved in designing curriculum.

Table 4.6 Parental Decision Making on Teacher Attribute

(n = 84)

| Teacher Attribute | \bar{x} | S.D. | Meaning |
|--|-----------------------------|-------------|----------------|
| 1. Teachers always have meditation and bring into practicing in daily life | 4.33 | .58 | Highest |
| 2. Teachers are prompt to learn and develop themselves | 4.40 | .58 | Highest |
| 3. Teachers understand students' behavior well | 4.37 | .62 | Highest |
| 4. Teachers understand students' characteristic | 4.32 | .62 | Highest |
| 5. Teachers are accuracy in academic | 4.18 | .65 | High |
| 6. Teachers are Kalayanamit for students | 4.48 | .55 | Highest |
| 7. Teachers have a good classroom management | 4.33 | .61 | Highest |
| 8. Teacher are able to work as a team | 4.32 | .56 | Highest |
| 9. Teacher and parents have good relationship | 4.40 | .54 | Highest |
| 10. Teachers are always evaluated by school | 4.29 | .69 | Highest |
| Average | 4.34 | .59 | Highest |

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 has shown the overall level of parental decision making on teacher attribute which was highest level with average mean score of 4.34. There were 3 items in most ranking score with (1) teachers are Kalayanamit for students was at the highest level with mean score 4.48, (2) teachers and parents have their good relationship also teachers are prompt to learn and develop themselves which were at the highest level with mean score 4.40, and (3) teachers understand students' behavior well was at the highest level with mean score 4.37. The lowest mean score was 4.18 with high level in teachers are accuracy in academic.

Table 4.7 Parental Decision Making Level on Tuition Fee

(n = 84)

| Tuition Fee | \bar{x} | S.D. | Meaning |
|--|-----------------------------|-------------|----------------|
| 1. The tuition fee is reasonable | 4.25 | .67 | Highest |
| 2. The extra expenses that a school required is reasonable | 4.25 | .63 | Highest |
| 3. Parents can afford the tuition fee | 4.17 | .56 | High |
| 4. School has an installment payment | 2.05 | 1.18 | Low |
| 5. School has some scholarship for excellent students | 1.98 | 1.12 | Low |
| Average | 3.34 | .85 | Moderate |

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 has shown that the over all of parental decision making level on tuition fee was moderate level which has average score was 3.34. There were 2 items which had low level (1) school has an installment payment was 2.05 at mean score and (2) school has some scholarship for excellent students was 1.98 at mean score.

Table 4.8 Summary of Parental Decision Making Level of Individual Facets on Alternative schools

(n = 84)

| Parental Decision making | \bar{x} | S.D. | Meaning |
|---------------------------------|-----------------------------|-------------|----------------|
| 1. Educational Philosophy | 4.55 | .51 | Highest |
| 2. Curriculum | 4.42 | .57 | Highest |
| 3. School Environment | 4.40 | .49 | Highest |
| 4. Teacher Attribute | 4.34 | .67 | Highest |
| 5. Facilities | 4.15 | .71 | High |
| 6. Tuition Fee | 3.34 | .83 | Moderate |
| Average | 4.20 | .63 | Highest |

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 toward alternative school. The results shown parental decision making level with highest level and average mean score of 4.20. There were 4 facets most highest score with (1) Educational Philosophy was at highest level with mean score 4.55, (2) Curriculum was at highest level with mean score 4.42, (3) School Environment facet was at highest level with mean score 4.40, and (4) Teacher Attribute was at highest level with mean score 4.34. (5) Facilities facet was at a high level with mean score 4.15. The lowest facets score was a Tuition fee was at moderate level with mean score 3.34

4.3 Comparison of Parental decision making regarding to Personal Factors

Table 4.9 Comparison of Parental decision making regarding to Gender

| (n = 84) | | | | | |
|------------------------|----------|-----------------------------|-------------|----------|----------------|
| Personal Factor | n | \bar{x} | S.D. | t | p-value |
| Gender | | | | | |
| Male | 29 | 4.20 | .27 | .02 | .93 |
| Female | 55 | 4.20 | .27 | | |

Table 4.9 refers to the overall parental attitude regarding to the gender. There were 84 parents: male 29 and female 55. The mean score of male and female were similar as 4.20 and the standard of deviation were .27. The p-value of .93 ($p > .05$) confirmed that there was no statistically significant difference between genders on parental decision making.

Table 4.10 Comparison of Parental decision making regarding to Age

(n = 84)

| Personal Factor | n | \bar{x} | S.D. | t | p-value |
|------------------------|----------|-----------------------------|-------------|----------|----------------|
| Age | | | | | |
| 23 – 40 years old | 34 | 4.23 | .25 | .73 | .47 |
| 41 – 58 years old | 50 | 4.17 | .27 | | |

Table 4.10 had shown the comparison of parental attitude with age. There were only 2 groups with the age of (1) 23 – 40 years old and (2) 41 – 58 years old. The group of (1) 23 – 40 years old were 34 parents with the mean score 4.23. Also the group of (2) 41 – 58 years old were 50 parents with the mean score 4.17. The p-value of .47 ($p > .05$) confirmed that there was no statistical significant difference on the parental decision making by age, therefore age has not any effect on the level of parental decision making.

Table 4.11 Comparison of Parental decision making regarding to Level of Education

(n = 84)

| Personal Factor | n | \bar{x} | S.D. | t | p-value |
|-----------------------------|----------|-----------------------------|-------------|----------|----------------|
| Level of Education | | | | | |
| Bachelor Degree and Lower | 41 | 4.20 | .24 | .02 | .98 |
| Higher than bachelor Degree | 43 | 4.20 | .29 | | |

Table 4.11 had explained the results on the comparison of parental decision making with the level of education. There were 2 groups of level of education as (1) bachelor degree and lower had the mean score 4.20, and (2) higher than bachelor degree had the mean score 4.20. Most of parents had higher than bachelor degree level, there were 43 parents. The p-value was .98 ($p > .05$) confirmed that there was no statistical significant difference on the parental decision making by

education, therefore the level of education has not any effect on the level of parental decision making.

Table 4.12 Comparison of Parental decision making regarding to Occupation

(n = 84)

| Personal Factor | n | \bar{x} | S.D. | F | p-value |
|-----------------------------|----------|-----------------------------|-------------|----------|----------------|
| Occupation | | | | | |
| Government Officer | 6 | 4.09 | .16 | 1.07 | .37 |
| Private Company Employee | 21 | 4.15 | .26 | | |
| Business Owner | 39 | 4.25 | .27 | | |
| Housewife | 18 | 4.20 | .28 | | |

Table 4.12 had shown the comparison of parental decision making regarding to occupation. There were 4 occupations, the most of parents' occupation was a business owner 39 parents (mean = 4.25, S.D. = .27) while the least of parents' occupation were government official and special list. The p-value was .37 ($p > .05$) confirmed that there was no statistical significant difference on the parental decision making by occupation, therefore the occupation has not any effect on the level of parental decision making.

Table 4.13 Comparison of Parental decision making regarding to Income

(n = 84)

| Personal Factor | n | \bar{x} | S.D. | F | p-value |
|------------------------|----------|-----------------------------|-------------|----------|----------------|
| Income | | | | | |
| Less than 50,000 THB | 2 | 4.04 | .67 | 1.32 | .27 |
| 50,001 - 100,000 THB | 27 | 4.28 | .27 | | |
| 100,001 – 150,000 THB | 23 | 4.15 | .16 | | |
| More than 150,000 THB | 32 | 4.20 | .31 | | |

Table 4.13 described the comparison of parental decision making regarding to income. The most of parents gained more than 150,000 THB per month

(mean = 4.20, S.D. = .31) while the least of parents earned less than 50,000 THB per month (mean = 4.04, S.D. = .67). There were 27 parents gained 50,001 – 100,000 THB per month (mean = 4.28, S.D. = .27). Also 23 parents earned 100,001 – 150,000 THB per month which had mean score at 4.15 and S.D = .16. There were 4 missing of sample in this item. The p-value of .27 ($p > .05$) confirmed that there was no statistical significant difference on the parental decision making by income therefore the income has not any effect on the level of parental decision making.

Table 4.14 Comparison of Parental decision making regarding to Tuition Fee

(n = 84)

| Personal Factor | n | \bar{x} | S.D. | t | p-value |
|----------------------|----|-----------|------|------|---------|
| Tuition Fee | | | | | |
| 20,000 - 24,999 THB | 2 | 4.40 | .57 | 1.03 | .30 |
| more than 25,000 THB | 82 | 4.20 | .26 | | |

Table 4.14 had explained the comparison of parental decision making regarding to tuition fee which the parent can pay per semester. The most of parents were 82 parents could pay for the tuition fee more than 25,000 THB per semester (mean = 4.20) meanwhile the least of parent were 2 parents could pay for the tuition fee at 20,000 - 24,999 THB per semester. The p-value of .30 ($p > .05$) confirmed that there was no statistical significant difference on the parental decision making by tuition fee therefore the tuition has not any effect on the level of parental 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 to improve the school. There were 20 respondents had answered in this part.

Half of respondents were 10 parents who had mention on educational philosophy facet. Most of the parents stated that the school should maintain on the

Buddhist approach without the concerned of the government. The Buddhist approach is not only the theory that has been taught in the school but it is also the way of practicing in dairy life. The number of Buddhist approach school alternative school should increase because of the social now a day is materialism society.

There were 6 respondents who had concerned to teacher attribute facet. A lot of the parents would like to have a qualified teacher who is to be the characteristic of true friend (Kalayanamit) also must be strong in academic and well trained for teaching. Another suggestions that relevant of this facet was the turnover of the teachers. It was indicated that many teachers resign from this job and the parents were concerned to changing teachers. Sometimes the new teachers who replaced the previous one were not expert in the subject that they taught. The parents also suggested that the teacher should understand the individual difference of the student and developed the students with their abilities. The teachers should not compare the proficiency between the students and other. It would make the students lost their self-confident. The last 4 respondents were satisfied everything in the school and the school should maintain the high quality forever. It might be good if the school can share this practice to make best practices for the government schools.

4.5 Content Analysis of In – depth Interview

Focus group discussion with 13 parents who were informants consent. All of interviewees were selected by their characteristics; (1) he/she was a parents who have the children studying in Grade 1 in Buddhist alternative school in academic year 2014, (2) he/she was a 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

| Name | Gender | Age | Level of Education | Occupation | Income (THB) |
|-------------|---------------|------------|-----------------------------|-------------------|---------------------|
| 1) ST01 | Female | 39 | Higher than bachelor degree | House wife | 240,000 |
| 2) ST02 | Female | 42 | Higher than bachelor degree | House wife | 100,000 |
| 3) ST03 | Female | 36 | Bachelor degree | House wife | 300,000 |
| 4) TW01 | Female | 36 | Higher than bachelor degree | Business Owner | 200,000 |
| 5) TW02 | Female | 39 | Bachelor degree | House wife | 110,000 |
| 6) TW03 | Female | 34 | Bachelor degree | Business Owner | 180,000 |
| 7) TW04 | Female | 40 | Higher than bachelor degree | Business Owner | 300,000 |
| 8) TW05 | Male | 38 | Higher than bachelor degree | Employee | 250,000 |
| 9) RA01 | Female | 42 | Bachelor degree | Business Owner | 200,000 |
| 10) RA02 | Female | 39 | Higher than bachelor degree | House wife | 100,000 |
| 11) RA03 | Female | 42 | Higher than bachelor degree | Business Owner | - |
| 12) RA04 | Female | 46 | Lower than diploma | Business Owner | 200,000 |
| 13) RA05 | Female | 42 | Higher than bachelor degree | House wife | 40,000 |

1. The parental decision making on alternative school.

To start the conversation for the focus group interview with the parents who had the children studying in Grade 1. Most of parents concerned about the education of their children. They really wanted their children to have a good education and escape from normal education. All of the parents believed that Buddhist Alternative education can practice in real-life also can prepare their children to make a good livelihood. Most of the parents realized that their children were happier when they went to Buddhist Alternative school than private school in downtown. There were some requirements about Buddhist education that that the parents wanted were 1. the school should teach in life skill parallel with academic in the natural environment and 2. the school could teach their children to be good people in the future.

“Firstly, I don’t want my children to study in normal private school or government school. I also want to escape from normal education system in Thailand so I was looking for the alternative school with mention on Buddhism for my children. I believe that Buddhist is practical in real life. I also believe that Buddhist alternative school can teach and train our children to know the meaning of wisdom in Buddhism. The children can be taught how to learn, how to enjoy learning, to love wisdom for its own sake.” (TW01, 2014)

“I also agreed to (TW01, 2014) and I would like to share my attitude to all of you that Buddhist wisdom teaches the emotional maturity enabling them to make use of our knowledge to create a happy life for ourselves and our family and to contribute positively to the society in which they live. For this reason, I am surely that Buddhist approach alternative school can prepare my children to make a good livelihood, and lets them see that life is deeper and richer than working in order to consume.” (TW02, 2014)

“I used to send my children to private school in town, and I realized that my children were not happy. So I had to search for the new school that was not strongly in academic teaching but the school should teach in life skill parallel with

academic in the natural environment. Then I found that Buddhist approach alternative school meet all of my requirement. After that, I study about Buddhist approach alternative school seriously and I believe that this school can teach my children to be good people in the future.” (R01, 2015)

The other interviewees also agreed on with the parent above. Some parents from sampling added for their personal decision making on Buddhist approach alternative school.

“For the first time that I came to this school, I felt with the nature all around. I was very surprised that why the school had so much nature like this. I heard the sound of the children playing in the playground with the sand and some children claimed up to the tree. I was so happy and I would like my kid to study in this school. I believe that we can’t find this kind of school in Bangkok. I supposed that the children should grow up with the nature more than material.” (R03, 2015)

“I could say honestly that at the first time, I didn’t know anything about Buddhist alternative school at all. Then, the first time of parent meeting day, the principal told the parents that the school is a Buddhist approach alternative school which is based on Buddhism to be core curriculum. Then all the parents should learn about Buddhism and bring to practice in daily life. The parents should be a role model for the children. From now on, I have to change my life style for my children to suit for the school. I think, it is the good way to be a good person in a materialism society.” (ST01, 2014)

For the decision making of the parents on alternative school are affected by the factors

- School environment, the majority of the parent in the sampling like the school with the green environment and nature. The parental society in the school is friendly with true relationship (Kanlayanamit) which cannot find in any schools else.

“I like this school environment because of the parents know each other very well. I can ask for other parents to take care of my kid when I go to pick up him late at school. All of the parents are true friend and we will have a good relationship with each other including the school. I was very confident that the school will make my child to be a good person from now on.” (TW03, 2014)

“I found a school which near my house, I went to see this school and found that it is my dreamed school for my kid. The school is not too big, the students are very neat, and the environment is so green. So, I decided to send my kid to this school. (ST01, 2014)

- Educational philosophy, most of parents are Buddhism so they believe in Buddhist philosophy and they want their children to learn how to be a good citizen in the society. They also want their children to have knowledge in academic.

“The first time of parent meeting day, the principal told the parents that the school is a Buddhist approach alternative school which is based on Buddhism to be core curriculum. Then all the parents should learn about Buddhism and bring to practice in daily life. The parents should be a role model for the children. From now on, I have to change my life style for my children to suit for the school. I think, it is the good way to be a good person in a materialism society.” (ST01, 2014)

“I believe that Buddhist is practical in real life. I also believe that Buddhist alternative school can teach and train our children to know the meaning of wisdom in Buddhism. The children can be taught how to learn, how to enjoy learning, to love wisdom for its own sake.” (TW01, 2014)

- Facilities, the parents are satisfied with the facilities that the school has provided. Most of the equipment is quite new and workable.

“I saw the playground with the sand under the big tree and the school built a small wooden house on the tree. It is such a perfect place for my kid to go. The classrooms are very natural and clean. There are not air conditioning in any classroom so the children with live with the nature.” (ST02, 2014)

- Curriculum, most of the parents are satisfied with curriculum that included life skill subject. The children learnt the skills that they need to make out of life. Life skills are usually associated with managing and living a better quality of life that the parents are concerned.

“I had to search for the new school that was not strongly in academic teaching but the school should teach in life skill parallel with academic in the natural environment. Then I found that Buddhist approach alternative school meet all of my requirement. After that, I study about Buddhist approach alternative school seriously and I believe that this school can teach my children to be good people in the future.” (R01, 2015)

“I am sure that Buddhist approach alternative school can prepare my children to make a good livelihood, and lets them see that life is deeper and richer than working in order to consume.” (TW02, 2014)

- Teacher attribute, all of the parents have high demanding of teachers. They understand that the teachers are very important for the students. The teachers must understand the between the students and their abilities to study. The teachers need to teach the students following the curriculum with professional also the personalities are kindness, neat, and getting along well with the parents. It is quite difficult for the teachers who teach in alternative school

“I was confident that the teachers in the school had capability in knowledge and teaching method. They could teach and support our kids very well. They were also kind and gentle to the students.” (ST02, 2014)

“I believed that the teachers would be kind, good mind, and good attitude to the students. The teachers also observed on the students’ behaviors individually and mention strong and weak points.” (TW03, 2014)

“I felt that the teachers looked after our kinds closely. They knew all of the students very well and approached to the students gently.” (R03, 2014)

“The interaction between teachers and student were very well. The teacher were deal with kind in the good way. They not only teach in academic but also teach manner to the students.” (TW05, 2014)

- Tuition fee, the parents are not concerned on the tuition fee because they knew that the alternative school has got very high of tuition. The school need money for development in term of human resource, facilities and infrastructure. Before the parents sent their children to this kind of school, they must accept this condition.

“The tuition was not the problem for my family, I knew that before I sent my kind to this school. I also believed that the quality of the school would be good as the high tuition fee that I paid.” (TW04, 2014)

“I paid very high on the tuition fee and I also expected that the school should provide the best in everything for my kind. (ST02, 2014)

“I knew that the alternative had less students and the school didn’t have any support from the government so that the tuition was high. The school need money for management and so on. So I understood this reasons and I could afford it.” (ST01, 2014)

“It was not a problem for our family to pay the high tuition fee for alternative school. We believe that the school was very good in everything so the cost would be high. It was reasonable to pay for high tuition fee and the good quality.” (R01, 2015)

2. The strengths and weakness of Buddhist approach alternative school

Most of parents explained the strength of the school that the school not only teaching the children but also teaching the parents, then the parents can teach their children at home.

“I was very surprised that when I went to the first parent meeting and the director of the school told all of parent that you had to be taught how to be a good parent for your children and you have to know how to teach and how to deal with your children’s behaviors. I totally agreed with the director because we can’t push the teaching duty to only the teachers but we have to help the teacher also.” (TW04, 2014)

“I was satisfied that the school has set a camping between school, students and parents once per a semester. The school will set the theme for each level and separate the parents from their children for one day. The parent will be taught about the duties, responsibilities of good parents to do. Also, the school will set the place for meditation practice for the parents. I was really appreciated this activity. Sometimes when we are adult, we might forget to be a student, in fact we now a student to learn many from the school and our children.” (ST01, 2014)

“I was strongly agreed with the school to have parental class for teaching how to teach and take a good care for our children. It is very important for the parents to know this knowledge and practice to your children. The parents must be a good role model for the children, and the children will reflect the behavior to the society. If the parents are good the children will be good. All the knowledge that the school teaches is based on the Buddhist way.” (R02, 2015)

Some of parents agreed that the school environment is the strength for the alternative school as the example from the interview.

“I really loved this school because of the nature. There are a lot of trees and little wind that make me feel relax. I thought that my kid will like this school.

I also saw the playground with the sand under the big tree and the school built a small wooden house on the tree. It is such a perfect place for my kid to go. The classrooms are very natural and clean. There are not air conditioning in any classroom so the children with live with the nature.” (ST02, 2014)

“I felt that this school made me felt like I stayed at home. There are many big tree, cool with the nature wind and social is very friendly. I can let my children my anywhere in the school without worried. There is a library which have a big tree inside, the children can sit and read books under the big tree. I also like this place.” (RA04, 2015)

The weakness that the interviewees have mentioned is the number of the turned over teachers in the school. Most of the parents are concerned with the teachers resigned from the alternative school because they have to work very hard and a lot of requirements from the school that require the teacher to do. The teachers also have Buddhist activities on the weekend so they have got enough time to rest.

“I was concerning with the numbers of the turned over teacher in the school. Teacher will be changed in every semester especially the class teacher. I think, it will be affected to the students. As my child, he got along well with his pervious and they knew each other already. Suddenly, the class teacher resigned in the second semester so all of the students need to adjust themselves to the new class teacher. Similarly to the class teacher that she also adjusted herself and got to know her students. I think, it wasted the time for this section. If we have pervious class teacher, we will move for the next step faster.” (T04, 2014)

“I was concerned with the turned over of the teachers because the school assigned the many tasks to the teachers and the school didn't know whether there were suit for each teachers or not. If the school ignored this problem, it might be worse than present situation.” (ST01, 2014)

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 number of the teachers turned over. Teachers were very important for the students and the school so the sufficient number of teacher was very important, especially for the core subjects and class teacher in primary school.

“I was worried about the changing teacher in core subject about two or three teachers in per one semester. So it wasn’t good for the students to learn with many teachers in one subject because different teachers had got different styles so the students might be confused. The students might not pay attention in the class because of teacher.” (R02, 2014)

“I really wanted to have a good class teacher for my kid because the class teacher should be good person who understood the students very well also the behavior of the class teacher must be very good and excellent in academic. I though the class teacher was very significant for the students in primary school.” (ST02, 2014)

CHAPTER V

DISSCUSSION

This study proposed to finding out criteria of parental decision making on alternative schools and to compare parental decision making regarding to their personal factors. The data was collected form 88 parents who have children studying in alternative schools under the Office of Private Education Commission. The research instrument was a questionnaire.

5.1 Parental Decision Making on Buddhist Alternative School

5.2 Comparison of Parental Decision making on Buddhist Alternative Schools regarding their Personal Factors

5.1 Parental Decision making on Buddhist Alternative Schools

The research finding showed most parents who returned questionnaire were female with average age at 39 years old and graduated with a higher than bachelor's degree. Most of parents were business owner with the average income of 211,291 baht. As a result shown, the most of students live with their parents with a good taking care. They were not have a financial problem to pay for the tuition fee which higher than normal private school. The most significant factor that influenced parental decision making on alternative school was Education Philosophy. The philosophy of all Buddhist alternatives school mentioned on Four Elements of Bhavna or Education in four areas. The first two areas of education were external. The first area of education entailed the physical world in which we lived and developing a wise and balanced relationship towards it. The second area entailed learning about developing a wise and balanced relationship to the social world. Another two areas of education were internal. The third area dealt with emotional development skillful meant to reduce and abandon negative emotions, and to bring forth and cultivate

5.1.1 School Environment

The research findings showed that the school environment was the third priority for parental decision making. School environment was found in highest level with the average mean of 4.40. The finding also showed that the parents were satisfied with the school environment which is a good learning community, a society of good friendship also building and maintaining cultural and intellectual pursuit. There were many big trees surrounding the school. It was very nature and pleasant. According to Jariyapan (2012) mentioned that the school environment has an effect to students' learning. Most of alternative school had set the school environment convince learning atmosphere that has an intergraded learning from nature to classroom. Students had learnt from the interaction and shared experience among each other. Furthermore, Chainuwat (2008) had studied parents' expectation and found that the priority to choose school for children were school environment. It was because, most parents believed that a good school environment in school led to better learning, including classroom environment and activity rooms. From the interview, most of parents had mentioned on the school environment. They would like their children study in a good environment surrounding with the nature and good friend (Kalayanamit) which they could not find in any schools else.

5.1.2 Educational Philosophy

The research findings showed that the educational philosophy was the first priority for parental decision making. Educational philosophy was found in highest level with the average mean of 4.55. The finding showed that the parents believed in Buddhism practice in the school that would help the students developed in well-rounded being human. Jayasaro (2007) had focused that students have developed by Bhavana 4 (4 Developments – Physical, Mental, Emotional and Social), Trisi kha Bhavana 3 - the three practices (Sila – Morality, Samadhi – Concentration, Panya – Wisdom) and Virtues conducive to growth in wisdom. The school had used Buddhism principle for management and mentioned on selecting teachers and training teachers to have the characteristic of the Kalayanamit (Good friend). It could be explained that teaching in Buddhist alternative school needs a comprehensive skill in order to understand the school's philosophy and the learning quality of each student

well. From the interview, all of the parents faith in Buddhism and they really wanted their children would be good citizen from insight to oversight. The findings of the study supported by pervious study of Tunmuntong (2012) which had pointed out that the schools had their own philosophies into concrete actions, the teaching approaches do not strictly take forms as identical as a normal schools. The alternative schools combined the eight core subject in to a set of integrated packages. Moreover, the schools in sample tend to set up learning outdoors, working as a team, and lecture in classrooms together as a dominant teaching method

5.1.3 Facilities

The research findings showed that the facilities was the fifth priority for parental decision making. Facilities was found in high level with the average mean of 4.15. The finding showed that the parents mentioned on a small classroom with a good care of teacher. The classrooms are adequate and up to standard with the teaching aids regarding learning and teaching. The parents also concerned with the safety practice and no dangerous area in the school. Moreover, the traffic near the school had to meet the requirement of children's safety including a sidewalk and vehicle area. However, among the elements under school facilities, the majority of the parents were concerned the safety of their children while they were at the school as responded highest in the survey and confirmed by the parents in focus group The school must ensure that the children would be safe all the time at the school which had mentioned from the parents in group discussion.

5.1.4 Curriculum

The research findings showed that the curriculum was the second priority for parental decision making on alternative schools. Curriculum was found in highest level with the average mean of 4.42. The finding showed that the parents were concerned that the school must provide a holistic education rooted in Buddhist approach and combined with an academic. Also the school had to focus on students' abilities to achieve with their potential. The most of parents had strong believed that the curriculum in the school was not only provided in term of academic but also provided life skill for the students. In addition, the curriculum in alternative Buddhist

schools also focused on providing the education for children and adult too. Most of alternative schools had an innovation of education which rooted in educational philosophy, focused on children centered and intergraded curriculum. Following the Lord Buddha's philosophy, ethical conduct (sila), steadiness of mind (Samadhi) and insight wisdom (panya) are the three main practices used in Buddhist alternative school. Students need to understand how to act and speak ethically. They also learn how to think thoroughly and be able to examine themselves and properly handle different situation. Moreover, some of parents asked for having involved in designing curriculum too. It meant that the parents had focused on the curriculum which would be the key of success for their children on education in the future. (Jayasaro, 2007)

5.1.5 Teacher Attribute

The research finding showed that the teacher attribute was the fourth priority on parental decision making on alternative schools. Teacher attribute was found in highest level with average mean core of 4.34. The finding showed that the parents mentioned on teacher would be Kalayanamit teacher (Good Friend) for students and prompted to learn and develop themselves. Teachers also understood students' behavior and characteristics very well. Moreover, teachers in alternative school must be accuracy in academic, have a good classroom management. Most of teachers always have meditation and ring into practicing in daily life. Parents expected to see the teachers were able to work as team and have a good relationship with them too. It was reflected that the parents would like the teacher to be a good example for their children. The behaviors of the teacher could affect directly to the children so the parents must be focused on the teacher's action to the students. The parents also expected to have the Kaiyanamit teacher who has the particular qualities that nourish the students and create the most conducive environment for learning to take place. The teachers exude a warmth and kindness that makes student enjoy being with them. The Kalayanamit teacher is not only the teachers try to be "a good friend" to their students but also to extend that same integrity and kindness in their relationships with colleagues and parents.

5.1.6 Tuition Fee

The research finding showed that the tuition fee was the least considered factor on parental decision making on alternative schools. Tuition fee was found in moderate level with the mean score 3.30. The finding showed that parents agreed that the cost of tuition fee was reasonable to pay for their children and they could afford the tuition fee. The parents also could accept the extra expenses that the school required because they knew that the schools tend to recruit teachers with graduate and philosophy degrees proportionately more than other schools and other management fee cost without supporting by the government. It meant that these required resources would totally cost more than a number of normal private schools operating in Thailand. After the interview, the researcher found that the tuition of the alternative school were very high but the most of parents said that there was reasonable to invest for their children in education. However, the tuition fee was very high but the school hadn't got an installment payment or any scholarship for excellent students.

5.2 Comparison of the Parental Decision making on Buddhist Alternative Schools regarding their Personal Factors

5.2.1 Difference of Gender and Parental Decision Making

The research result showed that the parental decision making were at the highest 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 parental decision making on alternative schools in Bangkok Metropolitan. It meant gender did not have effect on parental decision making. However, the returned questionnaire most were female. It meant that the female parent was focused on factors of the school more than male parent. It was because the mother got a role to take care the children and got closed up to children more than father

5.2.2 Difference of Age and Parental Decision Making

The research results showed that there was no statically significant difference between ages on the parental decision making on alternative schools. It meant that age did not have an effect on the parental decision making. Parents who returned questionnaire were average age at 39 years old. Also, it was the same age group that the most parents returned questionnaire. The finding also found parents' age group range 35 – 48 years old were the highest level on decision making while parents' age group range 25 – 34 years olds were high on the decision making . According to the parents' age group range 35 – 48 years were the highest level, it meant that the parents in middle age had more knowledge and more experience to deal with in the variety of situations. They also had a good reason for selecting the good school for their children.

5.2.3 Difference of Level of Education and Parental Decision Making

The research results showed that there was no statically significant difference between levels on the parental decision making on alternative schools. It meant level of education did not have an effect on the parental decision making on alternative schools. The level of education of parent was divided in to 4 groups, the group of higher than bachelor degree and lower than diploma were the highest level of the parental decision making s. Most of parents who returned questionnaire were a higher than bachelor degree also this group was the one of highest level than other groups. It was similar to the result of Suwankiri (2007) that education level of parents were affected on their decision. It meant that students whose parents had higher than bachelor degree, they had more chance to study in good school with also continued to higher education as their parents.

5.2.4 Difference of Occupation of Education and Parental Decision Making

The research results showed that there was no statically significant difference between occupations on the parental decision making on alternative schools. It meant the occupation did not have an effect on the parental decision making on alternative schools. There were 8 categories of occupation in the

questionnaire. The top 3 of parents' occupations who returned the questionnaire were business owner, employee and house wife. There were in the highest level of decision making.

5.2.5 Difference of Income and Parental Decision Making

The research results showed that there was no statically significant difference between incomes on the parental decision making on alternative schools. It meant the income did not have an effect on the parental decision making on alternative schools. Parents who returned the questionnaire average income at 211,291.70 baht with the decision making level at highest level. Most of parents who returned the questionnaire were got income more than 150,000 baht per month. It meant that students whose parents had got more income, they had more chance in education so they had studied in alternative school which high of tuition fee than mainstream school.

It could be seen from the findings that Buddhist Alternative School had strong characteristics in particular in term of educational philosophy, curriculum, school environment and teacher attribute in which most parents responded positively that this kind of school was suitable for their children. The parents also were confident that their children would be taught by Kalayanmitra teachers in excellent curriculum which had integrated Buddhist philosophy in natural environment.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the overall of this study and recommendations as follow

6.1 Conclusions

6.2 Recommendations

6.1 Conclusions

The purposes of this study were to study parental decision making on alternative schools based on parental background and to compare personal factors that best predicts parental decision making on alternative schools. The hypothesis of this study was there is a statistically significant difference on parental decision making on alternative schools based parental background.

This research is used descriptive method. The population and sample of this study were parents who have children studying in 3 Buddhist approach alternative schools as Thawsi school, Siamsaamtri school, and Roong-Aroon school in Bangkok metropolitan under the Office of Private Education Commission of academic year 2014. There were 180 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 Prathom 1 in 3 Buddhist approach alternative schools. The sample size of this study is used by Krejcie and Morgan (1970). The least total sample for this study 108 parents but the returned questionnaire only 84. The returned rated was 64.6% percent. For the focus group interview, there were 13 parents who informants consent. There were 3 of Siamsaamtri school, 5 of Thawsi school, and 5 of Roong-Aroon school from sampling. Research instrument was a questionnaire comprise 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 parental attitudes towards alternative schools in Bangkok Metropolitan. Questionnaire measured from score of the answer and group into 5 levels to the Best's (1977). It included 6 facets; 1) School Environment 2) Educational Philosophy 3) Facilities 4) Curriculum 5) Teacher Attribute 6) Tuition Fee. 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 factors. Comparison of the independent sample were used by t-test, one-way ANOVA (F-test), applied for studying the significant differences between parental attitudes towards alternative schools in Bangkok Metropolitan.

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 67%, the average age at 39 years old (in a range of 41 - 58 years old) with the higher than bachelor degree (51.2%) with the 46.4% as a business owner, average income 211,291 baht (most of parents earned More than 150,000 baht).

2. Analysis of the data on the parental decision making with the facets

- 2.1 Most of parents have a decision making level with the educational philosophy were the first priority with the attitude at highest level. The average mean of 4.20. It was found that parents faith in Buddhism and believe in Buddhist wisdom which teaches the emotional maturity enabling them to make use of our knowledge to create a happy life.

- 2.2 Most of parents have a decision making level with the curriculum at the second priority with the decision making at highest level. The average mean of 4.42. It meant that parent considered the most important in academic which included life skill subject.

- 2.3 Most of parents have a decision making level with the school environment at the third priority with the decision making at highest level. The average mean of 4.40. It was found that parents considered the most important in school environment with the nature and good environment.

2.4 Most of parents have a decision making level with the teacher attribute at the fourth priority with the attitude at highest level 4.34. It was found that the parents mentioned on the Kalayanamitra characteristic of the teachers for their children.

2.5 Most of parents have a decision making level with the Facilities at the fifth priority with the attitude at high level. The average mean of 4.15. It was found that the parents considered that facilities quite important for their children in the school. All the facilities need to meet the requirement of parents.

2.6 Most of parents have a decision making level with the tuition fee at the last priority with the attitude at moderate level. The average mean of 3.34. It was found that the parents had less considered that the tuition fee is not the issue that they had concerned. It meant that the parents knew the cost of tuition fee and they could afford for that.

3. Analysis of comparison on parental decision making on Buddhist alternative schools selection in Bangkok Metropolitan regarding to their personal factors.

3.1 There was no statistically significant difference between genders on parental on alternative schools in Bangkok Metropolitan, then reject the hypothesis.

3.2 There was no statistically significant difference between ages on parental decision making on alternative schools in Bangkok Metropolitan, then reject the hypothesis.

3.3 There was no statistically significant difference between levels of education on parental decision making on alternative schools in Bangkok Metropolitan, then reject the hypothesis.

3.4 There was no statistically significant difference between occupations on parental decision making on alternative schools in Bangkok Metropolitan, then reject the hypothesis.

3.4 There was no statistically significant difference between income on parental decision making on alternative school in Bangkok Metropolitan, then reject the hypothesis.

4. Parent suggestions in open-ended questions

On the parents' opinion and suggestion for developing the school. It was found that the most of parent concerned to the number of turn over. That means the teacher are very important for the students. If the school had the high number of turn over teachers, it would be effect on the parental reliable.

It could be referred from the finding that the analysis of comparison of parental decision making on Buddhist alternative schools selection in Bangkok Metropolitan. Regarding their personal factors, they had no significant effect on parental decision making since it could be understood that the samples were selected from similar group and background. The researcher also used the same criteria to select all the sample form the questionnaires and interview.

6.2 Recommendations

The results of this research was the overall of parental decision making on alternative school in Bangkok Metropolitan at the highest level. According to the result, educational philosophy and curriculum were the first and second priority facets. On the other hand, the tuition fee was the last priority. Although the overall of parental decision making were at the highest level but there were some suggestions from parents needs school to develop.

6.2.1 Recommendation form the research results

The result of the study has shown the 3 ranking of priorities for the parents to make a decision in selection the Buddhist alternative schools for their children as educational philosophy, curriculum and school environment. On the other hand the tuition fee" facet had the lowest mean score. Based on the findings, some recommendations were proposed as follows:

1. As the schools adopted a Buddhist philosophy, so it could be suggested that the schools should share this philosophy to the public by doing the "open house" project for everyone who is interested in Buddhist alternative school especially, the potential parents who are looking for the school to their children.

2. As Buddhist philosophy was integrated in the curriculum, it meant that the curriculums would be different from normal schools. So the schools should organize training for teachers to have full understanding of the Buddhist philosophy curriculum and to deliver the curriculum effectively.

3. As the result shown that the school environment was the third priority that the parents concerned when selecting school for their children so the school should maintain the Kanlayanamitra environment for example, the parents could share the knowledge how to take care the children and help each other to solve the children's problem. It will be benefit for the schools since most parents concerned school environment and Kanlayanamitra was often mentioned.

4. The result of this research shown the "tuition fee" facet had the lowest mean score. It meant that the parents accepted the of cost tuition fee and they didn't mention on the scholarship or anything about the tuition fee. So that the school should spend the money from the tuition in valuable.

5. The summary of the focus group interview shown that the school should concern about the turnover rate of the teachers because it affected directly to the students and the reliability of the parents to the school. So the school should focus on the human resource management in case of reducing the turnover rate of the teacher. They schools should organize teacher development projects and provide some guidelines for teacher career path. Also the management of the school should clarify the main task for the teachers and balance the other tasks too. The salary of the teacher is the first priority, because if the teachers had over workload while receiving less payment, the teacher would be unsatisfied, this would result in teacher resigning.

6.2.2 Recommendation for further study

1. A study on factor related to parents' decision making on selecting an alternative school for their children in other philosophy.

2. A study on the school management of alternative school in other philosophy

3. A study on leaderships and school administrator in alternative school in other philosophy.

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APPENDIX

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

This document is issue by office the committee for research ethics (Social sciences) MU-SSIRB, with the date of approval May 17, 2016.



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

This document is a record of review and approval/acceptance of a study protocol



Protocol Title: **PARENTAL ATTITUDES TOWARDS ALTERNATIVE SCHOOLS IN BANGKOK METROPOLITAN**

Principal Investigator: **Mrs. Pornthipa Jatninlapan**

Protocol No.: **MU-SSIRB: 2014/266 (B1)**

Type of approval/acceptance: Protocol Amendment:

A. Protocol title change to "PARENTAL DECISION MAKING ON BUDDHIST ALTERNATIVE SCHOOLS SELECTION IN BANGKOK METROPOLITAN" version date 2 May 2016

B. MUSSIRB Submission form version date 2 May 2016

Date of Approval: **May 17, 2016**

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines for Human Research Protection such as Declaration of Helsinki, The Belmont Report.

(Emeritus Professor Dr. Santhat Serm Sri)

Chairman

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. Assoc. Prof. Dr. Uthatip Jiawiwatkul
Faculty of Social and Humanities, Mahidol University
2. Asst. Prof. Dr. Porntida Visaetsilapanonta
Faculty of Social and Humanities, Mahidol University
3. Asst. Prof. Dr. Veenunkarn Rujipak
Faculty of Social and Humanities, Mahidol University

RESEARCH QUESTIONNAIRE
PARENTAL DECISION MAKING ON BUDDHIST ALTERNATIVE
SCHOOLS SELECTION IN BANGKOK METROPOLITANT

Part 1 Personal Information

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

6. The tuition fee and other expenses that you can accept per one semester of one student.

below 10,000 baht 10,000 – 14,999 baht

15,000 – 19,999 baht 20,000 – 24,999 baht

over 25,000 baht

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

Instruction Please read questions carefully and tick in the box, following 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 |

| Characteristics of the alternative school | Level of Decision Making | | | | |
|---|---------------------------------|-------------|-----------------|------------|---------------|
| | Highest (5) | High (4) | Moderate (3) | Low (2) | Lowest (1) |
| Educational Environment | | | | | |
| 1. School environment leads to Buddhist approach learning | | | | | |
| 2. School is a learning community | | | | | |
| 3. School is a society of good friendship | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 4. School has a green environment | | | | | |
| 5. School has an intergraded learning from nature to classroom | | | | | |
| 6. School Environment is clam | | | | | |
| 7. School is building and maintaining cultural and intellectual pursuit | | | | | |
| 8. School and surrounding communities have a good interaction with each other | | | | | |
| Educational Philosophy | | | | | |
| 9. School has used Buddhism principle for management | | | | | |
| 10. Students have developed by Bhavana 4 (4 Developments – Physical, Mental, Emotional and Social | | | | | |
| 11. Students have developed by Trisi kha Bhavana 3 - the three practices (Sila – Morality, Samadhi – Concentration, Panya – Wisdom) | | | | | |
| 12. Students have developed by Virtues conductive to growth in wisdom | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 13. Student uses a foregoing sign for the arising of the Noble Eightfold Path; harbinger of good life or of the life of learning for the principle | | | | | |
| 14. School has used well-rounded being human development for the student | | | | | |
| 15. School mentioned on selecting teachers and training teachers to have the characteristic of the Kalayanamit | | | | | |
| Facilities | | | | | |
| 16. School has adequate teaching aids according to learning and teaching | | | | | |
| 17. School equipment is brand new | | | | | |
| 18. Classrooms are adequate | | | | | |
| 19. Classrooms are up to standard | | | | | |
| 20. There is a small classroom with a good care of teacher | | | | | |
| 21. There is no dangerous area in the school | | | | | |
| 22. A sidewalk and vehicle safety are in the school | | | | | |
| 23. A safety is practiced | | | | | |
| 24. Traffic near the school meet the requirement of children's safety | | | | | |

| Curriculum | | | | | |
|--|--|--|--|--|--|
| 25. School has provided life skills for the students | | | | | |
| 26. School has focused on students' abilities to achieve with their potential | | | | | |
| 27. School has an academic in combination of meditation | | | | | |
| 28. School provides the education for children and adult | | | | | |
| 29. School has an holistic education rooted in Buddhist approach | | | | | |
| 30. School has an innovative of education which rooted in educational philosophy | | | | | |
| 31. School focused on child - center | | | | | |
| 32. School has an intergraded curriculum | | | | | |
| 33. Parents have involved in designing curriculum | | | | | |
| Teacher Attribute | | | | | |
| 34. Teachers always have meditation and bring into practicing in daily life | | | | | |
| 35. Teachers are prompt to learn and develop themselves | | | | | |
| 36. Teachers understand | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| students' behavior well | | | | | |
| 37. Teachers understand students' characteristic | | | | | |
| 38. Teachers are accuracy in academic | | | | | |
| 39. Teachers are Kalayanamit for students | | | | | |
| 40. Teachers have a good classroom management | | | | | |
| 41. Teacher are able to work as a team | | | | | |
| 42. Teacher and parents have good relationship | | | | | |
| 43. Teachers are always evaluated by school | | | | | |
| Tuition Fee | | | | | |
| 44. The tuition fee is reasonable | | | | | |
| 45. The extra expenses that a school required is reasonable | | | | | |
| 46. Parents can afford the tuition fee | | | | | |
| 47. School has an installment payment | | | | | |
| 48. School has some scholarship for excellent students | | | | | |

IN-DEPTH INTERVIEWS
PARENTAL DECISION MAKING ON ALTERNATIVE SCHOOL IN
BANGKOK METROPOLITANT

Part 1 Personal Information

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)

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below 10,000 baht

10,000 – 14,999

baht

15,000 – 19,999 baht

20,000 – 24,999 baht

over 25,000 baht

1. The reasons for your decision making to choose Buddhist Approach Alternative School for your children
2. The strengths and weakness in Buddhist Approach Alternative School
3. The ways to improve the schools

BIOGRAPHY

| | |
|-----------------------------|---|
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