
A Causal model of factors influencing english learning achievement of grade 12 students at the demonstration schools under the office the higher education commission, ministry of education

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Abstract

The purposes of this research were to investigate the factors influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education, and to test the congruence of a hypothetical model of factors influencing English learning achievement and empirical data of students.

The sample of the study consisted of 620 students studying in grade 12 in the first semester of the academic year 2017 of 13 Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education. There were six proposed latent variables namely, Student Characteristics, School Support, Home Environment, Peer Support, Student Learning Behaviors, and Student Learning Achievement. The research instrument was a set of questionnaires on the six latent variables. Descriptive statistics were utilized for the data analysis through Mean (\bar{x}), SD. and LISREL program was used for path analysis and testing the congruence of the causal relationship model.

The findings revealed the causal model of factors influencing English learning achievement significantly fit the empirical data after it was modified. The fit statistics



were: $\chi^2 = 83.882$, df = 68, p = 0.093, $\chi^2/df = 1.234$, RMSEA = 0.019, NFI = 0.996, NNFI = 0.998, CFI = 0.999, RMR = 0.019, SRMR = 0.019, GFI = 0.986 and AGFI = 0.961.

Based on the final structural equation model, the findings can be summarized as follows:

1. The total effect of School Support was 0.363. Its direct effect on students' achievement was 0.142 while its indirect effect via Student Characteristics and Students Learning Behaviors was 0.221.
2. The total effect of Home Environment was 0.200. Its indirect effect via Student Characteristics and Student Learning Behaviors was 0.200.
3. The total effect of Peer Support was 0.173. Its indirect effect via Student Characteristics and Student Learning Behaviors was 0.173.
4. The total effect of Student Characteristics was 0.444. Its direct effect on students' achievement was 0.388 while its indirect effect via Student Learning Behaviors was 0.056.
5. The total effect of Student Learning Behaviors was 0.305. Its direct effect on students' achievement was 0.305.

Keywords

Factors influencing, English learning achievement, grade 12 students



รูปแบบของปัจจัยเชิงสาเหตุที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนสาธิต สังกัดสำนักงานคณะกรรมการการอุดมศึกษา กระทรวงศึกษาธิการ

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บทคัดย่อ

การวิจัยครั้งนี้มีจุดประสงค์ คือ เพื่อศึกษาปัจจัยที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนสาธิต สังกัดสำนักงานคณะกรรมการการอุดมศึกษา กระทรวงศึกษาธิการ และเพื่อทดสอบความสอดคล้องระหว่างรูปแบบปัจจัยเชิงสาเหตุที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในภาคเรียนที่ 1 ปีการศึกษา 2560 ของโรงเรียนสาธิต 13 แห่ง จากทุกภาคของประเทศไทย จำนวน 620 คน โดยมีตัวแปรที่ศึกษา 6 ตัวแปร คือ ลักษณะเฉพาะของนักเรียน การสนับสนุนของโรงเรียน สิ่งแวดล้อมทางบ้าน การสนับสนุนจากเพื่อน พฤติกรรมการเรียนของนักเรียน และผลสัมฤทธิ์ทางการเรียนของนักเรียน เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และใช้โปรแกรม LISREL ในการวิเคราะห์เส้นทาง (Path Analysis) และตรวจสอบความสอดคล้องของโมเดล ความสัมพันธ์เชิงสาเหตุ

ผลการวิจัยพบว่ารูปแบบของปัจจัยเชิงสาเหตุมีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักเรียนอย่างมีนัยสำคัญทางข้อมูลเชิงประจักษ์ดังนี้ $\chi^2 = 83.882$, $df = 68$, $p = 0.093$, $\chi^2/df = 1.234$, $RMSEA = 0.019$, $NFI = 0.996$, $NNFI = 0.998$, $CFI = 0.999$, $RMR = 0.019$, $SRMR = 0.019$, $GFI = 0.986$ and $AGFI = 0.961$.



1. ผลการวิจัยโดยภาพรวม ของปัจจัยการสนับสนุนของโรงเรียนมีนัยสำคัญทางสถิติที่ระดับ 0.363 และส่งผลโดยตรงอย่างมีนัยสำคัญต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักเรียนที่ระดับ 0.142 และในขณะเดียวกันส่งผลทางอ้อมไปยังปัจจัยลักษณะเฉพาะของนักเรียนและพฤติกรรมการเรียนของนักเรียนที่ระดับ 0.221

2. ผลการวิจัยโดยรวมของปัจจัยสิ่งแวดล้อมทางบ้านมีนัยสำคัญทางสถิติที่ระดับ 0.200 และส่งผลทางอ้อมอย่างมีนัยสำคัญต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษผ่านไปยังปัจจัยลักษณะเฉพาะของนักเรียนและปัจจัยพฤติกรรมการเรียนของนักเรียนที่ระดับ 0.200

3. ผลการวิจัยโดยรวมของปัจจัยสนับสนุนของเพื่อน มีนัยสำคัญทางสถิติที่ระดับ 0.173 และส่งผลทางอ้อมอย่างมีนัยสำคัญต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษผ่านไปยังปัจจัยลักษณะเฉพาะของนักเรียนและพฤติกรรมการเรียนของนักเรียนที่ระดับ 0.173

4. ผลการวิจัยโดยรวมของปัจจัยลักษณะเฉพาะของนักเรียนมีนัยสำคัญทางสถิติที่ระดับ 0.444 และส่งผลโดยตรงต่อผลสัมฤทธิ์ทางการเรียนที่ระดับ 0.388 ในขณะเดียวกันส่งผลทางอ้อมผ่านไปยังปัจจัยพฤติกรรมการเรียนของนักเรียนที่ระดับ 0.056

5. ผลการวิจัยโดยรวมของปัจจัยพฤติกรรมการเรียนของนักเรียนมีนัยสำคัญทางสถิติที่ระดับ 0.305 และส่งผลโดยตรงอย่างมีนัยสำคัญต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษที่ระดับ 0.305

คำสำคัญ

ปัจจัยที่ส่งผล ผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษ นักเรียนชั้นมัธยมศึกษาปีที่ 6



Statement and Significance of the Problems

In our knowledge-based, lifelong learning globalized society, the need for learning English as a second language in non-English-speaking countries like Thailand cannot be overstressed. The sub-regional, regional and international networks, groupings and partnerships in countries areas of mutual interest essentially require people who are able to communicate well in English. It is widely recognized that the advent of information technology, electronic media, satellite communications and they likely have brought about significant changes in the way people live, interact, do business and, most particularly, the way they learn. Proficiency in English of its citizens is considered a key competitive advantage of any country that would like to thrive in areas like international trade or tourism or communication. For Thai students in particular, it is becoming increasingly necessary to improve their capability in English usage. The internet, satellite news, a wide variety of TV programs, film, videos, compact discs, e-learning materials, countless numbers of books and other printed materials are widely available in English. Language skills and communication skills may need to work collaboratively in order to yield effective communication. Consequently, language learning and teaching cannot fail to put an emphasis on communication skills. However, in general practice, communication skill is barely included in EFL (English as a foreign language) language pedagogy. Graddol (2006) points out that EFL teaching and learning often focus on learning about native speakers' culture and society, as well as their language behaviors. Consequently English language learning in the current situation may need to cater to the dimensions of English as an international language. Moreover, all skills including interpretation, translation, and intercultural communication are required and emphasized. The primary purposes of ELF are to get a job in one's own community and to communicate with non-speakers from other countries. For content and materials, content often relates to another curriculum area putting more importance on global issues. Most importantly, the assessment of ability to carry out tasks in English is focused upon.

As for the role of English in Thailand, it is quite important as it is in many other developing countries. New technology and the adoption of the internet have resulted



in a major transition in terms of business, education, science and technological progress, all of which demand high proficiency of English. English can, therefore, be at most the first foreign language that students must study in schools. Especially in 2015 opening ASEAN, Thai students have to prepare for this fast changing world, language teaching and learning should be performed under the effective curriculum in which its statements should be related to a global context.

Due consideration has been given to outcomes of education reform efforts in the past decade (1999 – 2008), an overview of past efforts has shown several problems and areas of concern requiring urgent solution, improvement and further elaboration, especially quality development of learners and educational institutions.

Other unsatisfactory outcomes in the whole country were observed throughout the education system from the National Institutes of Educational Testing Service (NIETS). According to the quality assessment (2016 and 2017) of all secondary schools under the Office of the Basic Education Commission (OBEC), Ministry of Education, more than half of grade 12 students in Thailand did not reach the satisfactory level. The English language ability of students in schools ranked low among five subjects of eight learning areas, as the test of English for Ordinary National Educational Test (O-NET). Especially, in the academic year 2016, English subject's mean score was 27.76 and in the academic year 2017, English subject's mean score was 28.31. Both of the running years were under 50%. (O-NET Results, 14/6/2018)

Nowadays all of the Demonstration Schools under the Office of the Higher Education Commission have always organized school-based development of students and teachers so as to competently apply the learner-centered approach for teaching and learning both in Thai and English curriculum and so as to widen opportunities for their students to benefit from English language learning in communicative approach with four language skills practice including teaching and learning English activities and CAS (creative, action, and services) activities.

The researcher reviewed theories and found out the variables influence to English learning achievement. The results of revision of literature, the research found that 5 variables had effected English learning achievement; there were Student Characteristics, Student Learning Behaviors, School Support, Home Environment and



Peer Support and in each variable consists as follows:

Student Characteristics (Khoo and Ainsley, 2005) consists of Students' Aspiration, Attitude towards English, Achievement Motivation and Student Homework.

School Support (Hoy & Miskel, 1996) consists of Teachers' Quality of Teaching, Instructional Leaderships of the School Principles, Student-Teacher Relations, School Climate, and Informational and Communication Technologies.

Home Environment (Alschuler, 1969 and Lepper et al., 2005) consists of Socioeconomic Status, Parental Education, Parental Encouragement and Parental Involvement.

Peer Support (Hartup & Abecassis, 2002) consists of Emotional Support and Informational Support.

Student Learning Behaviors (Costa et al., 2014) consists of English Club and English Camp.

In conclusion, the purpose of this study is to find out whether the mentioned factors have significant effects on English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education. The study illustrates the factors influencing English learning achievement and the related literature. Based on the main features of factors which are Student Characteristics, School Support, Home Environment, Peer Support, and Student Learning Behaviors, it needs to enhance urgent measures for development, improvement and further elaboration for equipping students with sufficient English learning proficiency in the current era of globalization.

Purposes of the study

1. To investigate the factors influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education.

2. To test the congruence of a hypothetical model of factors influencing English learning achievement and empirical data of grade 12 students.



Research Questions

To accomplish the purposes of this research, the following questions are proposed:

1. What are the competencies needed influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education?
2. What is a causal model of factors influencing English learning achievement of grade 12 students at the Demonstration Schools under Office of the Higher Education Commission, Ministry of Education?
3. Which latent variables in the causal model had direct effect and indirect effect to English learning achievement?

Scope of the Study

This research proposes to explore the factors influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education based on the following scopes.

1. Scope of Content

The present research is focused on a causal model of factors influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education. It is composed of five main factors which are Student Characteristics, School Support, Home Environment, Peer Support and Student Learning Behaviors

2. Population and Sample

2.1 The population for this research were 3,214 students who were learning in grade 12 at the 13 Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education in the first semester of the academic year 2017.

2.2 For the purpose of this study, the proportional sampling technique was used to select the sample size according to the rules of Linderman, Merenda, & Gold (1980) that defined as the ratio between the sampling units and the number of parameters (observed variables) should have a ratio of 20 to 1 (Hair, et al, 2010) in five divisions,



i.e., North, South, East, Northeast and Central. From each division, researcher selected 1 secondary school (Demonstration School). The total number of sample was 620 students.

3. Variables

3.1 Five latent variables were as follows:

3.1.1 School Support consists of five observed variables.

3.1.1.1 Teachers' Quality of Teaching

3.1.1.2 Instructional Leadership of the School Principals

3.1.1.3 Student-Teacher Relations

3.1.1.4 School Climate

3.1.1.5 Information and Communication Technologies

3.1.2 Home Environment consists of four observed variables.

3.1.2.1 Socioeconomic Status

3.1.2.2 Parental Education

3.1.2.3 Parental Encouragement

3.1.2.4 Parental Involvement

3.1.3 Peer Support consists of two observed variables.

3.1.3.1 Emotional Support

3.1.3.2 Informational Support

3.1.4 Student Characteristics consists of four observed variables.

3.1.4.1 Students' Aspiration

3.1.4.2 Attitude towards English

3.1.4.3 Achievement Motivation

3.1.4.4 Student Homework

3.1.5 Student Learning Behaviors consists of two observed variables.

3.1.5.1 English-Club

3.1.5.2 English-Camp

3.2 One latent variable dependent variable, the students' English learning achievement of grade 12 in the first semester of the academic year 2017, getting English GPA from each sample.



Significance of the Study

1. The factors found influencing English learning achievement of grade 12 students at the Demonstration School under the Office of the Higher Education Commission, Ministry of Education in this study are very useful in improving the quality of teaching learning activities for students and teachers as well as parents.
2. The English learning achievement can be used to influence students to study not only in schools but also in the further study along with their future careers, and to equip students with sufficient English learning proficiency in the current era of globalization.

Conceptual Framework

This conceptual framework for this dissertation is composed of the following procedures; first, the Student Characteristics influencing English learning achievement were identified from Students' Aspiration; Attitude towards English, Achievement Motivation, and Student Homework (Khoo and Ainsley, 2005); second, the School Supports influencing English learning achievement were identified from Teachers 'Quality of Teaching, Instructional Leadership of the School Principals, Student-Teacher Relations, School Climate, and Information and Communication Technologies (Hoy & Miskel, 1996); third, Home Environments influencing English learning achievement were identified from Socioeconomic Status, Parental Education, Parental Encouragement and Parental Involvement (Alschuler, 1969 and Lepper et al. 2005, ; fourth, the Peer Supports influencing English learning achievement were identified from Emotional Support, and Informational Support (Hartup & Abecassis, 2002); and fifth, the Student Learning Behaviors influencing English learning achievement were identified from English Club and English Camp. (Costa et al., 2014)

Hypothesis

The hypothesis for this research was developed in order to test a causal model of factors influencing English learning achievement of grade 12 students. These factors include nineteen observed variables and six latent variables, and relationships between them which identifies as follows:



Student Learning Behaviors had direct effect to English learning achievement.

Student Characteristics had direct effect to English learning achievement and indirect effect to Student Learning Behavior.

School Support had direct effect to English learning achievement and indirect effect to Student Characteristics and Student Learning Behaviors.

Home Environment had direct effect to English learning achievement and indirect effect to Student Characteristics and Student Learning Behaviors.

Research Instruments

The research instruments used to collect data in this study was a set of questionnaires of students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education. The followings were procedures of the research instrument constructions:

The contents of the instruments for this research were based on the conceptual framework, which was modified from related concepts, theories and research concerning factors influencing English learning achievement of grade 12 student. The questionnaires covered entire variables, which were Student Characteristics, School Support, Home Environment, Peer Support and Student Learning Behaviors. The questionnaire was composed of two sections and utilized a combination of a 5-point Likert scale, multiple choice questions and open-ended questions. The instrument was composed of a total of 99 items developed around the factors known to influence English learning achievement.

Data Collection Procedures

The processes of data collecting method of this research were as follows;

1. Before initiating the data collection process, the researcher made a request for granting permission to utilize the data collection from the Office of Graduate Studies, Faculty of Education, Burapha University.

2. After an approval, the researcher sent collection permission letters to the Office of 13 Demonstration Schools which were the sampling units.



3. Allowed permission from 13 Demonstration Schools, a packet was mailed to the 13 Demonstration Schools. Enclosed a packet was a covered letter with information about the English learning achievement questionnaire with explanation and details of direction, along with the pre-addressed and stamped return envelope.

4. The questionnaires were administered to the school administrators who administered them in class. Next, the students (samples of this study) from 13 Demonstration Schools were requested to answer to the questionnaires.

5. Based on their responses, it was taken around three weeks to complete the process. Upon completion of the questionnaires gathering, they were asked to return to the researcher.

6. The completed questionnaires were collected and analyzed, and the conclusions were drawn.

Data Analysis

Once the research period was completed and all of the completed questionnaires were received from the respondents, the researcher analyzed the data. The data were analyzed by using Statistics program separated in 4 parts as the following:

Part 1: Descriptive Statistics

Descriptive statistics of the factors influencing English learning achievement (Student Characteristics, School Support, Home Environment, Peer Support and Student Learning Behaviors) in overall and each factor are processed. Data analysis will show the mean () and standard deviation (SD). In this research the 5-point Likert scale was incorporated in the instrument.

Part 2: Validation of Measurement model

Validation of measurement model used the confirmatory factor analysis (CFA) - it is theory driven. Therefore, the planning of the analysis was driven by the theoretical relationships among the observed and latent variables.

Part 3: Structural relationship of the causal model of factors influencing English learning achievement

The objective of this part of the study was to test the congruence of hypothesis model of factors influencing English learning achievement and the empirical data.



The path analysis was conducted by using LISREL program for solving the causal model (Joreskog & Sorbom, 1993). Since the PRELIS procedure was used to create a matrix system file to be used as a data source for LISREL.

Part 4: Modification of structural relationship of the causal model of factors influencing English learning achievement

The data were analyzed by using following statistical methodologies:

Standard errors and correlation of estimates.

Multiple correlations and coefficients of determination.

The goodness- of- fit measures,

Chi- square statistics

Root Mean Squared Error of Approximation (RMSEA)

Comparative fit index (CFI)

Standardized Root Mean Squared Residual (Standardized RMR)

Goodness-of-fit index (GFI)

Adjusted goodness-of-fit index (AGFI).

In conclusion, the research was conducted to test a causal model of factors influencing English achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education. It provides descriptions of the methodology that includes population and sample, research instruments and research instrumental construction, validity and reliability of research instruments, data gathering procedures, and data analysis.

Findings

The research results revealed as follows:

1. The statistics results were five critical factors. The gathered data identified the priority value of these factors as Home Environment, Student Characteristics, Peer Support, School Support and Student Learning Behaviors, respectively.

1.1 Home Environment was rated a high level and observed variables were rated in priority as Parental Education, Socioeconomic Status, Parental Encouragement and Parental Involvement, respectively.



1.2 Student Characteristics was rated at a high level an observed variables were rated in priority as Students' Aspiration, Attitude towards English, Achievement Motivation and Students' Homework, respectively.

1.3 Peer Support was rated at a high level and observed variables were rated in priority as Informational Support and Emotional Support, respectively.

1.4 School Support was rated at a high level and observed variables were rated in priority as School Climate, Student-Teacher Relations, Teachers' Quality of Teaching, Information and Communication Technologies and Instructional Leadership of the school principals, respectively.

1.5 Student Learning Behaviors were rated at a high level and observed variables were rated in priority as English Camp and English Club, respectively.

2. The causal model of factors influencing English learning achievement of grade 12 was identified by the structural equation modeling (SEM) for the causal model of factors influencing English learning achievement. The modified model was indicated by fit statistics as: $\chi^2 = 83.882$, $df = 68$, $p = 0.093$, $\chi^2/df = 1.234$, $RMSEA = 0.019$, $NFI = 0.996$, $NNFI = 0.998$, $CFI = 0.999$, $RMR = 0.019$, $SRMR = 0.019$, $GFI = 0.986$ and $AGFI = 0.961$.

Based on the mentioned indices, it can be concluded that the causal model of factors influencing English learning achievement fit well with the conceptual model and the empirical data.

The result of modified model was shown in Figure 1-1.

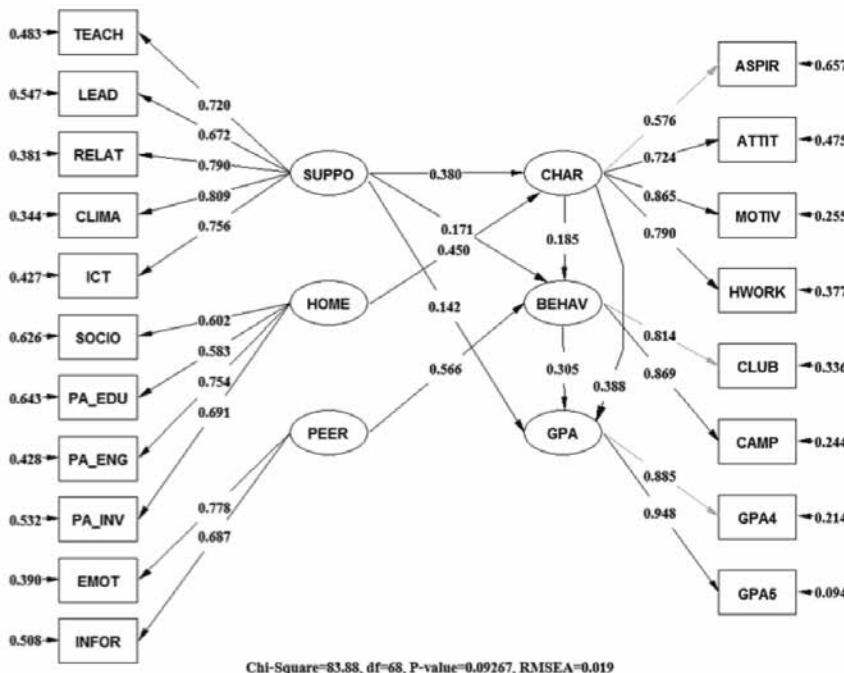


Figure 1-1 Causal Model of Factors Influencing English Learning Achievement (Modified Model)

The following direct and indirect effects were examined:

2.1 The total effect of School Support was 0.363. Its direct effect on students' achievement was 0.142 while its indirect effect via Student Characteristics and Students Learning Behaviors was 0.221.

2.2 The total effect of Home Environment was 0.200. Its indirect effect via Student Characteristics and Student Learning Behaviors was 0.200.

2.3 The total effect of Peer Support was 0.173. Its indirect effect via Student Characteristics and Student Learning Behaviors was 0.173.

2.4 The total effect of Student Characteristics was 0.444. Its direct effect on students' achievement was 0.388 while its indirect effect via Student Learning Behaviors was 0.056.

2.5 The total effect of Student Learning Behaviors was 0.305. Its direct effect on students' achievement was 0.305.



Discussion

1. It was found that the students were rated in priority that factors of Home Environment, Student Characteristics, Peer Support, School Support and Student Learning Behaviors were respectively important for their learning English.

Home Environment factor was considered the highest mean score. The finding revealed that the students' English learning achievement had a really important foundation on Home Environment, especially Parental Education. Most of the students' parents who had children studied at the Demonstration Schools (under the Office of the Higher Education Commission, Ministry of Education.) had high education level. Bogenschnieder (1997) explained that Parental Education influenced the willingness or ability for parents to become involved. The parents who had high education level expected their sons or daughters to get good occupations. As a consequence, psychologists have studied the important of Parental Education level as it related to an individual's academic success (Baker, et. al., 2007). They have found important factors that should be considered by researching this topic. These included the defining the Parental Education level as it could impact the amount of involvement in their children's academic, and whether the impact is direct or indirect influence.

Student Characteristics factor was considered the second high influencing to English learning achievement. The finding showed that English language is very important communication device in contemporary society. It is an international language, so it inspires students to master or command of English language at the second place out of home environment. This research also found that each sub-factor as Students' Aspiration was in the highest level and other two left were in high level—Attitude towards English and Achievement Motivation. This finding is congruence with Khoo and Ainsley (2005) who explained that education aspiration is a topic that lies on the edge of economic analysis. The finding also revealed that students at University Demonstration schools had high attitude towards English and high achievement motivation towards English. For these findings, Crystal (1997) explained that attitudes are the feeling of people who have their own language or the languages of theirs. Attitude towards English language is very important to succeed in language policy implementation. Students'



attitude towards English, its speakers and the learning context may all play some part in explaining their success in learning English (Candlin & Mercer, 2001).

Peer Support factor was rated at the third priority by mean score and the observed variables were Informational Support and Emotional Support. In University Demonstration Schools, students enjoy their daily life of study; because most of the students' families were classified for high economic status and high education level. The schools themselves are well-equipped with learning resources such as library, internet structure, sport facilities, school buses, by which could support the teaching - learning activities. The most important activities are the group dynamic programs which aim at the relationship of the students, such as inter-color sport, music festival, boy scout camping, relationship among senior and junior students, etc. These kinds of activities strengthen the relationship among classroom members and school members. Since Peer Support has been occurred, students provide knowledge, experience, social or practical help to one another. Peer support in class (classroom members are friends), friends promote academic achievement, friends working together spend more time on task and work at a more cognitively advanced level than non-friends do. Friends exchange ideas, explore, remember, write and help one another more positive emotions when they work together. They work less conflict and more constructive ideas than non-friends do. Thus, good relationship environment in Demonstration Schools come along well with informational support and emotional support among their friends at high level. (Brown, 1990)

School Support factor was considered the fourth priority and the observed variables were found in priority by mean score as School Climate, Student-Teacher Relations, Teachers' Quality of Teaching, Information and Communication Technologies and Instructional Leadership of the School Principals, respectively. In addition, University Demonstration Schools are rich in administrative resources, these resources make better School Climate and Student-Teacher Relations by which one supported reason is the a large amount of budget provided by the government and the parents' donation. Administrative budget could provide enough learning activities and a number of teachers; so, the School Climate and Student-Teacher Relations were rated at high level. But this research found that Instructional Leadership of School Principals was



the last priority. One who became instructional leadership should start from academic proficiency all teaching professional.

Student Learning Behaviors factor was rated as the last priority and in observed variable, English Camp and English Club were also rated at high level. AU (1998) argues that language acquisition is most effective when individuals use language for meaningful purposes, experience, knowledge, and culture through authentic language usage. Because members discuss topics that are meaningful to them, they have opportunities to connect their knowledge to language. Having the space to make such connections allow members to social constructive language and thought—two essential ingredients in learning (Vygotsky, 1987)

2. The causal model of factors influencing English learning achievement of grade 12 students at the Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education identified that the structural equation modeling (SEM) for the causal model of factors influencing English learning achievement was congruence between the research conceptual framework and research hypothesis at the fit statistics as the value of $\chi^2 = 237.855$, $df = 126$, $p = 0.000$, $\chi^2/df = 1.888$, RMSEA = 0.046, NFI = 0.960, NNFI = 0.970, CFI = 0.978, RMR = 0.045, SRMR = 0.045, GFI = 0.917 and AGFI = 0.905; hence, it can infer from the causal model of factors influencing English achievement that the conceptual model was congruent with the empirical data. And the following direct and indirect effects were also examined:

2.1 Effect of Student Characteristics on English learning achievement had significantly total direct effect. This research found that Students' Aspiration in University Demonstration Schools was rated at the highest level and other two were in high level as Attitude towards English and Achievement Motivation. This finding congruent with Crystal (1997) who explained that attitudes are the feeling people have about their own language or the languages of theirs. Thus, attitude to language is a structure that explains linguistic behavior in particular. Attitude towards English learning language is very important to success in language policy implementation. Students' attitude towards English, the speakers and the learning context may all play some part in explaining their success in learning English (Candlin & Mercer, 2001) Many research studies have



been conducted on the role of attitude in second language acquisition which one part of findings shows that are better teaching strategies, and classroom and social environment can drastically reduce negative attitudes (Choy, 2002)

In conclusion, the factor of student characteristics had significantly direct influenced to English learning achievement. This research also found out that Student Characteristics had significantly indirect effect on Student Learning Behaviors. Since the sub-factor of Student Learning Behaviors were English Club and English Camp which had less activities; so personal factors of Students' Aspiration, Attitude towards English, Achievement Motivation and Student Homework had no relation to Student Learning Behaviors.

2.2 Effect of Home Environment had significantly direct effect through Student Characteristics to English learning achievement. This research finding revealed that the students' English learning achievement had a really important foundation on Parental Education; in this case Bogenschneider (1997) explained that parental education influenced the willingness or ability for parents to become involved. The parents who had high education level expected that their children should get good occupations. Thus, psychologists have studied the important of Parental Education level as it related to an individual's academic success (Baker, et. al., 2007).

In addition, this research found that Home Environment had indirect effect through Student Learning Behavior and English learning achievement. In daily life, the students stay at home or in home environment more than in school or other places. The influence of parents both their value towards learning English and value of supporting learning activities could drive the students through English Learning Behavior and to English learning achievement.

2.3 Effect of Peer Support on English learning achievement had only significantly direct effect on English learning achievement. According to the research finding, the sub-factor of Informational Support and Emotional Support level were at high level, because the University Demonstration Schools have supported the students learning activities as well as set many kinds of groups working especially in group dynamic programs which aimed at the relationship of the students, such as inter-color sport, music festival, boy scout camping, relationship among senior and junior students, English club,



English camp, etc. These kinds of activities are the foundation of cooperative learning or collaborative learning that the students study in group.

Peer in class (classroom members are friends), friends promote academic achievement, friends working together spend more time on task and work at a more cognitively advanced level than non-friends do (Hartup & Abecassis, 2002). Friends exchange ideas, explore, remember, write and help each other more positive emotions when working together. They work less conflict and more constructive than do non-friends do (Strongh, Berg & Meegan, 2001). Thus, good relation environment in Demonstration Schools view Informational Support and Emotional Support from their friend at high level and had direct effect on English learning achievement.

2.4 Effect of School Support on English learning achievement, the finding revealed that this factor significantly direct effect on Students Characteristics, Student Learning Behaviors and English learning achievement. The factor of School Support consisted of School Climate, Student-Teacher Relations, Teachers' Quality of Teaching, Information and Communication Technologies and Instructional Leadership of the School Principals. The findings of this study revealed that the respondents rated in two dominant sub-factors which were School Climate and Student-Teachers Relations. Teachers in University Demonstration Schools had low rated of transferring to teach in other schools. Most of them work in the same school until they retire. For a long period of working make them close to the students which contributes warm School Climate and Student-Teachers Relation. Having good relation to students (especially, English teacher), it is the first step of providing opportunity to train students' English proficiency. Demonstration schools under the Office of the Higher Education Commission, have so many kinds of school activities which participated by foreigners. Most of foreigners communicate in English language. The students can observed their school principals' proficiency of using English and can assume that their school principal had less instructional leadership (in English language).

2.5. Effect of Student Learning Behaviors on English learning achievement, the finding revealed that this factor had direct effect significantly on English learning achievement. Student Learning Behaviors concentrated on the crucial link between



the way in which children and their friends learn and their social culture knowledge and behaviors. The relationship which occurs among students should be; relationship with self which refers to a student who does not feel confident as a learner and who has internalized a view that he or she is unable to succeed as a learner and may be more incline to present “unwanted behaviors”; relationship with others refers to all behaviors needed to be understand as behaviors in context. Behaviors by students are triggered as much by their interactions with others as they are by internal factors to the children; relation to the curriculum refers to student behaviors and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful progress curriculum in learning. Each student will be more likely to create a positive behavioral environment. (National Center for Education Statistics [NCES], 1997)

Recommendations

Recommendation for research consumers

1. The results of this research revealed that Home Environment factor was considered as a significantly influential factor for students in English learning achievement. The schools ought to communicate and cooperate with the parents to enhance and encourage their children in leading to learning English language.

2. Home Environment effected English learning achievement via Student Learning Behaviors and Student Characteristics. The school administrators and parents ought to concern about the target students by providing information directly and individually.

3. The finding in this research revealed that the Instructional Leadership of the School Principal sub-factor was rated at the last priority in the School Support factor. Ministry of Education should find out a new policy in promoting school principals for further study development.

Recommendation for further studies

1. This research found that the factor of Home environment and School support influenced Students Characteristics which influenced English learning achievement.



This finding encourages the new research of “The Multilevel of Factors influencing English learning achievement in Demonstration Schools under the Office of the Higher Education Commission, Ministry of Education, (or specific for Piboonbumpen Demonstration School)

2. This research found that Students’ Aspiration was the most important observed variable which effect Student Learning Behaviors and English learning achievement; so further study should be designed in the title of “The Model of Students’ Aspiration Constructing” at Piboonbumpen Demonstration School under the Office of the Higher Education Commission.

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