

FACTORS OF FAMILY, COMMUNITY AND ACADEMY AFFECTING TO THE ORDINARY NATIONAL EDUCATIONAL TEST SCORE OF GRADE 9 STUDENTS

UEA-Umporn Tipayatikumporn, Dr.Sumalee Meepong,
Piyawadee Jindachote

*Suan Sunandha Rajabhat University, 1 U-Thong Nok Road, Dusit,
Bangkok, 10300, Thailand*

ABSTRACT

The Ordinary National Education Test was a standard assessment of the Basic Education Core Curriculum that assess the following eight learning areas. The aim of this research was the influencing factors on the Ordinary National Education Test score of grade 9 students. In this research employed the quantitative approach. The Multi-state sampling method was be done on the sample 400 people in Kanchanaburi province by questionnaires and an analysis of the Structural Equation Modeling. The findings indicated that factors influenced the score in descending order as follows by family, academy and community.

Keywords: The Ordinary National Education Test Score, student, academy

INTRODUCTION

The Ordinary National Education Test score of junior high school students in Kanchanaburi province were 50 points below in academic year 2015 that were improving group. The descriptive statistic found that the score of all subjects were under the national average score. When considering the provincial score found that the score in descending order as follows Thai language, religion and culture, science, mathematics to English subjects. Even if total average score of all subjects were higher than academic year 2014 but science subject average score was lower the last year average score.

There were many problems on the level of junior high school of educational administration, the teaching staffs, the barrier of high landing landscape, instructional media & tools and also personal problems of the grade 9 students who have the age 12-14 years. Their problems were poor students, family immigration, family issues, adaptation, sickness, accident and criminal issues which were the causes of missing the criteria of learning achievement. The factors of family, community and academy effected to Ordinary National Examination Test score which were the guidelines for the development and improvement academy according to the national education and global standard.

LITERATURE REVIEW

Ordinary National Educational Test: O-NET is the knowledge and thinking ability testing of Grade 6 and 9 students which according to the Basic Education Core Curriculum (B.E.2551, A.D.2008). 67 learning Standards have therefore prescribed the following 8 learning areas: Thai language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Art and Occupations. (National Institute of Educational Testing Service, 2013)

Factors affecting the Ordinary National Educational Test score

Concepts, theories and researcher findings concluded 3 factors of academy, family and community were related the learning achievement (Creamer,1989) that prescribed the following 7 areas : 1) social 2) academy 3) learners 4) instructors 5) organizing teaching-learning activities 6) teaching methods 7) learning policy making. The success of failure factors depended on various affecting factors as following: housing environments that consisted of parental education, learning facilities, activities outside of school hours, revising, homework and watching television and video which differently affecting to achieve learners. The factors of learner's positive or good attitude with that subject had the high standard score. Teaching activities that assigned or demonstrated almost the lessons or all lessons had the higher average scores than a few lessons or no lesson assignment.

Learning achievements were necessary and interesting issues among educational institutes, but these issues were difficult and complicate due to having many elements and factors that combined to be variables. These factors affecting to the learning achievement differently whereas Arbhorn Intachai (2013) concluded the 6 factors that affecting to learning achievement as following: 1) classroom environment 2) quality of instruction 3) family environment 4) learning attitude 5) learning behavior 6) achievement motivation. Phatsuda Kalayawutthi (2015) concluded the 4 factors as following: learners 2) family 3) instructors 4) academic environments that according to Kannikar Bhiromrat (2011), Factors effected to the learning outcome according to Basic Education Curriculum B.E. 2551 of Mattayomsuksa 1 and 4, Demonstration school of Suan Sunandha Rajabhat University. The expected factors that affecting to grade 7 and 9 students' learning achievement as following: learners, instructors, academy which attached details as following : (1) learner factors meant gender, grading, achievement motivation, learning attitude, studying time (2) family factors meant education background, parental career, parental incomes, learning facilities, parental caring (3) instruction factors meant educational background, teaching experience, organizing learning activities, academic environments and educational promotion.

Objective

To Study the factors affecting to the Ordinary National Educational Test score of grade 9 students

METHODOLOGY

The participants consisted of 5,094 grade 9 students 29 schools in Kanchanaburi province. Determining sample size by Yamane formula and multi-stage random sampling approach. The sample size were 371 students and the suitable sampling was third step 50 students of each school by simple random sampling on total 400 students. Instrument of research was questionnaire to analysis the factors that influencing on the Ordinary National Education Test score of grade 9 students by Structural Equation Modeling (SEM).

CONCLUSION

Table 1

Results of analysis factors that influencing on the Ordinary National Education Test score of grade 9 students

Results on The Ordinary National Education Test score of grade 9 students	Factors	B (SE)	Beta	C.R.
	ACADEMY	0.311 (0.145)	.049	2.145
	FAMILY	1.831 (0.713)	.261	2.568
	COMMU	0.348 (0.170)	.063	2.044
Chi-square = 396.348	df = 230	Chi-square / df = 1.723		
GFI = .924	AGFI = .900	RMSEA = .043	RMR = .040	R ² = 0.320

The findings were the Ordinary National Education Test score of grade 9 students depend on family and community and explained 32 percent of the score variation.

RECOMMENDATION

1. Family should take care the member, admiration and rewarding after they had completed their works.
2. Academy should carry on instructional activities for higher the Ordinary National Education Test score of grade 9 students in Kanchanaburi province.
3. Educational institution administrator should promote the neighborhood academic initiation for social demand that have many capable educational person. The participation may be invitation to the local philosophers, local resources person and teaching in the areas of local wisdom to students.

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