

**HOUSEHOLD WEALTH AND OPPORTUNITIES TO
CONTINUING ON SECONDARY EDUCATION OF STUDENTS IN
NANGRONG DISTRICT, BURIRUM PROVINCE**

SIRIKUL DECHAKHANT

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NANGRONG DISTRICT, BURIRUM PROVINCE**

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Sirikul Dechakhanit

HOUSEHOLD WEALTH AND OPPORTUNITIES TO CONTINUING ON
SECONDARY EDUCATION OF STUDENTS IN NANGRONG DISTRICT,
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ABSTRACT

The objective of this study was to investigate the influence of household wealth on opportunities to continue secondary education of students. Household wealth was measured by the change of household wealth and the price elasticity of household wealth. Opportunities to continue education were measured by the number of completed education years in 1994, divided to 3 categories: Elementary, secondary education and higher education. The hypothesis of this study was that household wealth has a positive association with the opportunity to continue secondary education. Ordered logistic regression and longitudinal data of Nangrong from 1984 and 1994 were employed for the analysis. The unit of analysis was children who were 5-12 years old in 1984. There were 6,881 cases in this study.

The opportunity to continue education was the dependent variable, while independent variable was household wealth. There were 10 control variables in 3 domains: 1) Child characteristics (gender and age); 2) Family contexts (occupation of father, type of household, member of household and education of parent); and 3) Community factors (distance from village to secondary school, frequencies of buses to secondary school, education proportion and availability of a secondary school)

The results revealed that in rural areas of the northeast, household wealth had an influence on opportunities to continue secondary education. The change of household wealth could better explain in opportunities to continue secondary education than the price elasticity of household wealth, which better explained on higher education progress. The student who was wealthy had more opportunities for education than a student who was poor. Regarding the control variables, boys and younger children had more opportunity than girls and older children. In addition, children who resided in nuclear family with a low number of members in the household, had parents who had completed grade 4 or higher, and whose families were not employed in agricultural field had more opportunity to continue secondary education than those who resided in an extended family, and who had parents completed less than grade 4. Regarding to the community factors, children who resided near a secondary school had more opportunities to continue secondary education than those who resided far from a secondary school and low educational proportion.

Findings of this study show that a secondary school in a community was not associated with opportunities to continue secondary education. While the frequency of buses to secondary schools had a positive influence on opportunities to continue secondary education. Active steps must be taken to increase others levels of educations, such as higher education and adults' education.

KEY WORDS: HOUSEHOLD WEALTH / STUDENT / CHILD EDUCATION /
EDUCATION CONTINUING/ NANGRONG/ RURAL SOCIETY

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ความมั่งคั่งของครัวเรือนกับโอกาสของการศึกษาต่อเนื่องในชั้นมัธยมศึกษาตอนต้นของนักเรียน
ในอำเภอนางรอง จังหวัดบุรีรัมย์ (HOUSEHOLD WEALTH AND OPPORTUNITIES
TO CONTINUING ON SECONDARY EDUCATION OF STUDENTS IN
NANGRONG DISTRICT, BURIRUM PROVINCE)

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บทคัดย่อ

การศึกษาครั้งนี้เป็นการศึกษาข้อมูลต่อเนื่องระยะยาวของโครงการนางรองพ.ศ. 2527-
2537 มีวัตถุประสงค์เพื่อศึกษาผลของความมั่งคั่งครัวเรือนที่มีต่อโอกาสในการศึกษาต่อเนื่องใน
ชั้นมัธยมศึกษาตอนต้น โดยแบ่งกรอบการวิจัยออกเป็น 2 กรอบ กรอบการวิจัยที่ 1 วัดความมั่งคั่ง
ครัวเรือนจากความเปลี่ยนแปลงความมั่งคั่งครัวเรือนและกรอบการวิจัยที่ 2 วัดความมั่งคั่ง
ครัวเรือนจากความยืดหยุ่นของความมั่งคั่งครัวเรือนต่อราคา วัดโอกาสในการศึกษาต่อเนื่องเป็น 3
กลุ่ม คือ ต่ำกว่ามัธยมศึกษา, มัธยมศึกษา, สูงกว่ามัธยมศึกษา หน่วยการวิเคราะห์เป็นเด็กที่มีอายุ
ระหว่าง 5-12 ปี ในพ.ศ.2527 จำนวน 6,881 คน วิเคราะห์ข้อมูลโดยใช้สถิติการวิเคราะห์ถดถอย
อันดับ สมมติฐานการวิจัย คือ ความมั่งคั่งครัวเรือนมีอิทธิพลทางบวกต่อโอกาสในการศึกษา
ต่อเนื่องในชั้นมัธยมศึกษาตอนต้น

ตัวแปรอิสระและตัวแปรควบคุมที่ศึกษามีจำนวน 11 ตัวแปร จำแนกเป็น 3 ระดับ คือ 1)
ระดับบุคคล, 2) ระดับครัวเรือน และ 3) ระดับชุมชน

ผลการวิจัย พบว่า ความมั่งคั่งครัวเรือนมีอิทธิพลทางบวกต่อโอกาสในการศึกษาต่อเนื่อง
ในชั้นมัธยมศึกษาตอนต้นของนักเรียน กล่าวคือ นักเรียนที่มีความมั่งคั่งครัวเรือนมากจะมีโอกาส
ได้รับการศึกษาต่อเนื่องในชั้นมัศึกษามากกว่านักเรียนที่มีความมั่งคั่งครัวเรือนน้อยกว่า เมื่อ
พิจารณาถึงตัวแปรควบคุม พบว่า เด็กชายและเด็กที่มีอายุน้อยจะมีโอกาสได้รับการศึกษาต่อเนื่อง
ในชั้นมัศึกษามากกว่าเด็กหญิงและเด็กที่มีอายุมาก เด็กที่อาศัยในครัวเรือนเดี่ยว มีจำนวน
สมาชิกในครัวเรือนน้อย บิดามีได้ประกอบอาชีพเกษตรกร, กรรมกรและข้าราชการ มีการศึกษา
ของบิดามารดามาก อาศัยอยู่ใกล้โรงเรียนมัธยม มีความถี่ของรถโดยสารจากบ้านไปโรงเรียน
น้อยและมีสัดส่วนการรู้หนังสือสูง จะมีโอกาสได้รับการศึกษาต่อเนื่องในชั้นมัศึกษามากขึ้น
ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไปควรมีการวิจัยในระดับการศึกษาอื่น เช่น ระดับปริญญาตรี
และควรศึกษาความมั่งคั่งครัวเรือนในมิติอื่น เช่น เส้นอุปทานของความมั่งคั่งครัวเรือนกับ
การศึกษา และควรสร้างความมั่งคั่งครัวเรือนให้สังคมชนบทเพื่อเพิ่มโอกาสในการศึกษาต่อเนื่อง

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CHAPTER I

INTRODUCTION

1. Rationale and Statement of the Problems

“Education is the basement of life”, a life which is secure, happy and have knowledge in various matters must base from education. The most effective education is school education because it has completed elements that can provide acknowledgement to children for example suitable place, studying and teaching media equipment, educated teachers and professors who are ready to provide knowledge to children. Moreover, there are evidences that show level of knowledge accomplishment such as certificate and degree. This evidence is useful and can be used for a better living for example continuing of education, applying for a job. Therefore, the word “Education” is a source of development and a leading way to prosperity and progress (Kladphae. C., 2000 : 119). We may say that “Education is life and life is education” with the objective to develop people to use their brain, making a decision, knowing to learn by themselves and having the ability to help themselves (Chansila. S., 1997 : 16). Primary education is an important education level for basement planning to develop human resource which is an important factor for the country’s development. Thailand’s government has regulated education to be by-law since 1921 and on December 11, 1997 which is the date the constitution of Thailand was announced. According to the constitution, the government regulated a new Act of Parliament and announced in the government gazette on August 19, 2001. As the result of this new Act of Parliament concerning with the national education, the Ministry of Education has to provide the twelve-year primary education to the whole country, with the quality and without any expenditure charged. The government has to regulate the nine-year education by-law which means that Thai children who are seven years old must study the primary education in school until they are sixteen years old unless they can pass nine-year education by law. In addition, they have rights to study until they

graduate the twelve-year primary education without any expenditure charged (Pongpibul. P., 2000 : 8-13).

According to the educational information report of National Education Committee Office based on Thailand's educational situation in 1997, 73.39 percent of Thai population aged over 15 years old had primary education with the average education year of only 5.3. Comparing with those of South Korea, Singapore and Malaysia, education level of Thailand's population was the lowest. Considering to the education of Thai labor, in 1996, 31.5 million of Thai labor aged over 15 years old had education for only 5.1 years (Chiangkul. W., 1998 : 85). We may see that those labors have primary education and lower than primary education only. Most of them live in rural area and usually migrate to work in the city. Migration of labor from rural area to urban area will affect change in social structure. This causes the number family in rural area which used to be "Expanded family" to reduce to a smaller size which called "Single family". The number of this kind of family is increasing. The people living are based on value of objects rather than mind. Family is lack of warmness and fragile (Suparb. M., 1998 : 53).

From the research of economic situation and social family of year 2000 (National Statistical Office, 2000 : 5-14), household revenue abruptly affected the continuing of education. From the research, the solution or method to relief problem is to immediately resign from educational institution or discontinuing education. The research result shown that most of students in the northeastern part of Thailand will discontinue their education by resigning from the educational institution and the percentage is 4.8. The southern part has 3.9 percent. Furthermore, people in the northeastern part of Thailand will move to work in other areas at most with 26.4 percent and followed by the northern part of Thailand 15.5 percent. Later on, this population group will be un-expertise labor in the big cities, have no job security, live in congestion area and cause other social problems (Kruea-singha. P., 1998 : 111).

Buriram Province is one of the provinces in the northeastern part which has slow growth of economic expansion due to the majority of population are agriculturists and mainly rely on natural climate (Buriram Office, 1995 ; 19-23). From

the overall assessment of revenue of people in Burirum, the revenue per head of people in this province is the lowest comparing to all provinces (National Economics and Social Development Committee Board, 1994 : 1-13, 2539 : 1-14). By using the necessity standard measurement indicator, 8 sections, 39 indicators, people in Burirum have low standard of living and are in the lowest group of northeastern part particularly in 1997. The first three indicators which have not achieved target are revenue section, coordination in development section and education section (Community Development Department, 1997 : 45, 1998 : 44, 1999 : 48). According to the report of primary education curriculum usage appraisal of year 1978 (1990 revision issue) in year of education 1987, the eleventh education zone, which comprises of Nakhon Ratchasima, Chaiyapoom, Surin, Burirum and Srisaket, Burirum have the lowest final score in every aspect. The percentage of students graduated the 6th year of primary education and continued to study in the beginning of secondary education tends to reduce. Percentage of student continued to study in the secondary education had been reduced from 87 percent in 1996 to 80 percent in 1998 (Burirum Education Office, 1999 : 37). The cause of immediate discontinue education of the student graduated in the 6th year of primary education (National Education Committee Bureau, 1998 : 21-23) is from their parents having low income and need their children to help them earn more income. In addition, if traveling between house and school is inconvenient, student will not like to go to school.

Nangrong District is one of the districts in Burirum and people in this district are poor and uncivilized. People in the community have low quality of standard of living. In 1984, the CBIRD project was established to upgrade the standard of living of people in this community. The project was operated by the private development organization, which is PDA. During 1984-1989, the project was funded from CIDA. The objective of the project is to increase earnings, knowledge and health of people. Types of activity are the support of revolving capital which must be returned to the association, support of agricultural production factors such as plant seeds, pesticide, livestock, and support of training in production and health care. There are many projects to upgrade the standard of living of people in this community and create

better life and living of people in the community. However, the issue of continuing secondary education of student has been reduced as mentioned above.

There are three issues related to the chance of continuing education as a result of the study of the continuing education of student which are (1) Social economic status of household (2) Children personality such as sex, age, diligent etc., (3) Incoming of educational institute such as having school in the community, transportation from house to school, time and expenditure to travel between house and school etc. Therefore, researcher is interested to proof when controlling the three variables and using the variable of household wealth, which the researcher develops to be an independent variable for the studying to see if there is any effect to chance of continuing in the beginning of secondary education. This level of education is very important to teenager because studying and development of children will be basement of quality of living starts from being a baby until graduate the end of secondary education (M. 6). The international range, which is 15 years, will increase the potential of human resource to have enough knowledge, ability, skill, moral principles and ethics that will lead the person to be able to think and make decision properly, communicate with people in the world and be able to educate in the higher level education or having a job which needs expertise. This is also a good result to prevent teenagers to be in the labor market when they are too young (Silapa-archa. C., 2000 : 6-14). Household wealth is an important factor that supports opportunity of continuing education. The first reason is that wealthy parents can potentially plan to invest in their children education because their household wealth is secure. Second reason is that household wealth allows parents to invest in social, tradition and acquisition of education assets such as computer installed with the supporting skill program, hiring tutor to teach children at home, textbook and additional guidebook, etc. These subjects have a positive effect to the success of children's education (Coleman, 1988 : 94-120). The third reason is that wealthy parents can be a good example to support and show their children the benefits of education and endeavor to succeed in high level of education (Orr, 2003 : 285). The activity of parents who realize to the benefit of education will motivate their children to perform and develop themselves for the education result that will satisfy parents and their children (Veblen, 1984 : 34). Even though, there were a lot of researches concerning with educational opportunity in the

past, but these research usually tended to use variable of social economic status defined by the three principle variables which are profession, education and revenue of parents or guardian. Some research may use more than three variables depend on the definition of the researcher (Jungsiri-pagorn. A, 1998 : 68-87). Using social economic status as an independent variable is not appropriate because of an uncertainty in the definition of the variable. In addition, many researches of domestic and international have a conclusion that social economic status has an influence towards educational opportunity. Therefore, researcher will use the social economic status as a control variable and develop the household wealth variable to be independent variable because education is a kind of economic activity. Explanation about educational opportunity in term of economy requires variables that can appropriately explain economical behavior for example changing value and price elasticity. The research has studied about this in term of changing of household wealth and price elasticity of household wealth.

For the actual explanation of the result of this research consisting with statistics used in this research in term of the real economy, the Ordered Logistic Regression Analysis is the statistics applying with the probability of the existing of variable in each category which has different value. Besides knowing which variable influences dependent variable, we can simulate the event by setting the found variable which has influence to dependent variable to have different value. So we will know the probability percentage of continuing education in each level such as what is the value for lower than secondary education, secondary education and higher than secondary education. This research will use information from the project of appraisal result of Nangrong mixing development of village in rural area project, Burirum Province in 1984 and 1994. The project is the long-term continuing survey of Population and Society Research Institution, Mahidol University. This data not only concerned with person in the household and village level, but also concerned with the topic of continuing education and the format of this information series has causes and consequences. That is the household wealth will be a standard for household to make a decision for the opportunity of continuing education of their children. The information of Nangrong project will be useful to educational research and the fact found from this

research may be used for the continuing education research in other studying project or expanding to other study level.

2. Objectives

Research of household wealth and the opportunity of continuing education in the beginning of secondary education of student in Nangrong District, Burirum Province has objectives as follows:

1. To exam the result of changing in household wealth and the flexibility of household wealth towards price and opportunity for continuing education in the beginning of secondary education of student.
2. To compare the influence between the change of household wealth and the flexibility of household wealth towards price and opportunity for continuing education in the beginning of secondary education of student.

3. Benefits of Research

1. To know the influence of household wealth variable that affects the opportunity of continuing education of student in the beginning of the secondary education.
2. To use the result of studying of variable which is the re-proof of past study to apply for other society where its education management system is not yet completely developed.
3. To propose the studying of the opportunity for continuing education in the dimension of household wealth, for the both aspects of change and price elasticity.

CHAPTER II

LITERATURE REVIEW

Regarding to the thesis, “the household wealth and opportunities to continue on secondary education of students in Nangrong district, Burirum province”, I have studied textbooks, articles, journals and researches to propose as below orders

- Part 1 General demographic of Burirum Province
- Part 2 Education, development of live, and nation
- Part 3 Economic status and opportunity for education
- Part 4 Household wealth
 - 4.1 Change of household wealth
 - 4.2 Price elasticity of household wealth
- Part 5 Theories used in research
 - 5.1 Theory of Rational Choice
 - 5.2 Theory of Human Motivation
 - 5.3 Theory of Social Change
 - 5.4 Theory of Socialization
 - 5.5 Theory of Reference Groups
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Part 1 General Condition and Characteristics of Important Problem of Burirum Province

Burirum Province located in the south of the northeastern part or with the other name as lower part of E-Sarn. The province is far from Bangkok approximately 410 kilometers by automobile and 316 kilometers by train. The province has total area of 10,312.885 square kilometers. The north of the province is adjacent to Khonkaen, Mahasarakarm and Nakhon Ratchasima Provinces. The east of the province is adjacent to Surin Province. The south is adjacent to Srakaew Province and Cambodia. The west is adjacent to Nakhon Ratchasima Province. The province has 21 districts and 2 sub-districts (Burirum Statistical Office, 2002: 6). At the end of December 2001, there was 1,533,874 people and classified to 765,853 males and 768,021 female. Most of the population (86.2 percent) lives in the municipality area and the rest of live outside the municipality area (13.8 percent). The approximate size of the household is 4.2 persons and most of the household has male as the leader (76.9 percent) and has female as the leader (23.1 percent). For employment status of population aged over 15 years old (during April 1, 2000 – March 31, 2001), the majority of the population, 84 percent, has professions of agriculture, hunting, forestry and fishery. Ninety percent of people in these professions live outside the municipality area. In addition, 43.0 percent live inside the municipality area (National Statistical Office, 2002: 6-10).

Nangrong District has 914,000 square meter area. Most of the area is a plateau. In the south of the district, the area is comprised of many deep mountains and a Panomdongrak Valley. The topography is the natural border of a drought and deep forest, which separates Thailand and Cambodia. Some areas of the district are wave of hills serrated with wave of volcanoes. Some areas are plateau on the bank of Lumplai-mas River and other small waterways such as Lum-mas, Lum Nangrong, Lum Pra-theap, etc. In summer, the waterway will dry in some parts and cannot provide water for agriculture for the whole seasons (Burirum Forest Department, 2001: 9). Therefore, the government has supported agriculture in many ways, for example, Village capital project, Agriculturist's debt payment suspending project and professional train project of production, marketing, management, and finance to

increase efficiency of agriculturists. This results Nangrong District to have increasing livestock of cow, buffalo, duck, chicken and pig (Burirum Livestock Office, 2001: 5). However, most of the occupied land for agriculture, 81 percent of them will be using for rice farm. The land assessment highest price is 7,500 Baht per square wah and the lowest price is 25 Baht per square wah (Burirum Land Department, 2001: 11).

For education, there are institutes of continuing education up to Master Degree in Burirum. Two systems of education are as follows:

1. Schooling educational system. There are 939 educational institutions, 13,690 teacher/professors, 302,201 students. The ratio of teacher/professors to student is 1:22.
 - 1.1 Pre-primary education and primary education level, there are 863 educational institutes.
 - 1.2 Secondary education level, there are 76 educational institutes.
 - 1.3 University education level, there is 1 educational institute.
2. External schooling system education, for example education under the Department of External School System Education, Community Development Department, Department of Religious Affairs. There are 1,295 educational institutes, 2,795 teacher/professors, 60,178 students. The ratio of teacher/professors to student is 1:22.

However, the educational institutions can provide all levels of education to student, in 2001, there were only 302,201 students studying. The number is 10,634 students decreased from the previous year or 3.39 percent which consonants to data of Community Development Department that uses the necessity standard measurement indicator. It found that 122,088 children in rural area aged to study according to the law could go to school for only 120,420 students or 98.6 percent. Therefore, this is lower than the target of 100 per cent. 32,345 students graduate the educational level by law and 84.5 percent of them or 27,328 students could continue the secondary education level. Therefore, this is lower than the target of 98 percent (Burirum Educational Office, 2001: 12-15).

Two main problems of Burirum are quality of life and quality of education problems.

For problems of quality of life, as Burirum is the province that has low income comparing with all provinces in the country (National Economics and Social Development Committee Bureau, 1997: 6, 1998: 5, Burirum Province Office, 2000: 5). Burirum is one of the five provinces in Thailand that have lowest household income, which is 1,120 Baht per person per month (National Statistics Office, 1999). Income of rural population of Burirum is approximately 10,481 Baht per person per year. According to the report of quality of life of people in Burirum, the province has the lowest target group of necessity standard of northeastern part of Thailand (Community Development Department, 1997, 1998, 1999: 21). Three of indicators under target sorted decadently are income section, development cooperation section and education section.

For problems of quality of education, Burirum is the province that has problem of quality of education particularly primary education level. Based on the appraisal of quality of education from the accomplishment of student in the sixth year of primary education during the year of education 1984-1986, the eleventh educational zone which includes Nakhon Ratchasima, Chaiyapoom, Burirum, Surin and Srisaket Provinces have very low educational accomplishment and are in the twelfth rank out of the total 13 educational zones. Based on the appraisal of curriculum usage of year 1978, at educational zone 11, Burirum Province, has the lowest achievement score, both in technique and desirable traits. Particularly on the trait for health and hygiene development, the provinces that have the lowest achievement score in the country are Nakhonsawan, Phetchaboon and Burirum (Educational Technique Department, 2003: 20-24). It found that the rate of continuing education of student graduated the 6th year of primary education has been decreasing. In 1996, there was 96 percent of student continuing the beginning of secondary education. In 1997, there was 87 percent of student continuing the beginning of secondary education and reduced to 80 percent in 1998 (Burirum Education Office, 1999: 3-5). From the annual budget of year 1998 (Burirum Primary Education Office, Nnp: 18), it is found that:

1. The educational achievement of most students reduced from the previous year particularly the 6th year of primary education, which is life experience building section, Thai language, mathematics, professional background and English language.
2. Student's repetition in education level is still high up to 2.94 percent over 1.5 percent targets.
3. Student's health and hygiene is 23.2 percent lower than the standard of the Ministry of Public Health.

Part 2 Education and Development of Life and Nation

Presently, it is generally to accept that quality of population is one of the most important things for the development of the country both in economics, social and politic. Quality population can make that country developed and on the contrary, any country that has a lot of unqualified population will not be able to develop. Creating of population's quality requires education. Education will improve the living quality of population and their community by acknowledging of how to the efficiently use the limit resource. Implementation of new science or technology in any development aspect will not achieve the target if population still lacks of quality. This is consonant to the word of Prarajworamunee (Prathumpidok (P.O. Payutto), 1998: 47-51) which said that education is the principal in development and the development tool, which is developing that person by developing the whole body and life. The principal of the development is education. When students are educated, they can use this attribute generated from education as a tool for life proceeding and creating various society. Therefore, education is a tool for development. When we have good education, we can develop our country, things or whatever in a correct way by using the correct education. This is the tool for development.

The Ninth National Economics and Social Development Planning (2001-2006) is the strategic plan that indicates the direction of the medium term development of the country. The plan is consonant with long-term vision and the procedure is continuing from the eighth Development Planning. This planning is based on the thought that “

Human is the center of the development ” in every dimension as a centre and give an importance to balance development on the aspects of person, society, economics and environment. Particularly, the construction of the proper internal administration and management system in every level, which creates the real permanent development that have “person” as a center. In addition, to have the country development according to the aim of vision under “Sufficient Economics Philosophy” and the Thai social needed in the future, the specified objectives and main target of the country development is as follows:

1. To resuscitate the economy that will be have stability and protection by creating strength, security and stability for financial and treasury. To adjust the basement of the economic structure will be strong, reliable and increase the efficiency of the entire economy, which will be competitive and catch up with the present economy.
2. To create a strong and reliable fundamental of the development of the country that will be cope with the present world by developing quality of person, educational information, health care system, social security protection system, and community strength. These are building for the permanent development of the rural and urban community network. In addition, to develop the nation by using the management of natural and environment resources that are appropriating with science and technology development.
3. To form a good administration and management in every level of Thai society, that are making for an efficient country development with transparent and ready for inspection. To concentrate on the reformation of administration and management system of government and private sectors. Moreover, allow the populations have a chance to join in the process of development and creation of political system that is responsible to society and reduces corruption.
4. To solve poverty problem and increase the potential and opportunity of Thai people to rely on themselves by providing them have a chance to study and to receive the social service, impartially and thoroughly. To create profession, increase income and leverage standard of living. To give an opportunity to community and populations to join the development and adjustment of

mechanism of governmental sector and help finding the solution of the problem (National Economics and Social Development Committee Bureau, 2002: 1-7).

For the consonant with the National Economics and Social Development Planning, the ninth Issue (2002 – 2006) and the constitution of the kingdom of Thailand, year 1997, the parliament has issued an act of legislation for national education and this resulted to the educational reformation. This means that the standard education must be provided according to rights and fair opportunity for each person. The government must provide at least 12-year standard education for people without any charge. For education according to the law, the government issued an act of legislation for national education that there must be an education subjected to the law for 9 years. In addition, children aged 7 years old must study for standard education in an institution until they aged 16 years old unless they pass to the 9th year of the education by law. Both of these matters must be completed within 5 years from the date of usage announcement of the constitution of the Kingdom of Thailand that is directed to October 12, 2002. Thai government must provide the qualified standard of 12 years education thoroughly without any expenditure and must provide the 9 years education that is subjected to the law. The 9 years education subjected to the law means that every student must study 6 years for primary education and continue their education in the beginning of the secondary education for 3 years. Total year of education is 9 years and student will have a chance to study until the end of the secondary educational level. This is an expanding of the standard education that excluded the enforcement of another 3 years of the total twelve-year.(Pongpaibul, P., 2000: 8-13). Tansiri, W. (2000: 2-6) said that the reformation of education is subjected to the following principles:

1. It is the thorough life education for everyone. Giving an opportunity for the social to co-operate in managing their education including with the development of the information and learning process systematically.

2. Reforming of the learning process by understanding that the student is the center instead of using teacher or school as the center, which happened in the past.

3. Reforming the structure, administration, and management of educational system under the principle of the policy's unity but there is a variety of performance. There must be a decentralization of the cooperating power of people and other organizations. These are enacting the adjustment of the administration and management of the education, local governmental organization and private organization.

This is the benefit that people will receive that is education which support all Thai people to naturally develop themselves with all complete potential in body, mind, intellect, knowledge, moral principles, ethics and traditions, to live with other people with happiness. The target of educational reformation can be concluded as follows:

1. The government must expand the education subjected to law from 6 years to 9 years and provide a standard education for people at least 12 years without any expenditure. The specification is that the first year of the primary education is subjected to the law and the youth must graduate the 3rd year of the secondary education. The youth have rights to continue studying until they graduate the 6th year of secondary education, which is the standard education but it, is not subjected to the law including a vocational education.

2. The government will guarantee the standard and quality of each educational institution for equivalence. Therefore, no matter the student study at any institution, they will have the same standard and quality of education.

3. There is a combination of the Ministry of Education and the University's Government Department and the National Education Committee Bureau to be the Ministry of Education, Religion and Tradition.

4. There is a specification for the main duty of the Ministry of Education, Religion and Tradition to specify the policy for standard of education but disperse the authority of managing the educational institution to the institution and the education zone. The university institution will be a juristic person and can set the system for its internal administration and management under the supervision of the council of each institution together with the system for the development of the

teacher's standard, the new system of the budget allocation and quality insurance system.

5. The development of the teaching's quality standard will make the future quality of Thai teenager to superb in technique, which will finally have a good result to the development of the economy and social.

6. To provide an opportunity for household, community, private sector and social institution, religion institution to join more in the arrangement of the educational system and to provide the locality governmental agency to be more responsible with the education job.

To adjust the educational system for more realization of the value of school education, external education and self-study, which create an expansion of adult education, in addition the policy of the development of education technology will create the whole life education system. This results learning of the society and it is an important key for the adjustment of traditional thought, tradition of working in Thai society, which will lead to the permanent development in the future (Tansiri. W., 2000: 2-6).

The national act of parliament that has been announced in the government gazette on August 19, 1999. That is to develop education of Thai children not only to be an educated person but also to be a person who have moral principles, ethics, broadened vision, able to think, able to do, and able to solve problems including an appreciation in nationalism as per the statement "Education creates person and person creates nation" (Boonmarat. W., 2000: 31-34)

In conclusion, education, life development and country development have relationship, which means that education creates development and better quality of life. When people have a better life, they will be able to develop their country as same as the development of the country that creates civilization will develop that standard of living of population in the country and good living quality will create a country development in various forms including the good quality of the education development.

Part 3 Economic Status and Educational Opportunity

Every level of education needs to use economic factors as an investment promotion for any required education. Poverty problem related to the low opportunity of father and mother or parents' education. That is father and mother or parents do not realize an importance of education and also an importance of children's education. However, many parents provide education to their children but if they have other necessity such as household expenditure problem, lack of agricultural labor problem, this group of students has to stop studying and cannot fully educate which results to the quality and achievement of children's education. Sometime students have to follow their parents who have to work in urban area. Otherwise, some students lack of educational fund because of the poverty of their parents. Their parent cannot afford education for their children because of educational expenditure. In addition, many students go to labor market before a proper age in order to earn income to help their family (Pongpaiboon.P. 2000:7). Therefore, household is the first institute that influences the educational achievement of children. Parents with high education level will have high income and have secure profession. Moreover, they realize value and importance of education and are ready to invest and fully support their children's education. On the other hand, parents who are lacking of education will have low income and have unsecured profession with uncertain income. They usually lack of time to take care of their children, to nurture and be a good example for their children. These parents cannot give their children some advices when their children have education problems, studying and life proceeding. It is because they always have to fight with economic problem and earn income to sustain their life and pay debt (Inmani. S., 1999: 15-17)

Based from the result of many researches, it is consonant that factors concerning with the economic household wealth are related to the achievement of the education of student such as children from poor household usually lack of money for their educational activities or some students must earn extra money for spending of their education. Some students lack of educational accessories for example books or textbooks, stationeries. Therefore, this group of student lacks of opportunity for fully

education lacks of experience to create knowledge and increase their skill, which will support the education quality, for example computer skill, foreign language skill. This may result directly to the achievement of the children's education and also to the efficiency of educational arrangement in school to be consistent with the indirect capability of students. Moreover, (Prescott, 1961: 14-50) has found that there are many factors, which influence on child education, particularly factors from household. Such, love factors, tradition, and training. These factors are high economics and social background. As mentioned, students from high socioeconomic status will have higher educational achievement than students who have low economic and social position. Similar to the educational opportunity of student which found that education level of parents and household economic position is positively related to the opportunity of children's continuing education. Household that have many children will have lower chance of continuing education and opportunity to have high level of education is decreased. The youngest children of the household may have higher chance of continuing education than the elder children (Archavanijkul and the team. K., 1994: 80-96).

As mentioned in the above writing, economics position of household has an effect to the opportunity for continuing education particularly students living with the bad economics status, lack of living standard, no support of stationery, lack of nutrition, have problem with family which is lack of caring, training and teaching which may results to body, sole and intellectual. This may result the quality and achievement of educational achievement and chance for the children educational later on.

Part 4 Household Wealth

Wealth means rich, abundance, possession of property or a large amount of opulence (Tiengburanathum. V., 1998: 971). Bourdie (1986 : 241-258) said that wealth is a kind of capital which specification of type or kind of that capital is depend on how hard of changing capital to cash or what we called "liquidity". Generally, people will understand the meaning of capital in term of economic capital that has the

most liquidity. Economic capital is different from some types of capital, which is difficult to change to cash such as social capital, cultural capital, and psychic capital. Wealth in the meaning of capital may help all parents to acquire the necessary stationery for their children such as notebook, textbook, computer, etc. Wealth not only means property that can be changed to cash but also means resources (both in tangibles and intangibles) that can help the next generations to have a borne social hierarchy. That means the social capital (Orr, 2003: 282). In conclusion, wealth is one kind of capital that comprises of measurable capital value in term of economics and the rest are the social capital, cultural capital and psychic capital, which are unvalued.

Wealth in the meaning of economic or financial capital means assets that can be used to earn income or cover expenditure of household. Normally, wealth comes from household income including other assets such as savings account, stocks, bonds that can increase income in the form of interests and dividends. Furthermore, investments in the form of business farm, property or other form of investment that creates profit can proof that these assets can increase household income and increase the educational opportunity or can be paid for skill improvement gadgets. This includes assets in the possess of household that can reduce expenditure or facilitate household such as automobiles, tax benefits, tax deductions, exclusions and deferral, tax breaks. Therefore, the household that owns these assets has more advantage and a better chance than household, which does not have. The household that owns these assets will have more choice for their children to have more alternatives for various educations. Therefore, wealth in economics term means that household is well-being based from high income of household and economic security. Wealth provides a security of financial security and convinces parents to willing to pay for any expenditure because they have high purchasing power, so they can fully invest for their children. Considering the same number of household, that has the certain income in the form of cash but different in the possessed property, household that has more of possessed property can create opportunity of continuing education, ability to use the service of high quality education, more possession of education resources in house. These are the accumulation of tradition and opportunity of upgrading social status in the future (Oliver and Shapiro, 1995: 79-91).

Wealth will affect the education success of student because of the result of psychology that affects thought and acknowledgement of student in the form of motivation, need for continuing education and education expectation. These drives create an ambitious to education (Natriello and McDill, 1986: 18-31). Type and number of in-house educational resource will be specified by household wealth. That is the wealthy household will have relationship to the increasing of educational resource for example purchasing the book for strengthening skill, procuring modern computer, increasing the potential of education by having a tutor or attending a special class for subject that is not in the normal class. Therefore, this group of children is ready for learning and is different from children from the poverty household who must struggle for more hours of studying to be ready for education as much as possible (Downey, 1995: 46-761, Jones, 1994: 39, 1207-1213, Mile.et.al, 1986: 125-139). Possession of abundant assets will provide an opportunity to collect other types of capital that is difficult to assess with money value particularly cultural capital (Bourdieu, 1997: 488). From the study of cultural capital of DiMaggio (DiMaggio, 1982 : 189-201) measured from attendants of symphony orchestra concert and attendants of arts and culture exhibition, cultural capital has a positive influence to education achievement. Students, who lived in wealthy household, will have more chances of cultural capital and related to the educational achievement. Some researches have founded that wealth influences to social acceptance and self-respect. The research example of Weber (Weber, 1946 : 188) which measured the social acceptance of parents from attention to join the financial activity group by joining the social activities, invitation and reply for joining the association events as an indicator. Household wealth is the reason of social acceptance of parents and influence to learning of children. For Conley's work (Conley, 1999: 65) which studies wealth and self-acceptance by using modern house environment as a representative for measurement of wealth and self-measurement by comparing his or her own house with the peer group's house. It is found that group of students who perceive to have less wealth than the peer group (with worse house condition) will be serious students and lack of confidence, low self-acceptance because they perceive that they are more inferior, poorer and lack of love from primary group (friends and relatives).

The Wealth and Human Capital: Sometime, Human Capital is called Human Resources, which means that the human who has good quality leading to the wealth of the Country. The general meaning according to the Human Capital Theory concerning about knowledge and skill acquisitions of human in order to increase the production. In the theory concretion, the human who will be the worth resource of the Country must be knowledgeable, skillful and moral by passing the schooling and training or any investment in human resources or education (Hunjansit. B., 2543-12 : 183-194). This investment gives more opportunity to increase the living options of human. Therefore, the wealth is the key factor effecting to the educational success. Firstly, the rich parents are different from the poor parents because they are able to plan and fully invest education for their children due to the financial stability of family. Secondary, besides the rich parents make monetary investments in education; they also make social cultural investment including the education assets leading to the success of their children in education (Coleman, 1988: 94-120). Thirdly, the relation between the wealth and education is not limit only the action and the thinking of the parents but those actions will also have the influence to the behavior of children. It is said that the thinking and acting of parents on supporting education will motivate their children's practice and performance improvement in order to have the satisfied result in education (Veblen, 1984: 34). Therefore, the education's context that the parents set up, support or invest is the main factor that helps their children see the advantage of education and try to be successful in the high level of education. Those are the results of the household wealth.

Wealth is estimated from assets that is easily convertible, more readily converted into ready cash and can be used for children's education such as stock, bonds, saving account and also the assets that hardly convertible but can be used for supporting in any investment that related to the education of children.

Indicator for household wealth is come from the convertible assets spending for the education of children. In this case, it means the total family's proprietary land which is probably owned by one person or share together and having the proprietary documents such as Sordor 1 or Sordor 3 that can be also legally used for mortgage and

loan (Oliver and Shapiro, 1995 : 79-91) and housing environment that is indicated from the modernization and healthiness. We separately consider the household wealth into two types.

4.1 Change of Household Wealth

The data we use for this study is the longitudinal data from 1984 to 1994. Therefore, the first phase of the study is about the study of the change of household wealth more than the study of augmentation or reduction of household wealth or the unchangeable wealth which immediately impact the continuing education or not and how.

Change of Household Wealth = Household Wealth 1994 – Household Wealth 1984

4.2 Price Elasticity of Household Wealth

The elasticity concept is broadly used in the physics field at the beginning period and this concept has been used in the economics analysis since 1980 because the elasticity value is used to indicate the change of dependent variable to the change of independent factor. When the change of independent factor occurs, how does it make the dependent variable that we are considering? To find the elasticity value, we will compare the percentage of change not the amount of the change so there are no problems on the unit of the factor we use. Though the calculation of elasticity value is very difficult and complicated in some case and we have to study the problems relating to the economics, we should also consider the elasticity and do not totally delete it from our consideration (Chutiwong. N., 1994: 68-91). The possible elasticity value is as follows (Parkin, 1992: 103-109)

4.2.1 Constant Elasticity

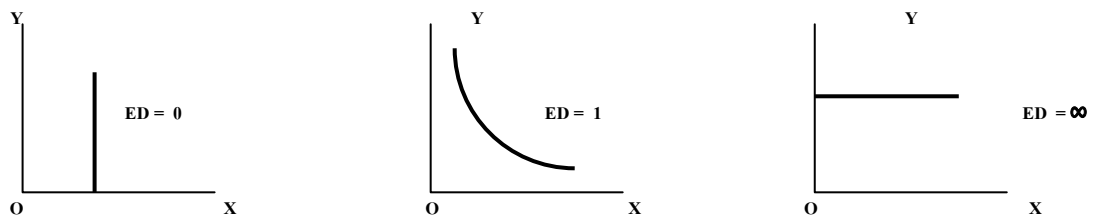


Figure 1: Constant Elasticity

When specifying $X = \text{Household Wealth}$
 $Y = \text{Consumer's Price Index}$

This can be explained that

- a) Zero Elasticity. No matter how the consumer-pricing index has been changing, household wealth value will not change and always value at zero.
- b) Unitary Elasticity. No matter how the consumer-pricing index has been changing, household wealth value will not change and always value at one.
- c) Infinite Elasticity. No matter how the consumer-pricing index has been changing, household wealth value will not change and always value infinity.

Those three cases are exception of elasticity value. In reality world, elasticity value will be between zero and infinity. The value will be more or less depending on various concerned factors that each requires specific consideration (Chutiwong. N., 1994: 68-91).

4.2.2 Relatively Inelastic

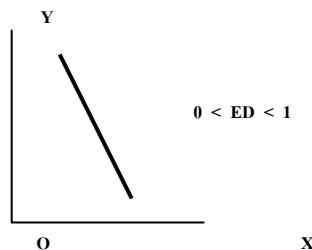


Figure 2 Relatively Inelastic

When specifying that $X = \text{Household Wealth}$

$Y = \text{Consumer Price Index}$

This can be explained that

- d) Relatively Inelastic. When the consumer price index has been changed, the household wealth changed slightly comparing to the changed consumer price index or the household wealth changed slightly.

4.2.3 Relatively Elastic

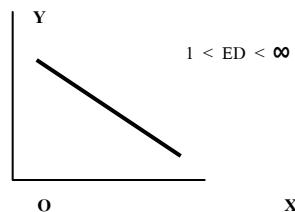


Figure 3 Relatively Elastic

When specifying that $X = \text{Household Wealth}$

$Y = \text{Consumer Price Index}$

This can be explained that

- e) Relatively Elastic. Consumer pricing index has been slightly changed and the household wealth has been significantly changed comparing to consumer pricing index value that has been changed or the household wealth has been significantly changed.

$$\text{Price Elasticity of Household Wealth} = \frac{\% \text{ Change of Household Wealth}}{\% \text{ Change of Consumer Price}}$$

The percentage of changing of household wealth is the prosperity of household during 1984-1994 in percentage and the percent of price change is the common consumer-pricing index of the northeastern part during 1984-1994.

The reason that the researcher uses the elasticity of household wealth to price as the independent variance in the second frame research is because of the percentage of changing in household wealth during the period of studying comparison with consumer price index: CPI. CPI is the reflection of the consumer's cost of standard of living and in the meantime, it is an instrument that measures changing of commodity retailing price and services that the consumer paid for in each section for example food and non-alcoholic beverage, clothes, houses, healthcare, personnel service, transportation service and communication, entertainment and education, cigarette and alcoholic beverage. Consumer groups have been classified as lowed income consumer pricing index, rural area consumer pricing index and the provincial general consumer price index (Saikanit. R., 1999: 49-118). The general consumer price index of the northeastern consumer price index during 1984-1994 is used for calculation (as shown in Table 1, Appendix A). It may be noticed that all items that consumer purchased contain more than 10 percent education section weight in the consumer pricing index calculation (as shown in Table 2, Appendix A). Moreover, this calculation also comprises of other commodity items and other service, which is related to economic activity of personal daily life. Therefore, the researcher has studied the elasticity value of household wealth towards pricing in the frame of the second research to see the effect to the immediate continuing education in 1994.

Part 5 Theories Using in the Research

5.1 Theory of Rational Choice

Harsanyi (Harsanyi, 1986 : 60-107) gave the meaning of Rational Choice Theory as a selection in the midst of ton of choices but a person will choose what is on the standard of "Preference" and "Opportunities". This means that a person may choose to proceed for a target but he or she changes his or her mind to go for another target, even though the standard preference is still the same. This can be explained that a person can differently learn the "Opportunity Cost" of these two targets or can be mentioned in another meaning that the existing opportunity cost urges him or her to make a decision. This is because of the educational fee or expenditure cost increasing

or the continuing education is too difficult. Explanation of these matters is the comparison of the entire fundamental hypothesis in that same period. The preference to the education is the same but the opportunity cost or the information for the decision making of this rational choice is the selection of a person that is his or her preference and the preference always exists including the behavior chose. Therefore, this preference is reciprocate in the form of “Utility Maximization”.

To mention about the rational behavior of human, we can explain that human has behavior to choose the best means as he or she can to receive good return in his or her ends target. The reason is the normative of that though. Therefore, the ability to know the rational though of a person in advance is useful for explanation, prediction and description to the rational behavior of human. However, the rational behavior of an individual bases on the two factors of the relationship between the selection and the presentation, which are the presentation that the choice is the result of the rational. We call this behavioral rationality and mental state or the attribute of that individual. This rational behavior is committed to the two forecasting factors, which are an outcome forecast in the future as a result of that person’s behavior in the present. That is an individual has imagined what will happen in the future because of his current behavior and the forecast of the value of outcome. Therefore, before an individual will make a decision to invest for his or her future or household, he or she usually considers the receiving of the “Maximizing Benefits” before there is any investment in that activity.

Rizer (Rizer, 1988 : 376), who referred to the attitude of Hector that the connection between the Theory of Rational Choice in the phenomenon of macro and micro socialization that generally the macro rational behavior will mainly base on normative and structural of the society. This is the limitation of an individual but Hector perceives that normative or limitation of structural is not an obstacle to for an individual to decide to specify his or her alternative but it is the limitation

Under the condition of practice, it does not mean that the personal characteristic is more important than the social structure. In the microscopic level, the theory of reasonable choice is a personal option that specifies the last satisfied option.

The “Actor” has to choose between the option, which needs to be done in order to go to the target and the “Actions” that have much reasonable compensation. Then the reasonable choice is the personal action causing from “Motivated” and “Self-interest”.

5.2 Theory of Human Motivation.

Abraham H. Maslow (Maslow, 1970: 178-204) had created the theory of human motivation with 3 significant assumptions as follows:

1. Human have infinite need as long as they are alive.
2. The responded need will not motivate the human actions. In contrary, the need, which is not responded will motivate and have influence toward the human actions.
3. The need of human can be classified as the “Hierarchy of Need”.

Maslow (Maslow, 1970) divided the motivation according to the levels of need from low to high and arranged them according to the importance or necessity of living. The first level is the necessary physical need that is indispensable for living. The need in other levels will be independent and overlapped. It is said that the next level of need may occur prior to the completion of the first need. Each person may pay attention to the alternated level of need. It is unnecessary that everyone must have 5 levels of need. However, general people will require the primary level of need and when the need is responded, the next need will occur after that. This need exists throughout the human life. Therefore, human need will be the key motivation that influences many actions to respond or to satisfy his or her need. These can be explained as follows:

1. **Biological Needs** is the basic need for life such as the four living factors and oxygen. In order to have the response, human has to work and has income for getting those mentioned factors.
2. **Safety Needs:** When physical need is responded, people still want the safety and healthy life including stability of the present job. Human will always have the safety need without the limit of time and place.

3. **Belonging Needs or Love Needs:** When the secondary level of need is responded, human who is a social animal needs to be accepted by everyone in the society. They need love and good wishes. They feel having the ownership and being part of a group or society. This makes human living together in the society and having good relationship, cooperating and supporting each other to meet some targets.
4. **Esteem Needs:** This level is a proud of prestige and status of human in the society. Human are proud of themselves, which called “Ego Need”. This level of need will motivate human to perform to succeed and being seen and admired by other people in the society.
5. **Self-actualization Needs:** or called need for self-realization and fulfillment. It is the ideal need, which is the greatest wish of human. It helps human realize in personal development to be successful in life.

Maslow’s hierarchy of need can be shown into 4 figures as follows (Jame and Ronald, 1992: 180).



Figure 4: Maslow’s Hierarchy of Needs

5.3 Theory of Social Change

Moore (Moore, 1965: 36-62) explained that behavior change is relating to the experience. A change of human behavior comes from the unbalance and un-unity between human and environment. Therefore, human need to change their behaviors or actions in order to meet the target and return to nature to create a balance between human and environment.

For the change of human behavior, Lippitt (Lippitt, 1964: 61-74) said that the force causes behavior change, which can be classified into 3 types as follows:

1. Force that pressure human to change their behaviors. When human are not satisfied with their behaviors and want to do something to have a better standard of living.
2. Force that resists human from changing their behaviors. The force will influence human not to change their behaviors, which is a continuing result from unknown, misunderstanding and unchanged ability.
3. Force from outside factor that is not relating to the behavior change but obstructs the change of behavior.

Generally, human present their behaviors with the reasonable choice or consideration under the same situation. Each human behave differently or sometimes in the same manner. This is because of the different need and expectation. Though human need, intend or expect to change behavior but may not accomplish as wanted because there are factors or elements of unbalance environment to obstruct the change of behavior as well as opportunity for continuing study in beginning of secondary education. Even there is an Act of National Education to mandate any children who fall into criteria defined by law to have the equally and thoroughly receive primary education for 12 years. If children do not want to continue their studying after graduating from primary education but want to work in order to earn income for their households. Hence, this group of children will not choose to continue their studying. On the other hand, if children want to continue their studying because they want to have honorable occupation in society, well-known, high income but their households

do not have good economic status and their fathers and mothers also need their labors. This group of children will also lose opportunity for continuing study. In addition, there are other important factors, which affect to the opportunity for continuing study for instance personal factor of student, economic status of household, geographical environment of community and educational institute.

5.4 Theory of Socialization

Since human being are the social animals who are depend on each other for their living, therefore they need to create disciplines and some rules to be common core. This is to avoid controversy in their society, which will end the human race. Then culture is not nature heritage like mountains, rivers, streams but human-being creativity. It is used as a common practice of people in society to live with peaceful lives. Moreover, culture can be cultivated and inherited from generation to another generation. Socialist as “Socialization” names the process of cultivation and inheritance. Culture is changed by newly created, improved or cancelled the old one in order to create the new one to suit with people who are living in society. This change is sometimes slowly developed or radically changed (Green, 1964: 127)

The main institute, which is responsible to inherit the culture to members of society, is household institute, especially inheriting culture to children in society, which sometimes is called “Habituation”. This is to educate members of society on norm, belief for instance father and mother teach their children to learn about feeding, living, talking, reasoning, manners, customs and traditions. This kind of learning is not only receiving culture, but also transferring culture. Therefore, “Socialization” is the process of continual learning and entire life of everyone in society. It is usually called this type of learning as “Life Long Education” (Spoulding, 1974: 101-103)

Bloom and Selznick (1973 : 94-95) points out that the transferring of culture through the process of socialization will comprise the discipline of social activity; establishing of thought, belief, and expectation on new members; establishing identify; identify role in society and also making specific skills to members of society.

Having said that, it is noticeable that household is a unit in society which transferring culture through the process of socialization. Moreover, education institute, community and closed friends are surrounding factors of people, also influence on the process of socialization. Hence, it can be explained with a Theory of Socialization that all attitudes including learning attitudes are happened from transferring of culture from household, education institute, community and closed friends in which I have also brought in and applied this theory to be a factor for this studying.

5.5 Theory of Reference Groups

There is a lot of studying about a Theory of Reference Groups such as (Summer, 1906; Cooley, 1909; Mead, 1934; Sullivan, 1940 Cited in William 1970, 545).

- Summer, 1906 (In-groups)
- Cooley, 1909 (Out-groups)
- Mead, 1934 (Generalized others)
- Mead, 1934 and Sullivan, 1940 (Significant others)

Nevertheless, reference groups can be classified into three definitions (Clark, 1972: 9) as following

1. **Comparative Reference Group** means a group of people that use to be a standard of comparison or assess other persons. This is corresponded to the thought of Singer (Singer, 1968) who mentioned about the condition to select a reference group. One will potentially select a group of people to be a standard comparison by the condition of intimation to the group in any aspects, for instance, in social aspect such as being same status or intimated in physical structure such as house near by. One will select a reference group for comparison with expectation in the result of comparison. If the result is positive, it may influence his or her to act as supportive or encouraged. On the other hand, if the result is negative, he or she may not be satisfied and will influence on change of behavior (Singer, 1968: 69-

79). However, Hyman (Hyman, 1942) who firstly used a word “Reference group” had studied a method which one use to assess his or her social status. Hyman found that one would assess his or her social status by using many factors because it cannot be precisely forecasted. Nevertheless, it depends upon the group of people which one use a reference for decision-making. Hence, the reference group in Hyman’s thought is the fundamental for social comparison and self assessment (Hyman, 1942 Cited in Williams, 1970 : 545) and with thoughts of Woefel and Haller (1971) who studied about Significant Others, explained that influence of Significant Others can be classified into 2 characteristics. This first characteristic is standard for comparison or “Model” for instance children will use their friends as a standard for comparison on their behaviors. Children will have behavior corresponded to their friends. The second characteristic is the person who have influence on other persons’ belief or so called “Definer”, for instance father and mother will transfer their thoughts and beliefs to their children. Children will accept these thoughts and beliefs to be theirs and potentially express their behaviors according to these beliefs. When comparing to though of Woefel (1971), it is explained that “Model” is a reference group for standard comparison. “Definer” is the reference group for definition or standardization of thoughts or beliefs transferring or so called “Normative” (Woefel and Haller, 1971 : 74)

2. **Status Reference Group** means a group of people whom one seeks for or want acceptance from them. One may want the acceptance from a group of people who he or she is not a member of group, or may want higher position in the group of which he or she is a member. The difference between “Status Reference Group” and “Comparative Reference Group” is the need for an acceptance from group of people they compare with.
3. **Normative Reference Group** means a group of people whose norm, value and direction are used to define social status or living style. This is corresponded to the Normative Reference Group Theory of Backman (1969) which said that one would be more referring to any group, which its norm is similar to the norm, which he or she is living with (Backman, 1969: 310-311). As well as a Theory of

Stewart (1981) who said that, people will behave like their reference group, which they refer to its norm to define their attitudes or behaviors. In this regard, a Theory of Williams (1970) said that reference group would define household behavior that is the most important reference group to people. It may make any change to variety level of attitude, standard or value and affect to children (William, 1970: 545-554). Nevertheless, Bredemier and Stephenson (1964) noticed that it might make confusion by using the word "Reference Group" because reference herewith may not mean group. It may be any person in society that comprise people who have common in social attribute such as age, gender, earning, race or religious (Bredemier and Stephenson, 1964 : 38-39). Moreover, one will have many reference groups, which will result to his or her thoughts, either real or imagined reference group. On the other hand, one will believe either it is real or imagine, reference group has an influence to one's decision-making and value (Bredemier and Stephenson, 1964 cited in Merton, 1967:53).

It can be seen that whether student will continue to study in secondary education, reference group has an influence as "Definer" to make them comply with thoughts or norm for this studying i.e. variable, education of father and mother, age and gender. Another type of reference group is comparison reference group in which one will compare him or her with reference group for studying i.e. variable, educational proportion.

From theory 5.1-5.5, I have brought these theories to be guidance to select variables used for studying and debating the result of studying.

Part 6 Related and Similar Researches

I have studied papers and research related and similar to the studying of Opportunity for Continuing Study of Student in order to use guidance for further research as follows,

Socio-Economic Status: SES

Economic Status is not only condition for continuing study, but also a factor to define the studying environment in household. The difference of studying environment importantly results in the difference of opportunity for continuing study. This is due to father and mother who do not have wealthy economic status, will not be able to afford the continuing study of their children but also want them to help household affairs and earning. However, some father and mother want their children to continue studying, but may stop studying if any necessity happening (Pongpaiboon. P., 2000: 8-10). For those households that have medium and high socio-economic status, father and mother will be able to find and serve all their children's wants such as foods, clothes, education materials and the most important is the funding to support continuing study. In opposition to low-income household and not enough income for their children studying, father and mother have to work so hard that sometimes they need their children to help on their works. Because of continual hard working, father and mother have no time to pay attention and instruct their children. The pressure from economic and financial issue leads to controversy in household and consequently lack of love and warm to children. Children will be depressed and bored of studying. The expectation of father and mother for the studying of their children and future planed for continuing study is only to achieve mandatory level and sustain for working (Inmani, 1999: 16-17). However, the result of studying on the influenced factors to the continuing study in secondary school of the primary school of Thai-Muslim children in four southern boundary provinces found that income of father and mother has reverse relationship with continuing study of their children. This means those father and mother who have low monthly income and poverty-stricken life want to continue their children studying. This is because the free of charge of educational management in primary school under the project of expansion for studying opportunity (Prompaichiit. T., 1997: 199).

The result of studying on the relationship between socio-economic status and studying can be classified into three groups as follows:

1. The research which, study about the relationship between socio-economic status and studying accomplishment, the research will mostly use the indicator of socio-economic status of father and mother to predict the studying accomplishment of children. The variables used to measure socio-economic status comprise the level of father's and mother's income, occupation of father and mother, education of father and mother, environment and relationship in household, members of household, race, religious and education-supportive activities for their children for instance reading newspapers, watching television, listening to radio, computer usage, and mass media usage in household. The definition of socio-economic indicator will be different depend upon the objective of research. The result of study indicates that when defining socio-economic status with three variables (income of father and mother, education of father and mother and occupation of father and mother), it will have low relationship with accomplishment of studying. The relationship will be higher when added the variable of household environment. In addition, it is noticeable that whether it will be suitable or not by defining the socio-economic status with three main variables, depend upon past usage (White, 1982: 461-481).

2. The research which study about the relationship between socio-economic status and expectation of father and mother to children education, three main variables are used (income of father and mother, education of father and mother, occupation of father and mother) same with 1st item but there will be other variables included such as gender, age, domicile, social status, education result. It is found that socio-economic status has relationship with expectation of father and mother to children education.

3. The research that study about the relationship between socio-economic status and motivation to accomplishment of student, the variables related to household background will be used such as domicile, social status, environment and relationship of household. In addition, environment related to school such as distance from house to school, transportation and expense from house to school. The result of studying indicates that socio-economic status has relationship with motivation to the accomplishment of student.

It can be concluded that socio-economic status has relationship with education. In addition, it will also affect to life, living, and relationship in household. Therefore, I use socio-economic status variable as control variable and classify into three levels as follows:

1. Individual Characteristics

1.1 Gender

In Thai culture, male is accepted as household leader. Male must have stronger attribute compared to female, as he has to decide and be responsible for household. Female must listen to and respect the decision of male. Because the belief and value of culture, which mean male as household leader, and successor of family, the process of studying will be different, depend upon gender (Arbarbhirom. A., Na: 80). Gender is an important factor to the equality of opportunity. The inequality between male and female makes a difference and limit many opportunities in social including education. Presently, female is alert in liberty and gender equality, especially opportunity for education witnessed by the long-term plan for female development (1992-2011). There is a countrywide education policy, which gives the opportunity to all people, not limit to gender. However, there are cases that girls or women pay less attention to education, which may cause from reason of household financial status and old traditional value, which does not give any importance to education of girls or women (Viriyakosol. T., 1998: 54). This is corresponding to the educational statistic of Burirum in year 2000, which found that the educational rate of male population aged above 15 years is 94.9 percent, greater than 89.5 percent of female aged above 15 years. There is 22.9 percent of population aged above 15 years graduated above primary education. Out of this numbers, 25.2 percent and 20.6 percent is of male and female population respectively, which indicates that male has higher education than female for above primary education. However, the statistic also indicates that there is 41.1 percent of population under education age between 6-24 years has no education. Out of this 41.1 percent, 42.7 percent and 39.4 percent is of male and female respectively which indicates that male has higher proportion of non-education than female (The National Statistic Office, 2002 : 9)

1.2 Age

After those students graduated from the mandatory education, there may be some obstacles. It could be make them not to continue studying immediately. Most of the causes are from economic status of their households. These students have to work and earn money for their households. This group of student may be ready for continuing study after the time passed for a certain period. Nevertheless, from the result of study, this group of student will be shy to continue studying because their older age. According to the study of Prompaichit (1997:151) which studied between a group of young people who continue their studying in secondary school, primary school of opportunity expansion during 1994 – 1996 and a group of young people who do not continue studying from same primary school. These two groups of people graduated the 6th year from primary school during 1993-1995 and have age between 12-19 years. Most of students from these two groups have same age of 15 years and accounts for 35 percent and 32.8 percent respectively. These two groups have no difference of age because the similarity of population used in the study. This is corresponding to the study of National Education Council (1997: 3-5) which found that Thai labors aged above 15 years have only 5.3 education years on average. In addition, when consider a group of people who are between 22-59 years old, these people have very low education. There is up to 18 millions people of this group who graduated equally or lowers than the 4th year of primary education, which account for 59 percent of this group. This is considered to be very low standard for industrial labors comparing to foreign countries. It is found that the population of industrial country has more than 10 years average education. Comparing to countries in Asia such as Japan, South Korea, Singapore and Malaysia, it appears that Thai labors have lowest education.

2. Household Characteristics

2.1 Occupation of Father

From population and household census in 2000 in Buriram province (National Statistic Office, 2000: 7), it is found that the leaders of households mostly are male than female which account for 76.9 percent and 23.1 percent respectively. It can be

said that father who is the leader of household is the person who earns income to household. In summary of economic status of poor households Thailand, households whose leaders are farmer and mostly live in upcountry have the most serious problem of poverty. From the investigation in 1994 and 1996, it is found that there were poor households in account of 26.6 percent and 18.8 percent respectively (National Economic and Social Development Board, 1998: 6, 1999: 8). The occupation of father does not only have relationship with household income, but also with opportunity of continuing education of children. A father who works, as farmer will need labor from his children, both directly and indirectly. These children will have lower education or incomplete education and affect to the accomplishment of their education, consequently. Moreover, working as farmer will usually have uncertain income and will affect to the expenditure for children education accordingly. On the other hand, those fathers who have superior occupation will earn more certain income and can afford for educational expenditure of their children.

2.2 Members of Household

Numbers of household member will be related to consumption and spending in household. This means the more numbers of household member, the more consumption and expenditure in household. In the summary of economic status of poor household by National Economic and Social Development Board (1998: 12, 1999: 17), it is found that the size of household is a factor to poverty problem in 1998. Group of household, which have one member, will have poverty proportion at 22 percent. According to opinion of population economist, father and mother will have to bare expenditure for both money and non-money types to have one child. There will be cost in any type of investments related to children in aspect of quantity or quality of children. Therefore, if father and mother want to have quality and high-educated children, they need investment. Father and mother need to decide either to invest in quantity or quality of children. Under the condition that father and mother have limited income, it can be seen that having more children will make more members in household. The father and mother will have less opportunity for investment in education quality for their children than those household who have less numbers of children or members (Keeranan. T., 1976:30-31). This corresponds to the

study of Krittaya Archavanijkul (Archavanijkul. K and team., 1994 : 14) which found that children living in those households who have many children will have lesser opportunity for continuing education as well as higher level education.

2.3 Type of Household

Type of household in upcountry comprises single household and expanded household. Expanded household will have additional members such as grandfathers, grandmothers, uncles and aunts, etc. In accordance with a Theory of Socialization and Reference Group, these people will have an influence on thought, belief and behavior and also create different thought, belief and behavior in education.

2.4 Education of Parent

According to a Theory of Socialization and a Theory of Reference Group, household and environment surrounding people will have significant influence to shape up and transfer culture, attitude, thought and belief to people and it will affect the behavior of those people. As well as education, the education level of father and mother is a variable to influence to their children's education. It can be seen that those fathers and mothers who have different levels of education will differently recognize the importance of education. Their children will also receive different motivation for education (Prompaichit. T., 1997: 101). In addition, fathers and mothers who possess high educational degree can give their children advice and be an educational consultant. They also have so secured and enough earning that they can afford and support their children education. With educational evolution by using communicational technology, mass media such as newspapers, radio, television, and internet network in personal computer, have significant influence. As being model and educational culture transferor as per a Theory of Reference Group, people will imitate thought and behavior of person whom they admire or dream of by comparison, imitation, or conquer those persons.

3. Community Characteristics

3.1 Having a secondary school

It can be said that in Thailand, there is inequality of education opportunity of students who live in different locations because most of secondary schools are clustered in downtown of each province. Those students who live in an upcountry will then hardly have opportunity to study as equal as those students who live in town. The previously mentioned inequality can be clearly seen in ending secondary school, which means 60 percent of ending secondary schools are located in Bangkok (Viriyakosol.T., 1998:57-58). This is corresponded to Pranom Pongpaiboon (Pongpaiboon.P, 2000: 8) who said that children, who live in faraway, lack of education institutes, completely do not have opportunity for education. Some areas are lack of school because they have less population, difficult to establish school, difficult to find teachers to locate. There is an attempt to solve this problem by sending these students to study at aid-education institutes but cannot cover to all students. Many students do not want to go to school because they do not want to leave home for living with other people. From the study of Inmani (1999: 243-245), it is found that location of school does not only affect to educational opportunity. The school, which is located in the arm of mountains and faraway from community, will influence to the duty of teacher. Teacher will not be discipline, lack of goal and work as routine. Moreover, lack of teacher living in the community will disunite between teacher and community and affect to the relationship between school and community. It consequently influences to the quality of education of student.

3.2 Distance from village to secondary school and 3.3 Frequencies of buses to secondary school

The transportation between homes to school will be a critical factor to the educational opportunity of student. This is because the different routes of transportation such as road, river, canal, distance, and also vehicle will affect to the duration used for traveling of student. The more comfortable transportation will spend less time and expense. On the other hand, the students who are struggling with their

traveling will not be safe and waste a lot of time and expense on traveling. This is a burden to expense of father and mother and consequently makes them lose the opportunity for continuing study in secondary school (Kladpae. C., 2000: 62). This is corresponding to the study of Tudsanee Prompaijit (Prompaijit. T., 1997 : 186) which found that the variable of inconvenient traveling to school has a significantly negative impact at 0.05 to the classification of groups of student who continue their studying and who do not continue their studying in secondary school of the primary school of Thai-Muslim teenagers in four southern boundary provinces.

3.4 Educational Proportion

A Theory of Reference Groups indicates that Reference Groups will be a definer of household behavior, which is an important reference group to people behavior and may make variety of changes to the attitude, standard or value, which finally impact children (William, 1970: 545-554). I then believe that any households which located in community or village which comprise group of people who have knowledge, capability, literacy or education higher than standard level, honorable occupation, well-known, high income. This group of people will be used by student who lives in that household as reference group or competitive group or dream group. The student will treat them as a model or to vanquish or to perform better.

From theories, related and similar researches that earlier mentioned, I can develop framework of thoughts in research to use as a guidance to answer the questions from research and prove research hypothesis which is shown in figure no. 5 and no. 6

Part 7 Research Hypothesis

In this research, I have hypothesis as follows

The wealthy of household will have positive influence to the opportunity for continuing study in secondary school

Part 8 Limitations

1. In this study, the variable of educational proportion is from the numbers of population who are educated from the 1st year to the 6th year of primary education and live in village to the numbers of population who are uneducated in the same village. This is because the rural area in Nangrong District in 1984, there are limited numbers of secondary school. In addition, when students graduate from the 1st year of primary school, there is very high opportunity for continuing study up to the 6th year. However, the variable of educational proportion is not popular to use, but should use Literacy Rate, which are calculated from population, aged above 10 years and literate to all population and time by 100, which can better, show the educational foundation of that community.

2. A group of population, which is used in study, aged between 5-12 years in 1984 with expectation that they are studying in beginning primary level. However, in present situation of 2004 of civilized society, father and mother will prefer to have their children study before time. Therefore, it may be found that these children may be educated at secondary school when they are at 12 years old, which is different from rural area in Nangrong district in 1984. This is due to the value of people in rural area, father and mother will prefer to have their children study at normal standard when they are fully 7 years old which may result in late primary level graduation for instance they may graduate from the 6th year of primary education when they are at 12 to 13 years old. Moreover, in rural area of northeast, father and mother will relocate to other area, which result to the 1-2 years educational gap of some children and consequently delay the entering to the 1st year of primary school. However, there may be some errors resulting from using this range of age. This mean there may be some sample of student who is studying in the first year of secondary school in 1984, but may be very less proportion when compared to all samples used in study.

Part 9 Definitions

Household Wealth means any lands owned by household as property and can be transformed to cash to expense for education of children. The amount of land may be entire propriety right of household or solely owner or shared owners, having

evidence of right of ownership with the title deed to a piece of land Nor Sor 3 Kor, Nor Sor 3 or booking slip. These documents can be legally used as paper of rights for mortgage or borrow money; and environment in household which cause from modern and hygiene of household

Change of Household Wealth means the difference between wealthy of household in 1994 and wealthy of household in 1984

Elasticity of Household Wealth to Price means percentage of change of wealthy of household to percentage of change of consumer price

Opportunity to Continue on Secondary Education means the immediate continuing study or non-continuing study in secondary school in formal education system in educational year 1994

Education of Parent means numbers of educational years of father and mother

Occupation of Father means the only type of occupation which father is working for to procure the most income for educational expense. It can be classified into four types, which are

1. Agriculturist is person who works in farm, field, fishery or cattle.
2. Governmental or Private Enterprise Servant is person who works under government or private enterprise including employee under government or private enterprise
3. Laborer or part-time laborer is person who work as laborer for part-time, daily, weekly or monthly
4. Other is person who work as other occupation apart from aforesaid mentioned in 1-3

Frequencies of buses to secondary school means numbers of time of bus going to school, which is opened for the beginning of secondary education under Department of Normal Education and Office of Private Education Council

Educational Proportion means numbers of population who are educated from the 1st – 6th year of primary school and live in the village to the numbers of population who are uneducated and living in the same village

Availability of a secondary school means the community, in which student is living, has school opened for the beginning of secondary education under the Department of Normal Education and Office of Private Education Council

Distance from village to secondary school means the distance from house which student is living to the school, which is opened, for the beginning of secondary education under the Department of Normal Education and Office of Private Education Council

10. Conceptual Frameworks

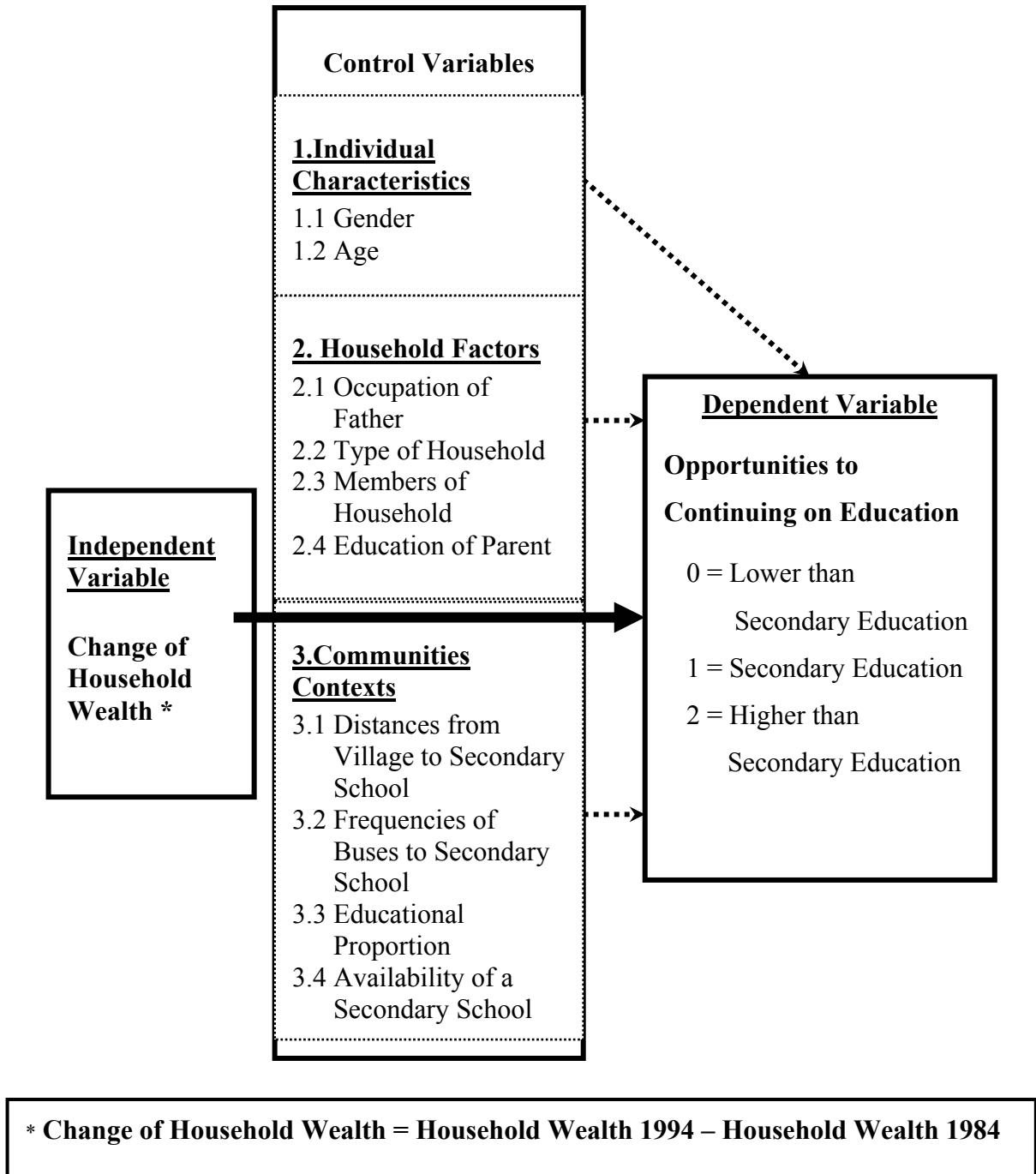


Figure 5 Conceptual Framework 1

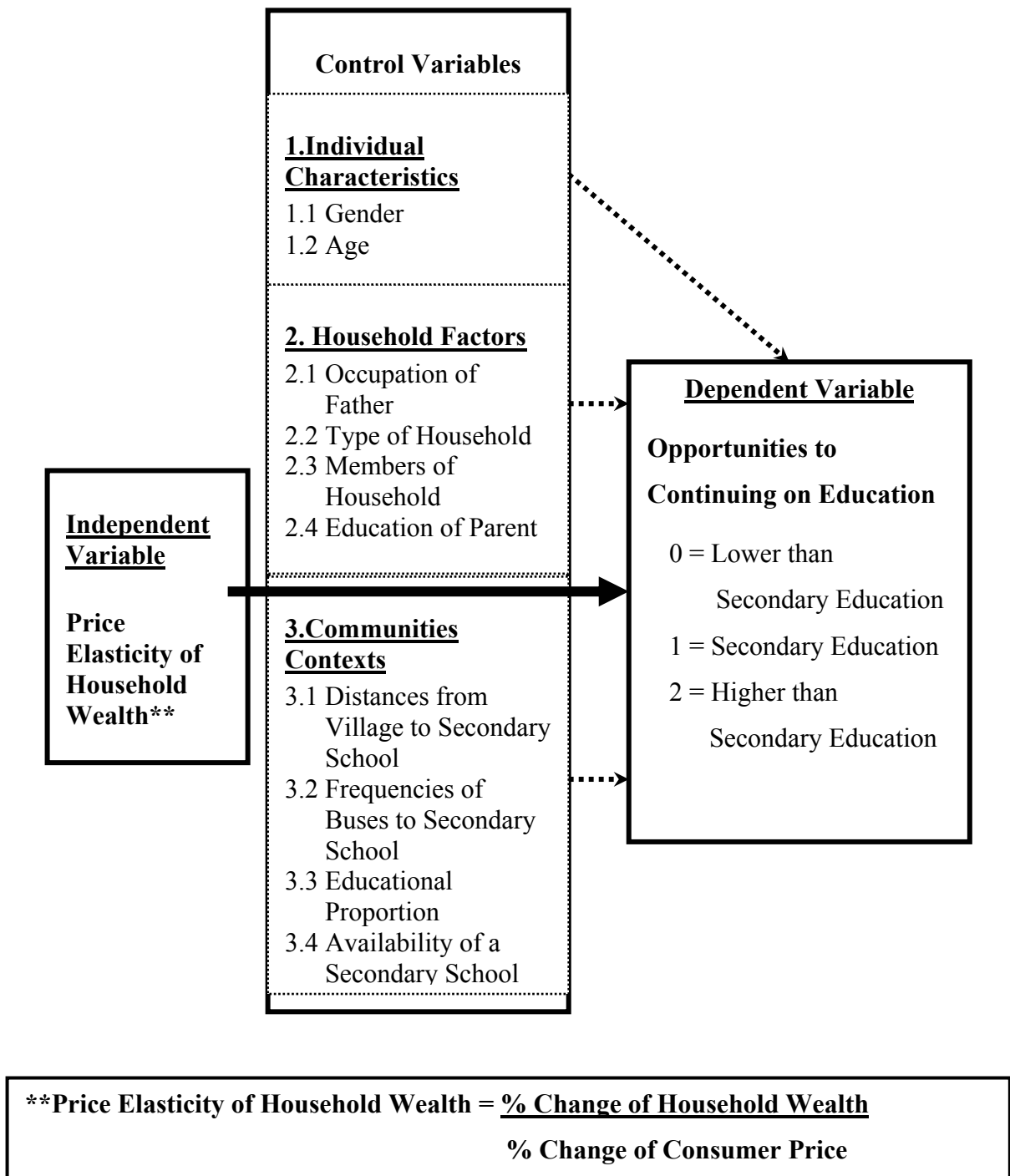


Figure 6 Conceptual Framework 2

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers topics. They are :

1. Source of Data

This research was the longitudinal study from 1984 to 1994. It used the data from household in village of the CBIRD, which managed by the PDA. This project had purposed to develop the quality of life for Nangrong people. As, Nangrong project had received the fund from the CIDA. This fund aimed to increasing revenues, improving knowledge and developing physical health of Nangrong populations. It had contained many supports, such as, the current funds, the plant seeds, the insecticides, the castles, the buffaloes, the training of manufacturer's skills and the development of physical health. The data was conducted by the Institute for Population and Social Research (IPSR) and the Carolina Population Center, the University of North Carolina at Chapel Hill (CPC).

The data sets contained

1. Data in characteristics about individual and socioeconomic
2. Data about physical health
3. Data about fertilities and family's planning

In addition, it contained the data about

1. The village characteristics of population, social and economic.
2. The development and participant of the population in each village.
3. The participant in agricultural and non-agricultural activities.
4. The attitude and opinion in the CBIRD project

This study used data the questionnaire form A which survey in household bases and form C which had detailed about household and village based and form 1 which followed up data in 1994.

2. Population and Unit of Analysis

The unit of analysis of this study is children of Nangrong district, Buriram province, who were 5 to 12 years old in 1984. Totally, there were 7,735 children who were 3,980 boys and 3,775 girls

The main reasons to select the students from 5 to 12 years old that was because these should be the group of students who were studying in secondary school in 1994. Nowadays in the urban society, the parents admire to attain their children to the elementary school before the age of regulation. Thus, when their children have 12 years old, they already have been in secondary school.

Otherwise in rural society of 1984 in Nangrong district, the parents preferred to attain their children to the elementary school when they were completed 7 years old. Therefore, if their children were born in the after month of year, they would be enrolling in grade 1 at 8 years old. So, they were overdue accomplished on the elementary school. For example, the students finished on grade 6 when they had 12 to 13 years old. In fact, the parents in the northeast rural areas of Thailand had the value to carry the children together with their migration.

It caused to the children education were delay on the academic years for one or two years. Then, these children who migrated with their parents would be late in grade 1.

As the mentions above, the researcher used 12 years old for the upper limit age of the samples. However, this upper limit age of the samples was little bias. It was because of in 1984. There already had some students were in grade 1 but it was slightly rate when compared with all of the samples.

3. Variables

The dependent variable is the opportunities of child education. It is measured by the number of years in which the child had completed schooling in 1994. This study had three categories of dependents variable; zero represents the lower than secondary education, one represents the secondary education and two represents the higher than secondary education. The independent variable is measured by the change in household wealth and is measured by the price elasticity of household wealth in conception framework I and II, respectively. The control variables consisted of three domains. They are: 1) child characteristics, 2) household factors and 3) community contexts. Thus, they are twelve variables altogether. The independent and all of the control variables are measured in 1984, except availability of the secondary school measured in 1994. The research design for this analysis is the cause and consequence approach using and longitudinal data set, Nangrong Project in 1984 and 1994. The empirical assumption for this study is that household wealth about ten years ago would have some effect on the opportunities of child education. Namely, the data set of children, household and community levels merely change even if the time had changed. Consequently, this study employs them as control variables. The definitions scale, measurement, and explanation of all variables for this

Table 1 Variable, Scale, and Definition and Explanation of all variables in the analysis.

Variable	Scale	Definition	Explanation
<u>Dependent variable</u>			
1.Opportunities of education (in 1994)	Nominal	0 = Lower than the secondary education 1 = Secondary education 2 = Higher than the secondary education	Children who are aged between five to twelve years old in 1984 will be fifteen and twenty-two years old ten years later. At the aged of fifteen to twenty-two years old, children can completed at least the lower secondary school if they continue study.
<u>Independent variables</u>			
<u>1. Household's wealth</u>			
1.1 Change in the household's wealth	Ratio	Household wealth in 1994 deduct of household wealth in 1994.	To evaluate the impact of the change in household wealth on the opportunities of continue education.
1.2 Price elasticity of household's wealth	Ratio	Percentage of change in household wealth device with percentage of change in consumer price products	To evaluate the effect of the price elasticity of household's wealth on the opportunities of continue education.

Table 1 Variable, Scale, and Definition and Explanation of all variables in the analysis (Continued).

Variable	Scale	Definition	Explanation
<u>Control variables</u>			
1.Child characteristics			
1.1 Gender	Nominal	Dummy variables 1 = Male 0 = Female	Between male and female are not difference in ability of learning. The limited of household's budget, the parents might be choosing among two alternatives: sons or daughters. The rural society values, parents may permit their sons continue a higher schooling than their daughters.
1.2 Age	Scale	Age of the student in 1984, in years.	In the age of five to twelve of the student cohorts, if they keep on studying they would be completed at least grade 9.

Table 1 Variable, Scale, and Definition and Explanation of all variables in the analysis (Continued).

Variable	Scale	Definition	Explanation
3.Community contexts			
3.1 Availability of the secondary school	Dummy	Availability of the secondary school in their community Availability of = 1 None = 0	Availability of the secondary school in their community is meaning the accessibility to school.
3.2 Distance from the village to the secondary school	Interval	The shortest way in the kilometers from their village to the secondary school	The children who near their school also economics their time and expenses for transportation. For the poor any expenses effect to their incomes and costs of living. More saving is the good choice for them.
3.3 Frequencies of buses to the secondary school	Ratio	The times of buses from the village to the secondary school	The buses to the school make the children are having convenient transport and the accessibility of the social service such the ,hospital, government officer and police station.
3.4 Educational proportion	Ratio	Amount of populations who finished grade 1 to grade 6 divided to amount of populations who never study	Community which have many literacy populations trends to make the children having high education.

4. Analysis

Data analysis of this study has a process below.

1. Editing and processing the data by SPSS and STATA.
2. Using the statistic to analysis.
 - 2.1 Descriptive statistic for explain the characteristic of the samples, frequencies, percentage, means and standard errors for a test of dispersion and normal distribution. Then, investigating to the outlier cases, have or have not and editing the data.
 - 2.2 Inferential statistic
 - 2.2.1 Use Pearson's correlation to prove the collinearity of all variables.
 - 2.2.2 Use the logistic regression analysis to exam the sample selection bias.
 - 2.2.3 Use the order logistic regression analysis to exam the effect of household wealth to the opportunities to continue secondary education. In this case, the probability of each dependent variable categories are not equal.
 - 2.2.4 Use the simulation to conduct the probability of each dependent variable categories

5. Simulation

The simulation is using for study the probability of each. categories of dependent variable, by name the independent variable to any values in which possibility feathers. For example, the study of an influence of gender to education. The statistically significant showed that gender have an association with education. The probability of education in each gender know by the stimulation

Example refer male to zero and female to one .It can receive the probability of opportunities to continue secondary school. Thus,

Male have the opportunities to continue secondary school equal 53.7 per cent, the remaining is the female's opportunities to continue secondary school equal 47.3 per cent.

In mention above, we can found that the variable in the nominal and ordinal scale have interpreted the probability from the simulation in term that plus the probability equal to 100. As for the variable in the interval and ratio scale, it has constructed by the independent variable change to one unit or more (depend on assign the value). So, the probability of events that have occurred in each categories of the independent variable is. For example, the study of an impact of age to the living of elderly. In the case, have two categories of elderly; work and retire. The analysis has conducted the statistically significant which shown that age have influenced to the livelong of the elderly. The probability of the livelong in each group of the elderly known by the simulation. When refer the increasing or decreasing of age to 5 years each times.

We can found that the effect of increasing or decreasing on the category working elderly have more than the effect which occur in the category retiring elderly.

Example. In the category working elderly

For 60 years old, the probability of livelong equal 75.6 per cent.

For 65 years old, the probability of livelong equal 69.8 per cent.

For 70 years old, the probability of livelong equal 61.4 per cent.

Thus, the increasing in age has an impact on the diminishing of the livelong of working elderly.

In the category retiring elderly

For 60 years old, the probability of livelong equal 22.3 per cent.

For 65 years old, the probability of livelong equal 18.9 per cent.

For 70 years old, the probability of livelong equal 11.2 per cent.

Thus, the increasing in age also has an impact on the diminishing of the livelong of working elderly.

Comparing in the same age group, it found that the working elderly have the probability of livelong more than the retiring elderly. Therefore, the inequality probability of the livelong in each elderly is the influence of age and activity.

In summary, the simulation can explain the probability of events that will occur in each categories of independent variable. When the study found that dependent variable have an impact on independent variable, simulate the independent variable in the vary values. It conducts the probability of opportunities in each category. As the nominal and ordinal scales, read the opportunities in term that the probability in each categories sum equal 100 per cent. Interval and ratio scales, read the opportunities in term that compare the increasing or decreasing of independent variable in each categories of dependent variable then read at the same values of the independent. It can explain the probability of each event clearly.

To construct the independent variable, household wealth, that is consensual with the definition and explanation and should have some additional details.

Household wealth in this study measured by household assets can translate directly into additional income which can be used to create educational opportunities while a child is attending school. Including with the household surrounding which measured by modernization and sanitation of household, having a lavatory. As for this definition, household wealth has meant in the financial capital including with the cultural capital and also the social capital.

Nearly the opening semester, household in rural society those were short of money or poverty-stricken. They had to sell or pawn their furniture and other assets. In case education expenditure were rising or the household needed for more money to invest in their child education. They should to mortgage or undersell their lands or the other estates for obtaining cash inflows for their child education investment.

Household wealth of this study had a different measurement from the others. Namely, it measured in term of the cultural capital and the social capital; by the modernization and sanitation. This created, “having a latrine”. Normally, having a latrine was not a good reflects of wealth, but in this study having a latrine could be refection of wealth not only the cultural capital but also the social capital. In the other words, having a latrine was the western sanitary and the exotic excretion. The study that conducted by Chaiwiset.M, (2002). The social history about the latrine and sanitary ware in Thailand, it found that the noblemen were the first group who received this western culture. Having a latrine developed from going to discharge in the field, watercourse, and jungle to having the wet, cress-pit, pond-pit, poured-toilet and flushed-toilet. Having and construction the lavatory became a part of the lifestyle that performed the social status and acceptance. The lavatories of the nobleman, village chief or headman were likely to differ from the villagers. The number, type, area, supplement and construction cost whole of these were presented the household wealth. In rural society, a leader of western culture about having and construct the latrine was the labor forces who had migrated to work in the capital and the Ministry of Public Health regulations. From the study of Sermsri.S, (1983). Believe, behavior, necessary of drinking water and latrine in the Northeast. This study found that having and using the latrine of the northeast people had associated with income, education level and time of migration. Population who had more income, completed over grade 4 and longer time o f migration were had more percentage of having and using the latrine than people who has low income, never to learning or complete less than grade 4 and less time of migration.

Nevertheless, this study measured the household wealth with the meaning of financial, culture and social capital. Afterwards, it measured the household wealth in the dimension of the change and price elasticity. Education was one of the economic activities. Change and price elasticity of household wealth were better performed the cost of living at year of study than measured the household wealth from the assets evaluation at market price. Not only, the assets evaluation at market price had high cost and spent more time to study but also it had many problems, such a type, band and the quality of good. Moreover, the weak point of the asset evaluation at the

market price was the depreciation cost and the value of purchasing with installment. Commonly, it had more the total cost higher than the market price. Household wealth index was shown in table 2

Table 2 Household wealth Index from Nangrong Project Data in 1984 and 1994.

List of the household's assets	Unit	Household wealth
Land	rai (400 wah square = 1 rai)	1
Motorcycle	unit	1
Television	unit	1
Refrigerator	unit	1
Video player	unit	1
Sewing machine	unit	1
Having the lavatory		
- Inner	room	3
- Outer	room	2
- Pour	room	1
- Wet	room	0
- None	room	0
Total		

When collected the household wealth of each samples then computed the change and price elasticity of household wealth by replaced all values in the formulas, bellowed

Change of household wealth=Household wealth, 1994 - Household wealth, 1984

Price elasticity of household wealth = $\frac{\text{Percentage change in household wealth}}{\text{Percentage change in consumer price product}}$

Table 3 Number, Mean and Percentage of assets that constructed to the household wealth index.

List of the household's assets	In 1984		In 1994	
	Means (N)	Percentage (N)	Means (N)	Percentage (N)
Lands(rai)	22.89 (7,108)		21.08 (6,817)	
none		2.0 (16)		5.0 (343)
1-15		41.0 (2,915)		40.0 (2,727)
16-30		36.2 (2,569)		29.0 (1,979)
31-45		13.1 (928)		13.1 (1,054)
46-60		6.7 (474)		6.1 (414)
61-75		1.5 (106)		2.6 (177)
75 above		1.4 (98)		1.8 (123)

Table 3 Number, Mean and Percentage of assets that constructed to the household wealth index (Continued).

List of the household's assets	In 1984		In 1994	
	Means (N)	Percentage (N)	Means (N)	Percentage (N)
Motorcycle(unit)	0.0074		0.2366	
none		93.10 (7,210)		78.80 (6,099)
1		6.5 (500)		19.0 (1,466)
2		0.30 (28)		1.90 (148)
2 above		0.01 (6)		0.30 (22)
Television (unit)	0.0076		0.2929	
none		92.40 (7,144)		70.90 (5,487)
1		7.60 (587)		28.90 (2,234)
1 above		0.10 (4)		0.20 (14)
Video player (unit)			0.0009	
none				99.10 (7,664)
1				0.90 (71)
1 above				

Table 3 Number, Mean and Percentage of assets that constructed to the household wealth index(Continued).

List of the household's assets	In 1984		In 1994	
	Means (N)	Percentage (N)	Means (N)	Means (N)
Sewing machine (unit)			0.0077	
none				92.90 (7,187)
1				6.60 (512)
1 above				0.50 (36)
Refrigerator (unit)	0.0009		0.1050	
none		99.0 (7,661)		89.70 (6,936)
1		1.0 (74)		10.10 (783)
1 above		-		0.20 (14)
Having a latrine (room)	0.0135		0.0230	
inner		2.90 (288)		3.38 (262)
outer		9.70 (751)		11.30 (874)
pour		1.20 (92)		1.40 (108)
wet		0.60 (47)		0.70 (54)
none		85.3 (6,595)		82.92 (6,415)

Table 3 shows descriptive statics of assets that construct to the household wealth index from Nangrong project data in 1984 and 1994. The average land had almost no difference. They were 22.89 rai and 21.08 rai, respectively (9 and 8 acres). The change of land rights could be come from the selling on the mortgage land. Regarding to the others type of household's assets, most of population had not owned these types of assets. However, the percentage of had not owned these type of assets were decreasing, for example, having the motorcycle have 93.1 per cent and 78.80 per cent, respectively. Having the latrine, especially the inner latrine was increase. These imply that household had well being, richer and also more modernized and sanitized.

According to the household's assets, all of them not including land and having the latrine were dispensable or luxury goods. But these could be aid for the child education. Owning more assets not only performed household wealth but also could be sold, pawned and mortgaged. They could be exchange to the cash inflows for child education investment. More owned assets all over quantities and qualities had performing social status and self esteem of members in that household. All over quantities and qualities assets let them to show off and compared with who were owned the inferior assets. Such that owning 29 inch Sony television versus owning 14 inch the same band or the other band. Nowadays in Thai society, the consumption in goods and services was not only thinking about the maximized utility but also consuming in the product's trademark. Namely, Thai population consumed in goods or serviced that value added their trade mark or goodwill. These had originated from the producers. For example, the maximized utility of the television were the picture, sound and duration. At the present, all of consumptions trended to show off by the trademark which meant to the expensive luxury and modern products. (Chaiwiset. M.,2002) Commonly, behavior of purchasing the luxury goods could be occur when the household could be allocate their part of future saving to consume in the present. Whether, the household expanding consumed in dispensable or luxury goods, its commenced to abate in the household savings. Finally, these manners could be lead to be exceeding the proper limited of consumptions and be head over hells in debts. However in economics views, each household always manage and making decision

about the constrained of budget under the reasonableness basis satisfaction. (Hanjangsinh. B., 2000)

6. Sample Selection Bias Analysis

For the longitudinal data analysis, there are always some cases lost in follow up. Therefore, it is essential to consider that these lost cases have some effect on the analysis or not. The results from sample selection bias diagnosis could provide some data to support when interpreting the result of this analysis and also deciding that the model of the study could be prediction the consequence or not. Thus, the log likelihood ratio test (LR) were employed

The number of cases for sample selection bias analysis was 7,735 children who were between 5 to 12 years old in 1984. This analysis had to drop 58 children (0.7 per cent) because they died. The remaining cases for the analysis were 7,677 children. In 1994 were found 6,881 children but there have about 796 children (10.34 per cent) lost to follow up.

Table 4 Descriptive statistic of children age 5 to 12 years old in Nangrong, 1984. When testing for sample selection bias regarding those lost to follow up in 1994

Table 4 descriptive statistic of children age 5 to 12 years old in Nangrong, 1984 when testing for sample selection bias regarding those lost to follow up in 1994.

Characteristics	N	Min.	Max.	Mean	Std. Deviation
1. Lost to follow up in 1994	7,677	0	1	0.1034	0.3144
2. Change in household wealth	7,677	-85	76	-1.0307	17.7850
3. Price elasticity of household wealth	7,677	-0.22	12.07	0.0043	0.3135
4. Gender ^{1/}	7,677	0	1	0.5145	0.4998
5. Age	7,677	5	12	8.5827	2.2680
6. Type of household ^{1/}	7,677	0	1	0.6739	0.4688
7. Members of household	7,677	1	18	6.8936	2.2235
8. Father's occupation ^{1/}	7,677	1	4	1.1276	0.4796
9. Parent's education	7,677	1	33	8.3722	2.6121
10. Distance from village to the secondary school	7,677	2	37	15.7164	7.1259
11. Frequencies of buses to the secondary school	7,677	1	9	3.7921	2.7822
12. Educational proportion	7,677	1.73	3.77	2.5494	0.4451
13. Availability of a secondary school ^{1/}	7,677	0	1	0.9984	0.0039

Note: 1/ = Reference group: female, extended-household, non-agriculture occupation, not availability of a secondary school.

Table 4, Shows about 10.34 per cent of the children were lost to follow up in 1994. The household wealth of these children was slightly down (-1.0307) and the price elasticity of household wealth was relatively inelastic (equaled 0.0043 which less than 1.0). The number of males and females were closely equal, 51 per cent and 49 per cent, respectively. The mean age of the children was 9 years old. About 33 per cent of the children lived in the nuclear household; the remaining 67 per cent lived in the extended household. Most of the children's father works in the agricultural field and the mean of parent's education was 8 years. The average mean of distance from

the village to the secondary school was about 15.7 kilometers and the average frequencies of buses to the secondary school were 4 times per day. In their village had the literacy populations which were measured by the educational proportion was about 2.55. Almost of the children was availability of the secondary school in their community.

Table 5 and table 6 show Pearson's product moment correlation coefficient when testing for the sample selection bias analysis of the conception framework 1 and the conception framework 2, respectively.

Table 5 Pearson product moment correlation coefficient when testing for the sample selection bias according to the children who lost to follow up in 1994 of the conception framework 1.

	LEDU3GR	CHANGE	GENDER	AGE	FOCC	MEMH	TYPEH	PEDU	DIS	FRE	EDUPOR
CHANGE	0.690***										
	7,677										
GENDER	0.021	0.006									
	7,677	7,677									
AGE	-0.039**	-0.031**	-0.017								
	7,677	7,677	7,677								
FOCC	0.072***	0.270***	-0.003	0.024*							
	7,677	7,677	7,677	7,677							
MEMH	-0.062***	-0.061***	0.012	0.090***	-0.053***						
	7,677	7,677	7,677	7,677	7,677						
TYPEH	0.030**	0.025*	-0.013	0.018	-0.013	-0.385***					
	7,677	7,677	7,677	7,677	7,677	7,677					
PEDU	-0.064***	-0.012	-0.025*	-0.057***	0.133***	-0.017	0.040***				
	7,677	7,677	7,677	7,677	7,677	7,677	7,677				
DIS	0.014	-0.023*	-0.001	0.000	-0.028*	0.006	0.068***	-0.087***			
	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677			
FRE	0.005	0.024*	0.020	0.015	0.011	0.000	-0.044***	0.035***	-0.148***		
	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677		
EDPOR	-0.036**	-0.011	-0.007	0.032**	0.053***	-0.088***	-0.054***	0.130***	-0.389***	0.006	
	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	
SC	0.695***	0.688***	0.019	-0.040***	0.072***	-0.059***	0.028*	-0.062***	0.016	0.008	-0.039**
	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677	7,677

Note: * = p < 0.05, ** = p < 0.01, *** = p < 0.001

LEDU3GR = Lost to follow up in 1994, CHANGE = Change in the household wealth, AGE = Age of the children,

GENDER= Gender of the children, FOCC = Father's occupation, MEMH = Members of the household,

TYPEH = Type of the household, PEDU = Parent's Education, DIS = Distance from the village to the secondary school,

FRE = Frequencies of buses to the secondary school, EDPOR = Educational proportion, SC = Availability of the secondary school

Table 6 Pearson product moment correlation coefficient when testing for the sample selection bias according to the children who lost to follow up in 1994 of the conception framework 2.

	LEDU3GR	ELAS	GENDER	AGE	FOCC	MEMH	TYPEH	PEDU	DIS	FRE	EDUPOR
ELAS	0.685*** 7,677										
GENDER	0.021 7,677	0.005 7,677									
AGE	-0.039** 7,677	-0.030** 7,677	-0.017 7,677								
FOCC	0.072*** 7,677	0.271*** 7,677	-0.003 7,677	0.024* 7,677							
MEMH	-0.062*** 7,677	-0.061*** 7,677	0.012 7,677	0.090*** 7,677	-0.053*** 7,677						
TYPEH	0.030** 7,677	0.028* 7,677	-0.013 7,677	0.018 7,677	-0.013 7,677	-0.385*** 7,677					
PEDU	-0.064*** 7,677	-0.013 7,677	-0.025* 7,677	-0.057*** 7,677	0.133*** 7,677	-0.017 7,677	0.040*** 7,677				
DIS	0.014 7,677	-0.022 7,677	-0.001 7,677	0.000 7,677	-0.028* 7,677	0.006 7,677	0.068*** 7,677	-0.087*** 7,677			
FRE	0.005 7,677	0.025* 7,677	0.020 7,677	0.015 7,677	0.011 7,677	0.000 7,677	-0.044*** 7,677	0.035** 7,677	-0.148*** 7,677		
EDPOR	-0.036** 7,677	-0.014 7,677	-0.007 7,677	0.032** 7,677	0.053*** 7,677	-0.088*** 7,677	-0.054*** 7,677	0.130*** 7,677	-0.389*** 7,677	0.006 7,677	
SC	0.695*** 7,677	0.683*** 7,677	0.019 7,677	-0.040*** 7,677	0.072*** 7,677	-0.059*** 7,677	0.028* 7,677	-0.062*** 7,677	0.016 7,677	0.008 7,677	-0.039** 7,677

Note: * = p < 0.05, ** = p < 0.01, *** = p < 0.001

LEDU3GR = Lost to follow up in 1994, ELAS = Price elasticity of the household wealth, AGE = Age of the children,

GENDER = Gender of the children, FOCC = Father's occupation, MEMH = Members of the household,

TYPEH = Type of the household, PEDU = Parent's Education, DIS = Distance from the village to the secondary school,

FRE = Frequencies of buses to the secondary school, EDPOR = Educational proportion, SC = Availability of the secondary school

Table 5 and table 6 shows the result of Pearson's product moment correlation coefficient when testing for the sample selection bias analysis regarding to some of the children lost to follow up in 1994 of the conceptual framework 1 and 2, respectively. Logistic regression analysis was employed, by the LR test (Loglikelihood Ratio). It found that all of the variables were not availability of the collinearity because the Pearson's product moment correlation coefficient was not over than 0.750 (Gujarati, 1995). Therefore, all of the analysis variables could be test for the sample selection bias, the LR test.

Table 7 Logistic regression coefficient and robust standard errors according to some of the children lost to follow up in 1994 of the conceptual framework 1 and 2, below.

Table 7 Logistic regression coefficient and robust standard errors according to some of the children lost to follow up in 1994 of the conceptual framework 1 and 2.

Variables	Conceptual framework 1		Conceptual framework 2	
	Coefficient	Robust Std. error	Coefficient	Robust Std. error
1. Change in household wealth	3.3058***	0.9224		
2. Price elasticity of household's wealth			3.2967***	0.9215
3. Gender ^{1/}	1.0415	0.8945	1.0402	0.8946
4. Age	0.1043	0.1783	0.1040	0.1785
5. Type of household ^{1/}	-0.8757	0.8787	-0.8722	0.8782
6. Members of household	-0.2794	0.2283	-0.2783	0.2284
7. Father's occupation ^{1/}	1.4264	1.284	1.4274	1.2856
8. Parent's education	-0.2253	0.1323	-0.2265	0.1323
9. Distance from village to the secondary school	-0.0766	0.0794	-0.0770	0.0796
10. Frequencies of buses to the secondary school	-0.4912	0.2769	-0.4922	0.2772
11. Educational proportion	1.7290	0.9600	1.7450	0.9571
12. Availability of a secondary school ^{1/}	16.3465***	2.2442	16.3691***	2.2460
Constant	-9.2105*	4.4167	-9.2504*	4.4188
Number of cases (N)	7,677		7,677	
Model X ²	5,331.37		5,331.33	
Pseudo R ²	0.9875		0.9875	

Note: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$ (2 - tailed test)

^{1/} = Reference group: female, extended-household, non-agriculture occupation, not availability of a secondary school.

Table 7 shows the logistic regression coefficient and robust standard error from the sample selection bias analysis of the conception framework 1 and 2., respectively. When the children were lost to follow up, the variables was assigned code 1 and when the children were found, the reference group and variables were assigned code 0. The result of the sample selection bias by the logistic regression analysis found that only the three of thirteen variables were had the significant. These were less than the half of the total variables. So, it was not the selection bias from the lost to follow up cases. The remaining cases were 6,881 children that could be analyzed.

CHAPTER IV

RESULTS

Chapter IV presents the result from the data analysis of the household wealth and opportunities to continue secondary education of students in Nangrong district, Buriram province, according to the conceptual framework 1 and 2 (in figure 5 and 6). It covers four topics: 1) Characteristics of the sample, 2) Collinearity diagnosis, 3) The effect of household wealth on the opportunities to continue secondary education and 4) Discussion

1. Characteristics of the Sample

Table 8 Descriptive statistic of the children age 5 to 12 years old in 1984 from Nangrong Project Data in 1984 and 1994.

Characteristics	N	Min.	Max.	Mean
1. Opportunities to continue secondary education in 1994	0	2	0.2345	0.4706
2. Change of household wealth	-85	76	-1.0217	17.7985
3. Price elasticity of household wealth	-0.31	0.37	0.00008	0.0024
4. Gender ^{1/}	0	1	0.5108	0.4999
5. Age	5	12	8.6134	2.2688
6. Type of household ^{1/}	0	1	0.6689	0.4706
7. Members of household	2	18	6.9433	2.2222
8. Father's occupation ^{1/}	1	4	1.1154	0.4796
9. Parent's education	1	33	8.4313	2.5817
10. Distance from village to the secondary school	2	37	15.6843	7.1303
11. Frequencies of buses to the secondary	1	9	3.7865	2.7722
12. Educational proportion	1.73	3.77	2.5550	0.4437
13. Availability of a secondary school ^{1/}	0	1	0.9984	0.0039

Note: 1/ = Reference group: female, extended-household, non-agriculture occupation, not availability of a secondary school.

Table 8 shows descriptive statistics of all variables that will be analyzed for the household wealth and opportunities to continue secondary education. The descriptive statistics that are presented comprise the number of cases, minimum, maximal, mean and standard deviation. The numbers of cases were 6,881. Amongst, these had slightly decreasing in the household wealth. The price elasticity of the household wealth had relatively inelastic. The number of males and females were closely equal, 51 per cent and 49 per cent, respectively. The average mean of age was 9 years old. Most of them lived in the nuclear family equal 67 per cent and the remaining 33 per cent lived in the extended family. Most of the children's fathers were the peasants. The average mean of total completed education, in years of the parent was about 8.43 years. That was to say. The majority of child's parents were accomplished less than the compulsory education (they had about 4 years of completed education). Their houses had the average distances from the secondary school about 15.7 kilometers and had the frequencies of buses to go to the secondary school about 4 times per day. In their village had the educational proportion at 2.55, it means in their village had many populations who were able to read and write than uneducated populations. In addition, most of communities in this study had the secondary school.

2. Collinearity Diagnosis

Before to exam the proposed objective, all the control and independent variables were tested for collinearity and multi-collinearity, by the Pearson's correlation coefficient. If it was more than 0.750, this variables would be has the collinearly or multi-collinearly ($r > 0.750$) (Gujarati, 1995).

The numbers of cases were 6,881 for the collinearity diagnosis. There were the outlier 595 cases in the conceptual framework 1 and 603 cases in the conceptual framework 2. Thus, the remaining case for the conceptual framework 1 was 6,286 cases and 6,278 cases for the conceptual framework 2. These analysis shows in table 9 and table 10

Table 9 Pearson's correlation coefficient and the number of cases of the children characteristics , the household factors and the community contexts according to the conceptual framework 1.

	CHANGE	GENDER	AGE	FOCC	MEMH	TYPEH	PEDU	DIS	FRE	EDUPOR
GENDE	0.018									
R	b									
AGE	-0.013	-0.017								
	b	a								
FOCC	0.005	-0.009	0.024*							
	b	a	a							
MEMH	-0.046***	0.009	0.090***	-0.051***						
	b	a	a	a						
TYPEH	0.044***	-0.018	0.024*	-0.026*	-0.390***					
	b	a	a	a	a					
PEDU	0.038**	-0.028*	-0.061***	0.139***	-0.007	0.027*				
	b	a	a	a	a	a				
DIS	-0.038**	-0.001	0.007	-0.021*	0.005	0.071***	-0.095**			
	b	a	a	a	a	a	a			
FRE	-0.001	0.012	0.015	0.007	-0.003	-0.038**	0.033**	-0.148***		
	b	a	a	a	a	a	a	a		
EDUPO	0.015	-0.007	0.023*	0.053***	-0.098***	-0.052**	0.129***	-0.388***	0.001	
	b	a	a	a	a	a	a	a	a	
R										
SC	-0.074***	0.019	-0.007	0.010	-0.047***	0.003	-0.023***	-0.052***	-0.061***	-0.057**
	d	c	c	c	c	c	c	c	c	c

Note: * = p < 0.05 , ** = p < 0.01 , *** = p < 0.001

CHANGE = Change in the household wealth , AGE = Age of the children , GENDER= Gender of the children ,
 FOCC = Father's occupation , MEMH = Members of the household , TYPEH = Type of the household ,
 PEDU = Parent's Education ,DIS = Distance from the village to the secondary school ,
 FRE = Frequencies of buses to the secondary school , EDUPOR = Educational proportion , SC = Having the secondary school
 The number of cases : a = 6,881 , b = 6,291 , c = 6,871 , d = 6,283

Table10 Pearson's correlation coefficient and the number of cases of the children characteristics , the household factors and the community contexts according to the conceptual framework 2.

	ELAS	GENDER	AGE	FOCC	MEMH	TYPEH	PEDU	DIS	FRE	EDUPOR
GENDE	0.003									
R	b									
AGE	-0.028*	-0.017								
FOCC	b	a								
	0.025*	-0.009	0.024*							
MEMH	b	a	a							
	-0.030*	0.009	0.090***	-0.051***						
TYPEH	b	a	a	a						
	0.016	-0.018	0.024*	-0.026*	-0.390***					
PEDU	b	a	a	a	a					
	0.030*	-0.028*	-0.061***	0.139***	-0.007	0.027*				
DIS	b	a	a	a	a	a				
	-0.007	-0.001	0.007	-0.021*	0.005	0.071***	-0.095**			
FRE	b	a	a	a	a	a	a			
	-0.007	0.012	0.015	0.007	-0.003	-0.038**	0.033**	-0.148***		
EDUPO	b	a	a	a	a	a	a	a		
	-0.002	-0.007	0.023*	0.053***	-0.098***	-0.052**	0.129***	-0.388***	0.001	
R	b	a	a	a	a	a	a	a	a	
SC	d	c	c	c	c	c	c	c	c	c
	-0.037**	0.019	-0.007	0.010	-0.047***	0.003	-0.023***	-0.052***	-0.061***	-0.057**

Note: * = p < 0.05, ** = p < 0.01, *** = p < 0.001

ELAS = Price elasticity of the household wealth , AGE = Age of the children ,

GENDER= Gender of the children , FOCC = Father's occupation , MEMH = Members of the household ,

TYPEH = Type of the household , PEDU = Parent's Education ,DIS = Distance from the village to the secondary school ,

FRE = Frequencies of buses to the secondary school , EDPOR = Educational proportion , SC = Having the secondary school

The number of cases : a = 6,881 , b = 6,275 , c = 6,871 , d = 6,267

From table 9 and table 10, these were found that not all of the independent and controlled variables had the collinearity or multi-collinearity. Therefore, all of the controlled and independent variables were investigating for the examine hypothesis. The ordered logistic regression analysis was employed.

3. The Effect of Household Wealth on Opportunities to Continue Secondary Education

3.1 The Effect of Change of household wealth on Opportunities to Continue Secondary Education.

To examine to the effect of the change of household wealth on the opportunities to continue the secondary education, 6 models of the ordered logistic regression analysis were used. Each model had a different examination purpose.

Model 1 was the simple ordered logistic regression analysis. This model performed the real direct effect of the change of household wealth on the opportunities to continue the secondary education without controlling for any other socioeconomic contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \epsilon_i$$

Model 2 was mainly to investigate the impact of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \epsilon_i$$

Model 3 was exam the impact of the change of household wealth on the opportunities to continue the secondary education when controlling for the household factors.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \beta_2 (\text{TYPEH}) + \beta_3 (\text{MEMH}) + \beta_4 (\text{FOCC}) \\ + \beta_5 (\text{PEDU}) + \epsilon_i$$

Model 4 explored of the change of household wealth on the opportunities to continue the secondary education when controlling for the community contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \beta_2 (\text{DIS}) + \beta_3 (\text{FRE}) + \beta_4 (\text{EDUPOR}) \\ + \beta_5 (\text{SC}) + \epsilon_i$$

Model 5 examined of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics and the household factors.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \beta_4 (\text{TYPEH}) \\ + \beta_5 (\text{MEMH}) + \beta_6 (\text{FOCC}) + \beta_7 (\text{PEDU}) + \epsilon_i$$

Model 6 is full model. It was considered that the effect of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics, family factors and community contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{CHANGE}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \beta_4 (\text{TYPEH}) \\ + \beta_5 (\text{MEMH}) + \beta_6 (\text{FOCC}) + \beta_7 (\text{PEDU}) + \beta_8 (\text{DIS}) + \beta_9 (\text{FRE}) \\ + \beta_{10} (\text{EDUPOR}) + \beta_{11} (\text{SC}) + \epsilon_i$$

Table 11 shows the standardized coefficient and robust standard errors of 6 models from the conceptual framework 1.

Table 11 The standardized coefficient and robust standard errors of all 6 models from the conceptual framework 1.

Variables	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)
1. Change in household wealth	0.0070*** (0.0017)	0.0063*** (0.0018)	0.0067*** (0.0018)	0.0063*** (0.0018)	0.0063*** (0.0018)	0.0061*** (0.0018)
2. Gender ^{I/}	0.1975** (0.0633)	0.1975** (0.0633)		0.2299*** (0.0646)	0.2299*** (0.0646)	0.2408*** (0.0652)
3. Age	-0.1795*** (0.0142)	-0.1795*** (0.0142)		-0.1599*** (0.0145)	-0.1599*** (0.0145)	-0.1670*** (0.0147)
4. Type of household ^{I/}		-0.4473*** (0.0729)		-0.3886*** (0.0741)	-0.3886*** (0.0741)	-0.3092*** (0.0750)
5. Members of household		-0.1476*** (0.0167)		-0.1254*** (0.0167)	-0.1254*** (0.0167)	-0.1111*** (0.0169)
6. Father's occupation ^{I/}		0.4160*** (0.0748)		0.4588*** (0.0754)	0.4588*** (0.0754)	0.4737*** (0.0759)
7. Parent's education		0.1990*** (0.0150)		0.1931*** (0.0152)	0.1931*** (0.0152)	0.1832*** (0.0153)
8. Distance from village to the secondary school						-0.0237 (0.0052)
9. Frequencies of buses to the secondary				-0.0238*** (0.0049)	-0.0238*** (0.0049)	-0.0186 (0.0121)
10. Educational proportion				0.5832*** (0.0739)	0.5832*** (0.0739)	0.4958*** (0.0773)
11. Availability of the secondary school ^{I/}				-0.3020 (0.7873)	-0.3020 (0.7873)	-0.4670 (0.8010)
Model X ²	16.14***	192.99***	144.12***	336.03***	474.69***	568.51***
Pseudo R ²	0.0022	0.0269	0.0201	0.0468	0.0660	0.0791
Number of cases	6,286	6,286	6,286	6,286	6,286	6,286

Note: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$ (2 - tailed test)

^{I/} = Reference group: female, extended-household, non-agriculture occupation, not availability of the secondary school.

Model 1 was the simple ordered logistic regression analysis. This model performed the real direct effect of the change of household wealth on the opportunities to continue the secondary education without controlling for any other socioeconomic contexts. It found that the change of household wealth had a positive relationship with the opportunities to continue the secondary education, at $p < 0.001$. However, the standardized regression coefficient was rather small, 0.0070. It was because the real effect of the change of household wealth on the chances to continue education was only 0.20 per cent (Pseudo R square = 0.0022). The remaining 99.88 per cent were able to describe by the other variables, which not included in the model.

Thus, model 1 was.

$$\text{LEDU3GR} = 0.0070 (\text{CHANGE}) + \epsilon_i$$

In model 1, the increment of household wealth was only 0.0070. It was rather small. Even though, the household wealth was increasing, the children who lived in Nangrong only completed at the compulsory education. Namely, in 1994 most of children who aged between 15 to 22 years old accomplished under the compulsory education, very few of them finished to secondary education or higher.

Model 2 was mainly to investigate the impact of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics. It found that the change of household wealth had an association with the opportunities to continue the secondary education, at $p < 0.001$. Anyhow, the size of standardizes coefficient was almost unchanged from model 1.

This model was controlling for the child characteristics. It was more explained the opportunities of education, 2.69 per cent. Regarding to gender, it had an influence on opportunities to continue education and its coefficient was 0.1975. Boys trended to enroll in the secondary school higher than girls did. As for age, it had an inverse relationship with the opportunities to continue education. The younger of age had more chances to attain in the higher grade than the older of age.

$$\text{LEDU3GR} = 0.0069 (\text{CHANGE}) + 0.1975(\text{GENDER}) - 0.1795(\text{AGE}) + \epsilon_i$$

Model 3 was exam the impact of the change of household wealth on the opportunities to continue the secondary education when controlling for the household factors. It shown that the change of household wealth could be more explain the opportunities to continue on the secondary education, 4.68 per cent at $p < 0.001$, was more than the model 1 and model 2. Both the household's type and member had an inverse effect to predict the opportunities to continue the secondary education at $p < 0.001$. According to the father's occupation and the parent's education, these also had an affect to the opportunities of education at $p < 0.001$.

$$\begin{aligned} \text{LEDU3GR} = & 0.0063(\text{CHANGE}) - 0.4473(\text{TYPEH}) - 0.1476(\text{MEMH}) \\ & + 0.4160(\text{FOCC}) + 0.1990 (\text{PEDU}) + \epsilon_i \end{aligned}$$

Considering on the household factors, household's type and member had a cause and consequent relationship. Extended family had many members than the nuclear; also the extended had more consumptions and expenditures. The children who lived in the nuclear family, had not many members in their house, the fathers were not the peasants and had the parent who high education. These were the children group who would be has more chances to continue education. In addition, it explained that nuclear family were compounding with the primary unit, father, mother and child who were closely and binded with blood lineage. Parents, who had the high revenues or household's budgets, had many alternatives to allocate their moneys for their child educational investment. The less in the household's members and consumers were rising the chances to continue high education. Focusing on the father's work, it showed the fact that the peasants were the most occupation of the Northeast in Thailand. Even if, the peasants had wealthy because they had arrived many lands to cultivate. In this case, lands were strongly meant to the productivity factors.

Investigating to the lands of the peasants versus the government officials owned. It mostly found that the peasants owned many lands than the government officials. Nevertheless, in the Northeast society of Nangrong, the government officials

also had owning many lands because they were wealthy. That was to say the characteristic of government official occupation had the steady incomes, firmness, glory and high prestige. They had many purchasing powers and willing to allocate their savings for estate investment and accumulation these properties in their portfolio. These behaviors let them to the wealthy household which link to their generation also were rich of money, wealth and became the high-class. On the contrary, the peasants had the low and uncertainly incomes, their works depended on the seasonal weather and the quantity of water. Lacking of water for cultivating caused their household became the poverty-stricken and their child was the needy-students, who had not opportunities to continue education. . Therefore, the household wealth of the government officials had not differed from the peasants. When focused on the parent's education, it revealed that the father and the mother who at least finished than grade 4. They trended to realize on the benefits of education and prompt to promote their child to continue education.

Model 4 explored of the change of household wealth on the opportunities to continue the secondary education when controlling for the community contexts. It shown that the change of household wealth had a positive association with the opportunities to continue the secondary education, at $p < 0.001$. The children who lived far from the secondary school had fewer chances to continue this level. Nevertheless, if the children lived in high educational proportion, their opportunities of education were rising. This model had a slightly goodness of fit, only 2.01 per cent.

Comparatively model 2, model 3 and model 4, model 4 had the least of goodness of fit. That was to say the child characteristics and the household factors were more described the opportunities of education than the community contexts. However, when compared with model 1, it clearly might be investigate to the other variable because it would be accurate the model expectation and was increasing the fit of model equation.

$$\text{LEDU3GR} = 0.0067(\text{CHANGE}) - 0.0238 (\text{DIS}) + 0.5832(\text{EDUPOR}) + \epsilon_i$$

Interesting to the community context, the distance from the village to school meant the school accessibility. It could be convince the parents to enroll their child to school. Regarding to availability of the secondary school, it was not associated with the chances to continue education. Due to in 1991 of Nangrong already had the school which expanding to grade 9. They caused that it was not different among this variable. The children who lived in the same village also had the same code in this variable, had or had not. Furthermore, in the rural society, if any education were supported by the government sector it would be persuade the parents to promote their children to school. It was because of the tuitions and semester costs were free.

Model 5 examined of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics and the household factors. It shown that the change of household wealth was strongly explained the opportunities to continue the secondary education, 6.60 per cent at $p < 0.001$. The sign of association in this model was similarly within model 2 and 3.

$$\begin{aligned} \text{LEDU3GR} = & 0.0063(\text{CHANGE}) + 0.2299(\text{GENDER}) - 0.1599 (\text{AGE}) \\ & - 0.3886 (\text{TYPEH}) - 0.1254 (\text{MEMH}) + 0.4588 (\text{FOCC}) \\ & + 0.1931 (\text{PEDU}) + \epsilon_i \end{aligned}$$

Considering model 5, model 2 and model 3, their sign and their impact on the opportunities of education were harmoniously, except gender. It changed the statistically significant level from 0.05 to 0.001. It implied that the children characteristics and the household factors were more strongly exposed the opportunities of education than the community contexts.

Model 6 is full model. It was considered that the effect of the change of household wealth on the opportunities to continue the secondary education when controlling for the children characteristics, family factors and community contexts. It found that this model was the best prediction of opportunities to continue the secondary education, 7.91 per cent. The remaining 92.09 per cent would be describe by the other factors which not including in this model. It meant that if household was

wealthy, the children who lived in this house would be rising opportunities of education.

$$\begin{aligned} \text{LEDU3GR} = & 0.0061 (\text{CHANGE}) + 0.2408 (\text{GENDER}) - 0.1670 (\text{AGE}) \\ & - 0.3092 (\text{TYPEH}) - 0.1111 (\text{MEMH}) + 0.4737 (\text{FOCC}) \\ & + 0.1832 (\text{PEDU}) - 0.0237 (\text{DIS}) + 0.4958 (\text{EDUPOR}) + \epsilon_i \end{aligned}$$

Table 12 The percentage of opportunities to continue each category of education, simulate the value of change of household wealth.

Table 12 The percentage of opportunities to continue each category of education, simulate the value of change of household wealth.

Variable	Unit	Lower than Secondary Education	Secondary Education	Higher than Secondary Education
<u>Dependent variable :</u>	-500.0	98.96	0.97	0.07
Change in Household	-450.0	98.55	1.35	0.10
Wealth (CHANGE)	-400.0	97.99	1.87	0.14
	-350.0	97.23	2.58	0.19
	-300.0	96.19	3.53	0.28
	-250.0	94.80	4.82	0.38
	-200.0	92.96	6.52	0.52
	-150.0	90.54	8.74	0.72
	-100.0	87.43	11.56	1.01
	-50.0	83.54	15.06	1.40
	0.0	78.78	19.28	1.94
	50.0	73.15	24.18	2.67
	100.0	66.71	29.62	3.67
	150.0	59.60	35.37	5.03
	200.0	52.10	41.07	6.83
	250.0	44.50	46.32	9.18
	300.0	37.13	50.67	12.20
	350.0	30.27	53.73	16.00
	400.0	24.13	55.20	20.67
	450.0	18.86	54.94	26.20
	500.0	14.47	52.96	32.56

Table 12 showed the probability of education when stimulating for the change of household wealth. When household was the wealthy. It found that the children who aged between 15 to 22 years had the higher percentage of opportunities to continue

secondary education than the others did. On the contrary, household was poor. Their chances of continue secondary education were decreasing. It confirmed to the fact that, the needy-students were less opportunities of education. Thus, the results of the analysis accepted the research hypothesis, “household wealth had an association with the opportunities to continue secondary education”, at the statistically significant level 0.001. In addition, when considering the percentage of educational opportunities from the simulation. It was shown that the exceeding wealth had the strongest relationship with the opportunities to continue secondary education than the others.

3.2 The Effect of Household Wealth Elasticity to Price on Opportunities to Continue Secondary Education.

To explore the impact of household wealth elasticity to price on the opportunities to continue secondary education, 6 models of the ordered logistic regression were exerted. Each model had a difference examination purpose.

Model 1 was the simple ordered logistic regression analysis. This model presented the real additive impact of the household wealth elasticity to price on the opportunities to continue the secondary education without controlling for any other socioeconomic contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \epsilon_i$$

Model 2 was mainly to consider the influence of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the children characteristics.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \epsilon_i$$

Model 3 explored the impact of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the household factors.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \beta_2 (\text{TYPEH}) + \beta_3 (\text{MEMH}) + \beta_4 (\text{FOCC}) \\ + \beta_5 (\text{PEDU}) + \epsilon_i$$

Model 4 investigated the influence of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the community contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \beta_2 (\text{DIS}) + \beta_3 (\text{FRE}) + \beta_4 (\text{EDUPOR}) \\ + \beta_5 (\text{SC}) + \epsilon_i$$

Model 5 examined of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the children characteristics and the household factors.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \beta_4 (\text{TYPEH}) \\ + \beta_5 (\text{MEMH}) + \beta_6 (\text{FOCC}) + \beta_7 (\text{PEDU}) + \epsilon_i$$

Model 6 is full model. It was considered that the effect of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the children characteristics, family factors and community contexts.

$$\text{LEDU3GR} = \beta_0 + \beta_1 (\text{ELAS}) + \beta_2 (\text{GENDER}) + \beta_3 (\text{AGE}) + \beta_4 (\text{TYPEH}) \\ + \beta_5 (\text{MEMH}) + \beta_6 (\text{FOCC}) + \beta_7 (\text{PEDU}) + \beta_8 (\text{DIS}) + \beta_9 (\text{FRE}) \\ + \beta_{10} (\text{EDUPOR}) + \beta_{11} (\text{SC}) + \epsilon_i$$

Table 13 shows the standardized coefficient and robust standard errors of 6 models from the conceptual framework 2.

Table 13 The standardized coefficient and robust standard errors of all 6 models from the conceptual framework 2.

Variables	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)	Model 1 Coefficient (Robust Std. Err.)
1.Price elasticity of household wealth	2.4104* (1.2548)	2.1887* (1.2708)	2.9432* (1.2960)	2.2992* (1.2542)	2.6195* (1.3096)	2.4072* (1.3100)
2.Gender ^L	0.1954** (0.0633)	0.1954** (0.0633)			0.2309*** (0.0646)	0.2359*** (0.0650)
3.Age	-0.1793*** (0.0142)	-0.1793*** (0.0142)			-0.1591*** (0.0145)	-0.1609*** (0.0146)
4.Type of household ^L			-0.4385*** (0.0728)		-0.3779*** (0.0740)	-0.3387*** (0.0745)
5.Members of household			-0.1502*** (0.0167)		-0.1276*** (0.0167)	-0.1265*** (0.0168)
6.Father's occupation ^L			0.4148*** (0.0747)		0.4577*** (0.0753)	0.4787*** (0.0755)
7.Parent's education			0.2003*** (0.0150)		0.1942*** (0.0152)	0.1894*** (0.0153)
8.Distance from village to the secondary school						-0.0350*** (0.0048)
9.Frequencies of buses to the secondary						-0.0253* (0.0120)
10.Educational proportion						0.4866*** (0.0773)
11.Availability of the secondary school ^L						-0.4828 (0.8012)
Model X ²	3.63*	180.95***	328.76***	72.40***	466.60***	521.36
Pseudo R ²	0.0005	0.0252	0.0458	0.0101	0.0650	0.0726
Number of cases	6,278	6,278	6,278	6,278	6,278	6,278

Note: * = p < 0.05, ** = p < 0.01, *** = p < 0.001 (2 - tailed test)

^L = Reference group: female, extended-household, non-agriculture occupation, not availability of the secondary school.

Model 1 was the simple ordered logistic regression analysis. This model presented the real additive impact of the household wealth elasticity to price on the opportunities to continue the secondary education without controlling for any other socioeconomic contexts. It found that the household wealth elasticity to price had an association with the opportunities to continue the secondary education, at $p < 0.05$. The standardized coefficient was 2.4104. Anyhow, the real direct effect of the household wealth elasticity to price could be predicting the chances to continue education only 0.05 per cent. The remaining 99.95 per cent could be explaining by the other contexts which not including in this model.

$$\text{LEDU3GR} = 2.4104 (\text{ELAS}) + \epsilon_i$$

In model 1, the incremental of the household wealth elasticity to price would be enhancing the opportunities of child education. According to the coefficient sign and its size, it revealed that the household wealth elasticity to price was relatively elastic because it was more than 1.0.

Model 2 was mainly to consider the influence of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the children characteristics. It found that the household wealth elasticity to price had remained an association with the opportunities to continue the secondary education, at $p < 0.05$. However, when comparing the coefficient with model 1 it was slightly increase.

Regarding to individual characteristics, it found. Male had more opportunities of education than female because it had gender bias in their parent decision making among the sons and daughters. Furthermore, the younger of age trended to enroll in high degree than the older of age. This model could be explore the opportunities of education equaled 2.52 per cent.

$$\text{LEDU3GR} = 2.9432 (\text{ELAS}) + 1.9954 (\text{GENDER}) - 0.1793 (\text{AGE}) + \epsilon_i$$

Model 3 explored the impact of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the household factors. It found that the household wealth elasticity to price had a strong effect on the opportunities to continue the secondary education, at $p < 0.05$. Thus, the goodness of fit was increasing, 4.58 percent.

$$\text{LEDU3GR} = 2.9432 (\text{ELAS}) - 0.4385 (\text{TYPEH}) - 0.1502 (\text{MEMH}) \\ + 0.4148 (\text{FOCC}) + 0.2003 (\text{PEDU}) + \epsilon_i$$

Considering on household factors, the household type and the members of household were inverse associated with opportunity of child education. Nevertheless, occupation of father and completed education of parent had a relationship with opportunity of child education. It expressed that the extended family had many members in their household than the nuclear family, also had many consumptions and disbursements. Consequently, the parent who had many obligations to distribute their budget to paying for many expenses. They had to refuse the opportunity of child attainment higher than compulsory education. It also related to the parent's occupation and education. Most of occupations in Nangrong and the others rural society were the peasants, which generate low incomes. It was because the lacking of water problems leads the household into the low productivity, short of money, poverty-stricken life and had many debts, which had the compound interests. These outcomes were made the household had the rapid poorness. As the chained problems, the poverty reflected to the child education and their opportunity to continue the higher grade than the elementary education. When consisting with the low completed education of parent, these parents did not have any good experiences of education. Thus, they might be not paid attention in their child education because they were not realizing the educational benefits.

Model 4 investigated the influence of the household wealth elasticity to price on the opportunities to continue the secondary education when controlling for the community contexts. It found that the household wealth elasticity to price remained an effect on the opportunities to continue the secondary education, at $p < 0.05$.

Nevertheless, when controlling for the community contexts this model could be explore the opportunities of education only 1.01 per cent. The goodness of fit in this model was less than model 2 and model 3. Therefore, the community surroundings were rather not influence on the child opportunity to continue education when compared to the individual characteristics and the household contexts.

$$\text{LEDU3GR} = 2.2992(\text{ELAS}) - 0.0373 (\text{DIS}) - 0.0223(\text{FRE}) + 0.4858(\text{EDUPOR}) + \epsilon_i$$

Investigating to the community factors, the children who lived far from the secondary school, lacking of the buses to their school and had not many literacy populations in their community, had the little chances to continue secondary education. That was to say that, the convenient transportation and its cost had an effect to the parent decision. If the long and troublesome way to school, it could be make the parent worry about their child thus the opportunity of child education was decline. Interesting in availability of the secondary school in their communities, it had not an associate with the opportunities to continue education. It was because in 1991 of Nangrong the schools were expanding to the lower secondary education (grade 9). Therefore, in 1994 the study verified that it was not different in this variable. Most of children had the secondary school in their communities.

Model 5 focused on the impact of the household wealth elasticity to price on opportunities to continue secondary education when controlling for individual and household characteristics. The household wealth elasticity to price was remaining and had influenced on opportunities to continue education ($p < 0.05$). In addition, all of control variables remained and had a statistically significant relationship similarly with model 2 and model 3. The model expectation of opportunity of education was 6.50 per cent.

$$\text{EDU3GR} = 2.6195(\text{ELAS}) + 0.2309(\text{GENDER}) - 0.1591 (\text{AGE}) - 0.3779 (\text{TYPEH}) - 0.1276(\text{MEMH}) + 0.4577(\text{FOCC}) + 0.1942(\text{EDUP}) + \epsilon_i$$

Considering model 5, model 2 and model 3 all together, their sign and statistically significant level were remained consistent. In model 5 confirmed that the individual and household characteristics were more ability of forecasting opportunities to continue education of the children than the community factors.

Model 6 was the full model. It looked at the effect of the household wealth elasticity to price on opportunities to continue secondary education when controlling for individual household and community characteristics. It showed that the household wealth elasticity to price had strong influence and kept on the sign and statistically significant level. Model 6 were increasing the goodness of fit, equaled 7.26 per cent , the remaining 92.74 per cent could be explain by the other variables which were not including in this model . Such as, rate of homework, teacher per student ratio and class hour per semester.

$$\begin{aligned} \text{EDU3GR} = & 2.4072(\text{ELAS}) + 0.2359(\text{GENDER}) - 0.1609 (\text{AGE}) - 0.3387 (\text{TYPEH}) \\ & - 0.1265(\text{MEMH}) + 0.4787(\text{FOCC}) + 0.1894(\text{EDUP}) - 0.0350(\text{DIS}) \\ & - 0.0253(\text{FRE}) + 0.4866(\text{EDPOR}) + \text{Ci} \end{aligned}$$

According to all of 6 models, It performed that they were harmony of their effects, sign and statistically significant level. Model 6 was the best goodness of fit. In the other words, model 6 was the best of expectation in the opportunities to continue child education. Moreover, it supported to enter the other social and economic variables into the model because these variables were shifting up the accuracy of prediction.

Table 14 The percentage of opportunities to continue each categories of education, by the stimulation of price elasticity of household wealth.

Table 14 The percentage of opportunities to continue each categories of education , by the stimulation of price elasticity of household's wealth .

Variables	Unit	Lower than Secondary Education	Secondary Education	Higher than Secondary Education
Dependent Variable	-6.0	99.9999	0.0001	0.0000
Price elasticity of household' wealth	-5.5	99.9999	0.0001	0.0000
	-5.0	99.9996	0.0003	0.0001
	-4.5	99.9989	0.0009	0.0002
	-4.0	99.9965	0.0032	0.0003
	-3.5	99.9888	0.0104	0.0008
	-3.0	99.9641	0.0336	0.0023
	-2.5	99.8861	0.1066	0.0073
	-2.0	99.6485	0.3282	0.0233
	-1.5	98.9491	0.9767	0.0742
	-1.0	96.9399	2.8288	0.2313
	-0.5	91.4723	7.8286	0.6991
	0	78.6910	19.2532	2.0558
	0.5	56.5613	37.5855	5.8532
	1.0	31.5992	53.0023	15.3985
	1.5	13.7604	52.0036	34.2360
	2.0	5.0040	35.5592	59.4368
	2.5	1.6472	17.6385	80.7143
	3.0	0.0519	6.9103	93.0378
	3.5	0.0161	2.3566	97.6273
4.0	0.0049	0.0753	99.9198	
4.5	0.0015	0.0234	99.9751	
5.0	0.0004	0.0072	99.9924	
5.5	0.0001	0.0022	99.9977	
6.0	0.0000	0.0007	99.9993	

Table 14, the stimulation of price elasticity of household's wealth by stimulated the value of the household wealth elasticity to price was difference. This table could be supporting the clarity discussion.

When assigning the household wealth elasticity to price was relatively inelastic or was less than 1.0. It demonstrated that the percentage of children's opportunities to continue secondary education and diploma or higher education was diminishing. On the contrary, assigning the household wealth elasticity to price was relative elastic or was more than 1.0. It explained that the percentage of children's opportunities to continue secondary education and diploma or higher education was increasing.

Namely, the household wealth elasticity to price had influenced on the opportunities to continue education. It performed that child who lived in relatively elastic household had more opportunities to continue secondary education than children who lived in relatively price inelastic household. Therefore, accepts research hypothesis that followed in conceptual framework 2 (figure 6) at statistically significant level 0.05. Investigating to each categories of opportunities to continue education in table 14, found that if household had relatively elastic, the opportunities to continue diploma or higher education would be stronger than the other education levels

3.3 Change of Household Wealth versus Household Wealth Elasticity to Price

When comparing table 11 with table 13, both of them had influenced on opportunities to continue secondary education of children in Nangrong district, Burirum province. For ability of predicted the opportunity of education, change in household wealth was little better than the household wealth elasticity to price, 7.91 per cent and 7.26 per cent, respectively.

Looking at the control variable of 6 models, both conceptual frameworks 1 and 2, the analysis were similarity. Three domains of the control variable had increasing the potential prediction of the ordered logistic regression equation. As individual and household characteristics was more strongly prediction in opportunities to continue secondary education than communities characteristics

Although the finding of two conceptual frameworks shown that the independent variables, change in household's wealth and the household wealth elasticity to price had a statistically significant relationship with opportunities to

continue secondary education at 0.001 and 0.05, respectively. But in the practice, calculating the change of household wealth was more conveniently and rapidly than the household wealth elasticity to price. However, the discussion of the study that concerning with economics activity. It should be used the elasticity than the change. This is because the education was one of economics activity that every household might be making decisions under the constrained of household budgets and the limited of household resources.

4. Discussion

The results of the analysis accept the research hypothesis, “household wealth has influenced on opportunities to continue secondary education.” Namely, children who lived in the property household were less opportunities of education than children who live in the wealthy household. The result was consistent with the findings from study, which was conducted by Inmeni (1999: 189-195). Family that was the middle and high level of socioeconomics status. The parents could be reaching to their child desires or wishes and were willing to encourage their child attained to high education. However, this analysis was contrary to the finding from study, which was produced by Phromphichit (1997:199), that analysis for the factors effecting to continuing secondary school: the elementary school of the Muslim youth in four-frontier province of the southeast. This study found that parent’s income had an inverse association with child education. It explained that the parent who had the lower income and poverty-stricken life trended to support their child to school. Noting to the finding of this study was an inverse association between parent’s income and child education. This was because all of study fees had patronized by the government sector.

The change of household wealth had an affect on opportunities to continue secondary education. Describing that if household was wealthier; the children who lived in that household would be more opportunities to continue education. As all of education levels might be used the economic resources to supported and invested. Economic problems led the household into the poverty also related with the weak-minded and lack of education of parent. It caused the low income and uncertainly

revenue. Therefore, it often found that the relationship in family was fragile and lacking to take care of their children, especially about academic. Furthermore, the parents had not realized on the educational benefits because they had everlasting striven with economic problems for earnings, maintaining their life and refunded their obligations (Inmeni, 1999:15-17). From the rational choice theory, it mentions to individuals that they were changed their goals when they realized to the essential of the other choices, which was the best outcomes for individual and their family (Housanyi, 1986:60-107). In this case, children who were poor might be choose the other choices and rejected to continue education, promptly.

The household wealth elasticity to price had an affect on the opportunities to continue secondary education. Demonstration that the children who were relatively elastic household, had strongly chances to continue education that higher than the compulsory. This was because their household had an abundance of finance. Therefore, it was convenient to invest in child education (Hanchangsit. B.,2000 :45-74, Chutiwong.N.,1994:69-89). In addition, the finding expressed with the economics principle that education was one of social service. Royal enactments of education t obligated that everyone in this social might be consume this service. In case of opportunities to continue education, the household elasticity to price was relatively elastic (more than 1.0). Some robust reasons were explained. First, the opportunities to continue secondary education in views of these children (that were the unit of analysis) were less necessary than the other things. The relatively elastic performed. If the education service costs (tuition fee, credit fee and educational equipment costs) were slightly rising, the quantity of purchasing in education (in this case was the promptly decision to continue education) were strongly declined with the larger size than the increasing of education tees. Second, the household elasticity to price was relatively inelastic. The opportunities to continue compulsory education were stronger than the other education. Expression that there were many benefits of education or education was the invaluable thing. Therefore, more higher education was more the obtainable benefits, which more than the rising of education price. It affected to the demand of education was shifted up and the price elasticity was relatively elastic. Third, when comparing the education expenses and the household's revenues, it

revealed that the consumers (that were household's members) might be spending a lot of money from their revenues to purchase the education service. In other words, the household might be allocated a lot of many from their constrained budgets for child education investment. It confirmed with the household wealth elasticity to price of opportunities to continue secondary education and higher than this level was relatively elastic (more than 1.0). Finally, while the timing of study was different. When the timing had long ago, the household elasticity to price trended to be rising. It was because of the consumers could be know about the changes and had many chances to adapt their consumption behaviors. Not only, the parents might be economize and ponder about the luxury goods or services that had many spending their budgets, but also might be seek to the subsidy for child education, loans, pawned mortgage their assets, especially when the household had the needy-students.

Considering the goodness of fit from 6 models shown that in table 11 the change of household wealth was slightly associate with opportunity of child education (model 1). But when controlling for individual, household and community factors, all of them could be help the prediction in the independent variable was strongly. Interesting in the control variables, it found that the individual and household characteristics were strong potential expectation of the ordered logistic regression model than the community contexts (model 2 model 3 and model 4). It revealed that the individual and family were the better reference group than the community was. That is to say the primary unit in the social, as family, had the powerful influenced on child opinion and behavior of education.

Comparing the probability of opportunities of education from table 12, it exposed. If the family were wealthier, their child would be higher opportunities to continue secondary education than the other levels. Concluding that if the state required to shifting up the demand of secondary education, they could be performed in two ways. First, increasing the household wealth or ruining the poverty. Second, administering the secondary education was free tuition, distribute and equal both the quantity and quality of schooling and instructors.

Looking at the accuracy of expectation from 6 models in table 13 concluded that the analysis might be using the other variables into the model, particularly the socioeconomic contexts. It was because the educational decision was economic decision which might be allocate the limited of resources to response for the unlimited of human needs.

According to the opportunities to continue education percentage that performed as detailed in table 14. If the household wealth elasticity to price were relatively elastic (more than 1.0), the opportunities to continue education which more than secondary education would be shifting up. For this reason, when the government needed to develop the human resources or aimed to increasing the professors. It could be some means to the end. First, relieve the poverty and give a scholar for continue higher education. Second, increase the college, university and institution by allocate to every regions. Anyhow, it was very important to matching the demand and supply of education, which had turning into the equilibrium point also, was properly with the labor market. When the country had high quality of human resource accumulation, it would be led this country into the wealth of nation, rising GDP and their populations were well done.

CHAPTER V

CONCLUSION

Chapter V is the conclusion of this study. These will be two topics in this chapter. They are 1) findings and implications of the study 2) recommendations of the study

1. Findings and implications of the study

This study was the household wealth and opportunities to continue on secondary education. The opportunity to continue on education was measured by the completed education years and was divided for three categories, 1) lower than secondary education, 2) secondary education and 3) higher than secondary education. This analysis had two conceptual frameworks: 1) an effect of the change in household wealth to the opportunities of education, 2) an effect of the price elasticity of household wealth to the opportunities of education. The control variables were three domains; 1) individual characteristics, 2) household factors and 3) community contexts

The finding is as expected, “the change in household wealth had influenced on opportunities to continue on secondary education”. Consequently, the hypothesis was accepted at the statistically significant level 0.001. When household was wealthier, the opportunities to continue on secondary education of the children were rising. The result is consistent with the findings from study by Inmani (1999:189-195). The family that was the middle and high socio-economics status. The parents could be reaching to the children desires and they had willing to support their child attained in high education levels. Contrastingly to the findings from study of Phromphichit (1997:199). Parents’ income had an inverse association with the child education. Parent who had low income and many economic problems, trended to enroll their

child continue education. Considering on the inverse relationship between parents' income and child education. It was because the secondary education of Phromphichit's study was free. Namely, it was the Ministry of Education campaign to expand the schooling to grade 9.

Regarding to the expectation of ordered logistic regressing equation which controlling for individual, household and community characteristics. Thus, the equation which the change in household wealth was independent variable.

$$\begin{aligned} \text{LEDU3GR} = & 0.0061 (\text{CHANGE}) + 0.2408 (\text{GENDER}) - 0.1670 (\text{AGE}) \\ & - 0.3092 (\text{TYPEH}) - 0.1111 (\text{MEMH}) + 0.4737 (\text{FOCC}) \\ & + 0.1832 (\text{PEDU}) - 0.0237(\text{DIS}) + 0.4958 (\text{EDUPOR}) + \epsilon_i \end{aligned}$$

Similarly with the mention above, "the price elasticity of household wealth also had an association with the opportunities to continue secondary education". So, the hypothesis was accepted at the statistically significant level 0.05. The prediction of full model was 7.26 percent. It could be conducting the equation.

$$\begin{aligned} \text{LEDU3GR} = & 2.4072 (\text{ELAS}) + 0.2359 (\text{GENDER}) - 0.1609 (\text{AGE}) \\ & - 0.3387 (\text{TYPEH}) - 0.1265 (\text{MEMH}) + 0.4787 (\text{FOCC}) \\ & + 0.1894 (\text{PEDU}) - 0.0350 (\text{DIS}) - 0.0253 (\text{FRE}) \\ & + 0.4866 (\text{EDUPOR}) + \epsilon_i \end{aligned}$$

According to the three domains of control variables, this study shown that the individual and household characteristics were stronger influenced on opportunities to a promptly continue education than community characteristics. It confirmed that the goodness of fit. Both the change in household wealth and the price elasticity of household wealth were slightly explaining the chances to continue education. The control variables were more powerful describe the opportunities of child education than the household wealth. Therefore, the other social and economic variables should be consider because they were rising the accuracy of model expectation such as , the

instructor characteristics, the relationship between students and their parents and the social participation of parent.

Interestingly, the simulation of change and price elasticity from table 12 and table 14, these were strongly confirmed explanation the opportunities of child education. From table 12, it was obviously showed an opportunity of education when simulating the value of household wealth

As household was simulated their wealth, decreasing or increasing. An effect of change in household wealth was mostly relationship with the opportunities to continue on secondary education by a direct sign. Therefore, if had a campaign that aimed to rising secondary education students, it should be support the household to generate more incomes and continue cash inflows. There was several ways. First, promoting the household had an additional income and removing the poverty or the economic problems. Second, subsidizing the all of secondary education expenditures and establishing the secondary school which had to high quality of schooling and instructions, by equality in everywhere.

According to table 14, it showed the simulation of household wealth elasticity to price. Similarly with table 12, the probabilities of opportunity to continue on education were performed by imitating the price elasticity of household wealth was high and low. An impact of the household wealth elasticity to price had the most association with opportunities to continue on education which more than secondary education. When the price elasticity of household wealth was relatively elastic (more than 1.0) .The probability of opportunities to continue on diploma or higher education were the rapid growth. Consequently, if the government had the planning of human resources accumulation, the government could be. First, giving the state scholarship in diploma or higher degrees and annihilating the poverty. Second, dispersing the collage and university to every region. Moreover, managing the supply of education turn to the equilibrium point and harmonizing with the demand of education.

Importantly, the study had scrutinize an opportunities to continue secondary education in views of wealth and economics. It revealed the fact. Microeconomic, as the decline or increase of wealth, had the strong relationship with opportunities to continue secondary education. When promoting the household were wealthy, its effect could be persuading the parents to attain their children in secondary school.

Addition of the finding, macroeconomic as the cost of living, consumer price index, interest and inflation. In this study, it was the price elasticity of household wealth. Macroeconomic had the prominent association with opportunities to continue higher education and above the degree. It implied that government financial planning and education policy were macroeconomic management. Therefore, the state educational regulations might be consisting with the demographic of children, the demand-supply of education also the labor market.

Moreover, this study showed that the accessibility to school like the expanded school had an association with opportunities of education. But, this variable had not an association with opportunities of education because it was not different among group of analysis. Nangrong already had the school which expanding to grade 9 in 1991. The frequencies of buses to go to the secondary school had an inverse association with educational opportunities, particularly the conceptual framework 2. It was because of the transportation expenditure linked with the cost of living and macroeconomic.

2. Recommendations of the study

This study has three recommendations for the further research there were

1. This study focused on the impact of household wealth to the opportunities to continue secondary education while controlling for individual household and community characteristic. The finding show the fact which had occurred in the part. Nowadays, the compulsory education had changing to grade 9 and expanding to grade12. There in after, the further study should be concentrate in the other education, such as diploma, higher education

and graduated education. Moreover, should be using the other socioeconomic variables as the control variables. For example, the factor about relationship between parent and their child, such the participation of parents in academic activity, the number of family's dinner. Factors about the instructor characteristic, such the preparation of teaching, the academic knowledge and skills.

2. This study pointed to the change and the price elasticity of household wealth. In active steps should be taste to the other forms of educational economic views. Such the demand and supply of education by using the demographics, the marginal utility of education for the policy planning.
3. This study comprehended that if the Ministry of Education wants to promote all children in the rural society of Thailand to enroll in secondary education, they should be give some helps to make the households had the well-done livings. For example, to support their occupation, decline their poverty and restructure their obligations or debts. In higher education. If the government sector aimed to develop and accumulate the human resources. Even though, establishing the university and creating the progression, they should be give more state scholarships for the excellent and needy-students. In addition, the educational government section might be initiating the knowledge network society. Such as, the education network, electronics learning for enlarging of long-life education. Consequently, these outcomes let to the wealth of nation by increasing the stage of income earnings of population, GDP. Importantly, it will adapt the state to development country.

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โรงเรียน สถานภาพส่วนตัว และผลการเรียนของนักเรียนในภาคตะวันออกเฉียงเหนือ.

วิทยานิพนธ์ปริญญาการศึกษามหาบัณฑิต, บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิ

โรฒ ประสานมิตร.

APPENDIX

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998.

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
ALL COMMODITIES	54.1	54.5	55.4	56.4	58.7	60.4	63.1	66.8	71.2	73.0
FOOD AND BEVERAGES	50.8	48.9	49.3	50.5	53.5	55.6	58.4	62.4	67.8	67.0
FOOD AT HOME	-	-	-	-	-	-	-	-	-	-
RICE, FLOUR AND CEREAL PRODUCTS	31.5	28.4	29.8	31.0	38.9	40.5	41.2	44.8	49.5	50.0
RICE	-	-	-	-	-	-	-	-	-	-
FLOUR AND CEREAL PRODUCTS	-	-	-	-	-	-	-	-	-	-
FLOUR PRODUCTS	-	-	-	-	-	-	-	-	-	-
MEATS, POULTRY AND FISH	61.7	57.5	57.7	59.1	60.9	64.0	66.1	70.7	79.4	76.2
MEATS	-	-	-	-	-	-	69.0	73.6	83.7	77.0
MEATS	-	-	-	-	-	-	-	-	-	-
PROCESSED MEATS	-	-	-	-	-	-	-	-	-	-
DUCK, CHICKEN AND FROG	-	-	-	-	-	-	62.0	66.1	68.6	68.9
DUCK, CHICKEN AND FROG	-	-	-	-	-	-	-	-	-	-
PREPARED DUCK, CHICKEN AND FROG	-	-	-	-	-	-	-	-	-	-
FISH AND AQUATIC ANIMALS	-	-	-	-	-	-	64.4	69.1	79.0	79.0
FISH	-	-	-	-	-	-	-	-	-	-
AQUATIC ANIMAL	-	-	-	-	-	-	-	-	-	-
PROCESSED FISH	-	-	-	-	-	-	-	-	-	-
PROCESSED AQUATIC	-	-	-	-	-	-	-	-	-	-
EGGS AND DAIRY PRODUCTS	60.6	62.4	59.8	58.0	65.5	70.7	75.0	75.8	75.0	77.2
EGGS	-	-	-	-	-	-	-	-	-	-
MILK AND DAIRY PRODUCTS	-	-	-	-	-	-	-	-	-	-
VEGETABLES AND FRUITS	50.1	49.0	46.9	52.6	53.8	54.2	60.1	66.9	72.6	68.3
FRESH VEG., PROCESSED AND OTHERS	-	-	-	-	-	-	-	-	-	-
FRESH VEGETABLES	-	-	-	-	-	-	-	-	-	-
PROCESSED VEGETABLE AND OTHER	-	-	-	-	-	-	-	-	-	-
FRESH FRUITS., PROCESSED AND OTHERS	-	-	-	-	-	-	-	-	-	-
FRESH FRUITS	-	-	-	-	-	-	-	-	-	-

Source : Department of Economic Trade, Ministry of Commerce., 1998.

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998. (CONT.)

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
PROCESSED FRUIT	-	-	-	-	-	-	-	-	-	-
SEASONINGS AND CONDIMENT'S	82.7	73.6	68.7	68.9	74.0	77.7	78.4	80.5	83.1	83.2
SUGAR AND SWEET	-	-	-	-	-	-	-	-	-	-
SUGAR AND SWEET	-	-	-	-	-	-	-	-	-	-
FAT, OIL AND SEASONALINGS	-	-	-	-	-	-	-	-	-	-
OIL AND FAT	-	-	-	-	-	-	-	-	-	-
SEASONAL	-	-	-	-	-	-	-	-	-	-
NON-ALCOHOLIC BEVERAGES	68.4	69.9	72.6	72.1	71.5	72.3	77.5	79.2	80.7	81.1
PREPARED FOOD	47.5	49.9	51.3	51.4	52.3	54.3	56.9	60.5	65.5	66.3
PREPARED FOOD AT HOME	-	-	-	-	-	-	-	-	-	-
FOOD AWAY FROM HOME	-	-	-	-	-	-	-	-	-	-
APPAREL AND FOOTWARE	49.6	50.4	51.3	53.7	55.8	57.6	60.7	65.8	71.8	76.3
CLOTH AND CLOTHINEG	-	-	-	-	-	-	-	-	-	-
MEN	-	-	-	-	-	-	-	-	-	-
MEN'S UNIFORMS	-	-	-	-	-	-	-	-	-	-
MEN'S SHIRTS	-	-	-	-	-	-	-	-	-	-
MEN'S TROUSERS	-	-	-	-	-	-	-	-	-	-
OTHERS	-	-	-	-	-	-	-	-	-	-
WOMEN	-	-	-	-	-	-	-	-	-	-
WOMEN'S CLOTHINGS	-	-	-	-	-	-	-	-	-	-
WOMEN'S UNIFORMS	-	-	-	-	-	-	-	-	-	-
WOMEN'S BLOUSES	-	-	-	-	-	-	-	-	-	-
WOMEN'S SLACKS	-	-	-	-	-	-	-	-	-	-
OTHERS	-	-	-	-	-	-	-	-	-	-
WOMEN'S APPAREL	-	-	-	-	-	-	-	-	-	-
CHILDREN	-	-	-	-	-	-	-	-	-	-
SCHOOL CHILDREN'S UNIFORM	-	-	-	-	-	-	-	-	-	-

Source : Department of Economic Trade, Ministry of Commerce, 1998.

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998. (CONT.)

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
CHILDREN'S CLOTHES	-	-	-	-	-	-	-	-	-	-
CHILDREN'S SHORTS	-	-	-	-	-	-	-	-	-	-
OTHERS	-	-	-	-	-	-	-	-	-	-
SEWING SERVICE AND ACCESSORIES	-	-	-	-	-	-	-	-	-	-
SEWING SERVICES	-	-	-	-	-	-	-	-	-	-
FOOTWEAR	-	-	-	-	-	-	-	-	-	-
MEN'S SHOES	-	-	-	-	-	-	-	-	-	-
MEN'S LEATHER SHOES	-	-	-	-	-	-	-	-	-	-
MEN'S SPORT SHOES	-	-	-	-	-	-	-	-	-	-
MEN'S SLIPPERS	-	-	-	-	-	-	-	-	-	-
WOMEN'S SHOES	-	-	-	-	-	-	-	-	-	-
WOMEN'S LEATHER SHOES	-	-	-	-	-	-	-	-	-	-
WOMEN'S SPORT SHOES	-	-	-	-	-	-	-	-	-	-
WOMEN'S SLIPPERS	-	-	-	-	-	-	-	-	-	-
CHILDREN'S SHOES	-	-	-	-	-	-	-	-	-	-
CHILDREN'S CANVAS SHOES	-	-	-	-	-	-	-	-	-	-
CHILDREN'S SLIPPERS	-	-	-	-	-	-	-	-	-	-
SHOE REPAIR AND MAINTENANCE	-	-	-	-	-	-	-	-	-	-
REPAIR CHARGE	-	-	-	-	-	-	-	-	-	-
HOUSING AND FURNISHING	57.4	60.7	63.6	64.0	65.0	66.9	69.1	71.4	74.2	77.7
SHELTER	59.6	62.2	64.4	64.9	65.4	67.6	70.8	73.3	75.4	78.9
HOUSE RENT	-	-	-	-	-	-	-	-	-	-
CONSTRUCTION MATERIALS	-	-	-	-	-	-	-	-	-	-
LABOUR COST	-	-	-	-	-	-	-	-	-	-
ELECTRICITY, FUEL AND WATER SUPPLY	50.1	55.1	59.3	59.9	61.7	63.3	64.2	64.9	67.2	69.7
ELECTRICITY	-	-	-	-	-	-	-	-	-	-
FUEL	-	-	-	-	-	-	-	-	-	-

Source : Department of Economic Trade, Ministry of Commerce., 1998.

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998. (CONT.)

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
WATER SUPPLY	-	-	-	-	-	-	-	-	-	-
LIGHT	-	-	-	-	-	-	-	-	-	-
TEXTILE- HOUSE FURNISHING	62.5	64.1	63.8	63.7	65.3	66.9	68.1	74.1	82.9	86.9
MISCELLANEOUS APPLIANCES	-	-	-	-	-	-	-	-	-	-
HOUSEHOLD FURNISHING AND EQUIPMENTS	-	-	-	-	-	-	-	-	-	-
FURNITURES	-	-	-	-	-	-	-	-	-	-
EQUIPMENTS	-	-	-	-	-	-	-	-	-	-
CLEANING SUPPLIES	64.4	68.8	74.6	74.6	75.0	75.0	75.6	77.0	79.4	80.9
MEDICAL AND PERSONAL CARE	52.0	54.3	54.7	55.6	56.7	57.4	59.5	63.4	70.6	75.9
MEDICAL CARE	43.3	45.5	46.0	47.7	48.2	48.6	50.3	56.2	67.8	76.2
DRUGS AND MEDICAL CARE COMMODITIES	-	-	-	-	-	-	-	-	-	-
DRUGS	-	-	-	-	-	-	-	-	-	-
MEDICAL CARE SERVICES	-	-	-	-	-	-	-	-	-	-
OUT-PATIENT	-	-	-	-	-	-	-	-	-	-
EXAMINATION FEES	-	-	-	-	-	-	-	-	-	-
DENTAL FEE	-	-	-	-	-	-	-	-	-	-
IN-PATIENT	-	-	-	-	-	-	-	-	-	-
HOSPITAL EXPENDITURES	-	-	-	-	-	-	-	-	-	-
PERSONAL CARE EXPENDITURES	60.3	62.8	63.1	63.1	64.7	65.8	68.3	70.4	73.5	76.2
PERSONAL CARE ITEMS	-	-	-	-	-	-	-	-	-	-
PERSONAL CARE SERVICES	-	-	-	-	-	-	-	-	-	-
TRANSPORTATION AND COMMUNICATION	67.2	67.8	65.8	67.1	68.8	69.7	72.5	76.8	78.2	80.9
PUBLIC TRANSPORTATION SERVICES	53.3	53.3	53.2	53.3	53.3	53.5	54.4	55.2	66.5	73.4
LOCAL TRANSPORTATION SERVICES	-	-	-	-	-	-	-	-	-	-
TRAVEL OUT OF AREA TRANS. SERVICES	-	-	-	-	-	-	-	-	-	-
VEHICLES AND VEHICLE OPERATION	69.0	69.8	67.2	68.8	71.2	72.2	76.0	81.7	79.1	80.1
VEHICLES PURCHASING AND EQUIPMENTS	-	-	-	-	-	-	-	-	-	-

Source : Department of Economic Trade, Ministry of Commerce., 1998.

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998. (CONT.)

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
VEHICLES	-	-	-	-	-	-	-	-	-	-
VEHICLES EQUIPMENTS	-	-	-	-	-	-	-	-	-	-
MOTOR FUEL	-	-	-	-	-	-	-	-	-	-
MAINTENANCE SERVICE EXPENDITURE	-	-	-	-	-	-	-	-	-	-
REGISTRATION FEES AND AUTO INSURANCE	-	-	-	-	-	-	-	-	-	-
REGISTRATION FEES	-	-	-	-	-	-	-	-	-	-
AUTO INSURANCE	-	-	-	-	-	-	-	-	-	-
COMMUNICATION AND EQUIPMENTS	-	-	-	-	-	-	93.6	93.6	93.6	93.6
COMMUNICATION SERVICES	-	-	-	-	-	-	-	-	-	-
COMMUNICATION EQUIPMENT	-	-	-	-	-	-	-	-	-	-
RECREATION AND EDUCATION	52.2	52.8	53.4	53.8	57.0	59.2	61.4	65.3	70.7	76.1
RECREATION AND READING	-	-	-	-	-	-	-	-	-	-
FEES AND MEMBERSHIPS	-	-	-	-	-	-	-	-	-	-
SPORTS EQUIPMENTS AND TOYS	-	-	-	-	-	-	-	-	-	-
SPORTS EQUIPMENTS	-	-	-	-	-	-	-	-	-	-
TOYS	-	-	-	-	-	-	-	-	-	-
PHOTO AND FILM	-	-	-	-	-	-	-	-	-	-
ENTERTAINMENT	-	-	-	-	-	-	-	-	-	-
PET EXPENSES	-	-	-	-	-	-	-	-	-	-
RECREATION EQUIPMENT EXPENSES	-	-	-	-	-	-	-	-	-	-
READING EXPENSES	-	-	-	-	-	-	-	-	-	-
EDUCATION	-	-	-	-	-	-	-	-	-	-
TUITIONS AND FEES	-	-	-	-	-	-	-	-	-	-
SECONDARY SCHOOL	-	-	-	-	-	-	-	-	-	-
UNIVERSITY	-	-	-	-	-	-	-	-	-	-
SPECIAL LESSONS	-	-	-	-	-	-	-	-	-	-
EDNICATION BOOKS AND SUPPLIES	-	-	-	-	-	-	-	-	-	-

Source : Department of Economic Trade, Ministry of Commerce., 1998.

Table 1 : Report for Consumer Price Index of Northeastern, Thailand Base Year 1998. (CONT.)

DESCRIPTION	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
TOBACCO PRODUCTS	-	-	-	-	-	-	-	-	-	-
ALCOHOLIC BEVERAGES	-	-	-	-	-	-	-	-	-	-
BEERS	-	-	-	-	-	-	-	-	-	-
WINE	-	-	-	-	-	-	-	-	-	-
LIQUOR PRODUCTS	-	-	-	-	-	-	-	-	-	-
NON-FOOD AND BEVERAGES	56.0	58.2	59.3	60.3	62.0	63.5	66.1	69.5	73.1	76.9
EXCLUDE FOOD AND ENERGY	54.0	55.9	57.7	59.1	60.9	62.7	65.2	68.4	72.5	76.6
FOOD EXCLUDE RAW FOOD	52.2	53.6	54.6	54.7	55.9	58.0	60.5	63.9	68.3	69.1
RAW FOOD AND ENERGY	52.7	52.5	51.4	52.4	55.8	57.5	60.4	65.0	69.9	68.3
RAW FOOD	46.0	45.7	45.7	47.6	51.8	54.0	56.8	61.2	67.1	65.3
ENERGY	81.7	82.2	75.9	73.0	72.9	71.8	75.0	80.5	78.5	78.6
EXCLUDE RAW FOOD AND ENERGY	53.7	55.4	57.0	58.1	59.8	61.7	64.2	67.4	71.6	75.0

Source : Department of Economic Trade, Ministry of Commerce., 1998.

Table 2: List of Commodities and Services which use to computing for Consumer Price Index of Thailand.

No.	Sort	Weight (%)
1	FOOD AND BEVERAGES	39
2	HOUSING AND FURNISHING	27
3	ENTERTENMENT, READING AND EDUCATUION	10
4	TRANSPORTATION AND COMMUNICATION	9
5	TEXTILE - HOUSE FURNISHING	6
6	MEDICAL AND PERSONAL CARE	5
7	TOBACCO AND ALCOHOLIC BEVERAGES	4

Source : Bank of Thailand, "Table of The Statistical of Consumer Price Index ", 1998: 108 - 109 pp.

BIOGRAPHY

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