



## CAUSAL FACTORS AND INCREASING THE EFFECTIVENESS GUIDELINES OF LEARNER QUALITIES IN THE OPPORTUNITY EXPANSION SCHOOLS UNDER THE OFFICE OF BASIC EDUCATION COMMISSION

Paitoon Prommakul<sup>1i</sup>, Arun Suikraduang<sup>2</sup>, Paisarn Worakham<sup>3</sup>

<sup>1,2,3</sup>Research and Evaluation Program, Faculty of Education,  
Rajabhat Maha Sarakham University  
Maha Sarakham, Thailand, 44000

### Abstract:

This paper reports in the aims of research study were to investigate the effectiveness level on learner qualities, to determine the causal factors and increasing the effectiveness guidelines of learner qualities, to develop and validate causal model of multi-level factors that influence the effectiveness, and to promote the increasing the effectiveness guidelines of learner qualities in the *Opportunity Expansion Schools* under the *Office of Basic Education Commission* were the main purposes. Administrations of the sample consisted of 1,122 teachers who taught and students who sat at the 9<sup>th</sup> grade level in 33 schools with the Multistage Random sampling technique. Using both the high quality of the research instruments was validated and reliable with the questionnaire evidence of 0.912, to measure achievement motivation confidence of 0.906 and attitude test with a confidence of 0.908, respectively. Statistically significant analyzed with the descriptive statistics and confirmatory factor analysis (CFA), the multilevel confirmatory factor analysis (MCFA) and structural equation modeling analysis and the study of ways to promote the effectiveness guidelines of learner qualities in the opportunity expansion schools with seminar was based on the expert connoisseurship both quantitative and qualitative data were analyzed. The results of the research findings as the effectiveness guideline level indicated as a whole at the medium level. The causal factors of learning motivation and attitude towards students' learning outcomes were related at the high level. The causal factors were also found between increasing the effectiveness guidelines of learner qualities and their motivation

---

<sup>i</sup> Correspondence: email [p.prommakul@gmail.com](mailto:p.prommakul@gmail.com) [toansakul35@yahoo.com.au](mailto:toansakul35@yahoo.com.au)

and attitude towards to their learning outcomes with the learning processes were consistency with the empirical data ( $\chi^2 = 120.544$ ,  $df = 111$ ,  $P = 0.252$ ,  $CFI = 0.999$ ,  $TLI = 0.999$ ,  $RMSEA = 0.009$ ,  $SRMR_W = 0.029$ ,  $SRMR_B = 0.132$ , and  $\chi^2/df = 1.086$ ). The effect sizes and influences considered directly as the highest evidence of 0.919, 0.792, and 0.292 with their affecting learning processes, attitudes, achievement motivations at the relation level of 0.01, respectively. The guidelines for learning processes consisted of four main components that followed as: introduction, the thinking processing knowledge, practical schooling guideline, and practical classroom guideline. The assessing experts were evaluated to qualify causal factors and increasing the effectiveness guidelines of learner qualities to their appropriateness and feasibility are provided at the highest level, interestingly.

**Keywords:** causal factors, effectiveness, guideline, learner qualities, the opportunity expansion school

## 1. Introduction

Focused on the education of Thailand that is currently facing a crisis, and the quality of education as can be seen from a competitiveness students' learning outcomes and their performance of the overall in year BE 2558, the IMD ranking in education the country ranked 46<sup>th</sup> out of 61 countries in terms of opportunity and equality in educational quality, the top of 52 for quality education for the IMD which considering various criteria including the ratio of students per teacher in primary student's evidence of 16:1, the secondary students showed the ratio of 20:1 which they are ranked of 34 and 55 respectively, as well as the ability to use English in Thailand as measured by the TOEFL test is also poorer and end up in the top 57 out of 61 participating countries (Office of the Education Council, 2015). Students' responses of their national learning achievements were assessed by the National Institute of Educational Testing Service (ITD) (National Test) were ranked at the level of 34 and 55 respectively, as well as the ability to use English in Thailand as measured by the TOEFL test is also poorer and end up in the top 57 out of 61 participating countries. The results of educational testing of the basic O-Net (Ordinary National Education Test) of students at the grade 9<sup>th</sup> level in the whole of the year BE 2558 that it has indicated of scores less than 50 percent of all subjects (National Education Testing Institute, 2016). In summary performance, education system in Thailand in the international arena is not satisfactory, many countries are lagging behind in terms of quality, and efficiency of education

opportunities from the assessment mentioned as above, it is low quality of the learners. It is important that there is an urgent need to involve the students and help them find solutions to improve the quality of learning to increase their developing the learning qualities of their learning outcomes.

In terms of school effectiveness, in terms of student's qualities; the indicator of students' success in education since the ultimate goal of education as to raise the quality of their learning outcomes are indicated (Office of the Education Council, 2013). The quality of the learning society needs, it is clearly stated in the Education Act of BE 2542, as amended Act BE 2545, in section 6 states that "*Education must be to develop Thai people as a perfect man, bodily, mental, intellectual, moral, ethical and cultural knowledge and life can coexist happily with others.*" This was in line with the objectives of the core curriculum of the Basic Education Act in BE 2551, which was aimed at developing the students who have a good understanding of their potential to continue their education and careers (The Bureau of Educational Testing Service, 2011). The Ministry of Education has announced the adoption of basic education for quality assurances within education of the standardized students have six quality standards, such as; learner will have good health and aesthetics, learner with moral and ethical values are desirable, learner has the pursuit of self-learning skills who love to learn and develop themselves continuously, learner has the ability to think systematically creativity to solve problems rationally, learner with the knowledge and skills required by the curriculum, and learner with the skills to work whose can work with others and have a good attitude to the profession of faith (The Bureau of Educational Testing Service, 2011). The school is an institution with the responsibility to teach the students the quality education that they need to manage the quality and standard of education.

The *Opportunity Expansion School* (OES) is the primary educational service area institute under the Office of Basic Education Commission meanwhile it has authorized the implementation of grade lower secondary education school level in the primary educational schools across the country in the year BE 2533. The opportunity for students from the graduating grade 6<sup>th</sup> students into at the grade 7<sup>th</sup> to grade 9<sup>th</sup> level in lower secondary classes without examination and without charge under any principle aim to give of their learn to develop their skills that according to the professional aptitude and interests. This policy is to develop in the higher educational levels, with the goal of providing education to students in guidelines that are appropriate to their benefit to society, and operating from the academic year BE 2533 to date a total of 7,157 schools of the OES (The Ministry of Education, 2016) at this currently. The OES School has expanded educational opportunities, most of disparity and difference, greatly to the *Secondary Educational Service Area Office* (SESAO).

In terms of the budget quality personnel quality students, as well as other factors, such as; the cooperation of the educational community are supported, agencies or organizations in neighboring schools, and closely monitoring assistance from the district office or agency. All these factors affect the effectiveness of the OES School to expand educational opportunities for quality students that it is low from the results of a national test of basic education (Ordinary National Educational Testing: O-NET), which was organized by the National Institute of Educational Testing Service (ITD) in the ninth grade in the OES school. The results showed that the achievement of the students to their learning in the five groups that it was indicated the average score is less than 50 percent (National Education Testing Institute, 2016). So that the OES, therefore it is necessary to carry out the development, administration and education to provide students with a quality guarantee. The management of the OES School should be educated the quality and can meet the requirements needed to develop the students to comply with the quality standards of education. In the operation, development, administration and education, which need factors and various factors that influence the effectiveness of the standard quality of the OES students which will be the basis to their development of their quality according to the students' moment toward their desirable (Wongwanich, 2007).

To investigation of the concept and theory of the factors that affecting the quality of the students considering the variables used to predict of their qualities. It has found that a variant of the well is equipped with a student's variable level and classroom's variables level. The nature of the research study will look at the *Hierarchical Nested Data* and the level of proficiency levels in *Multilevel of Measurement* (Wiratchai, 2002). Especially, the level of individual students is the smallest unit of measurement, features variable and influenced by the teacher or classes. The analyzing past data is done with the same level, similarly. The omission of the data structure is made a mistake in concluding international level that it due to the coefficient of performance and accuracy of the prediction variance is high and stable, and data analysis only a single level. Thus, it contradicts the true nature of the differences between the groups are predicted.

Exactly, the information data from the problems of the OES schools, the condition of the educational structure as above; the researchers realized the importance of education in the OES schools whereas focused on the factors that influence the effectiveness of the OES schools that the standard of the solution to improving schools appropriately in accordance with the conditions and guidelines of their life that will lead to prosperity and stability of the country as a whole.

## **2. Methodology**

The characteristics of a highly effective learning environment for in-person professional development from teach thought on how to create an effective learning environment in the OES classrooms or schools. Wherever researchers are to think that the OES classrooms are “intellectually active” places, progressive learning management likes the 21<sup>st</sup> Century Model in investigate of the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission in Thailand, which indicated that of highly effective and conducive to student-centered learning in the OES schools are provided that evidence of the research methodology as following as:

## **3. Research Objectives**

1. To investigate the effectiveness guidelines of learner qualities in the OES Schools
2. To examine the factor level that influences of the effectiveness guidelines of learner qualities in the OES Schools.
3. To develop and validate the multi-level model of causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools.
4. To associate the effectiveness guidelines to promote the learner qualities in the opportunity expansion schools to their learning effectiveness guidelines outcomes.

## **4. Research Hypothesis**

1. Causal influencing factors and the effectiveness guidelines of learner qualities in the OES will be correlated.
2. Causal influencing factors and the effectiveness of classroom learning qualities in the OES will be correlated.
3. The relationship model of the causal factors between learner qualities and classroom learning qualities in the OES will be associated.

## **5. Research Limitations**

The objectives of this research were to investigate the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission that includes of:

1. Classroom factors were the learning processes
2. Learner factors were learners' motivations and attitudes towards their learning outcomes.

## 6. Sample

The sample size was administered with of 1,122 secondary educational teachers who taught in the grade 9<sup>th</sup> level and secondary educational students who sat at the 9<sup>th</sup> grade level in 33 opportunity expansion schools under the Office of Basic Education Commission in the Primary Educational Service Areas from the Northeastern Region of Thailand with the randomly multistage (Multistage Random Sampling).

## 7. Research Variability

### 7.1 Independent Variable

The independent variable composed of the influencing effectiveness factors, learner qualities that it was separated as;

1. Classroom variable concluded of the learning processes were measured by the 5-observers, student-center learning, the promotion of quality learning activity ranges, highlighting learners' thought process, the classroom learning environments were conducted to learning, and the involvement of stakeholders.

2. Learner variable consisted of two latent variables, namely; learners' motivation is measured by the 5 observers, which composed of venturesome, enthusiasm, planning framework, and the unique effort to reach their destination.

3. The attitudes towards learning, to be measured from the observed variables that consisted of knowledge, emotion, and behavior.

### 7.2 Dependent Variable

The dependent variable is the schooling effectiveness, which it was including the basic education standards for quality assurance in education of learners' qualities and consisted of their good health and aesthetics with their moral and ethical values, and desirable. Learners must be developed educational themselves with the skills to seek self-knowledge in terms of "*We love to learn and develop ourselves continuously*". Learners should have the ability to think systematically and creativity to solve problems rationally with the knowledge and skills required by the curriculum. Learners should have the skills to work; they can work with others and have a good attitude to the profession of faith.

### **7.3 Research Procedures**

This research procedures were investigate of the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission with the action research technique in 2 phases.

### **7.4 The First Phase: Previous Research Study**

To investigate of the causal factors and increasing the effectiveness guidelines of learner qualities, and to check consistency between the models that relationship hypothesis with empirical data in the opportunity expansion schools under the office of basic education commission.

#### **A. Data Souses**

Using the Multistage Random Sampling technique was selected of the sample groups of teachers and students in the lower secondary classes of the OES Schools that consisted of 1,122 teachers and students.

#### **B. Research Instruments**

1. *The Recording Learner Quality Standard Form (RLQSF)*

Using the RLQSF was assessed the learners' quality standard on six standards by classing teachers, advising teachers.

2. *The Learning Processing Questionnaire (LPQ)*

To collect data of the sample size with the LPQ questionnaire by the teachers who were provided.

3. *The Learning Motivation and Attitude Achievement Measurement (LMAAM)*

Learners' motivation and attitude towards their learning outcomes were measured with the LMAAM instrument to the students who were the sample size.

In keeping with the researchers modified of the RLQSF, LPQ and the LMAAM research instruments are validity and reliability were used to collect data and also found that of the internal consistency (Cronbach Alpha Reliability) of 0.912, 0.906, and 0.908, respectively for this study.

#### **C. Collected Data**

In terms of the transmission and data collection, the researcher collected data manually and by mailed questionnaires and insert a blank stamped envelope that it has reached the required data, completely.

## **D. Data Analysis**

The effectiveness guidelines of learner qualities effectiveness guidelines of learner qualities were analyzed with average mean scores and standard deviation. The structural equation modeling level was analyzed with the Mplus and descriptive statistics and confirmatory factor analysis (CFA), the multilevel confirmatory factor analysis (MCFA) were used.

### **7.5 The Second Phase: To Promote the Effectiveness Guidelines**

The research in the Second Phase was taken the information from the results of the First Phase of the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission to the maximum size with the learning process and an indicator weighs the highest priority was to focus on the thinking processes to find the guidelines to promote the implementation of the Second Phase was conducted that follows as:

### **7.6 Research Procedures**

The information was taken from the research in the First Phase factors that influences the effectiveness of students' qualities. The factors that influence the maximum size of the learning process and an indicator weighs the highest priority was to focus on the thought process to find learners' guidelines to promote on the synthesis of theoretical concepts and content of the documents and related research, and interviewing experts in the process of learning processes. To determine the suitability and the possibility of drafting guidelines for organizing the learning process by the application based on the expert seminar (Connoisseurship). Finally, after reviewing the material, which is an important component in the process of drafting the learning process with seminars by experts based on experts (Connoisseurship), the researchers have led to the use of information to improve and develop in the process of learning processes to be more complete.

## **8. Results**

The results of these finding have found that the causal factors and increasing the effectiveness guidelines of learner qualities in the Opportunity Expansion Schools under the Office of Basic Education Commission in the 33 OES Schools of the Northeastern Primary Educational Service Office Areas indicated that as a whole in the medium level when considering the levels were productive at a high level of 2 standards include of students have health in their good and aesthetics. The second



standard, students have a class morality, ethics and values, desirable and productive in level of four standards, which including standard at the 3<sup>rd</sup> standard with the skills to seek self-knowledge. Learners love to learn and develop themselves continuously. On the 4<sup>th</sup> standard, learners were developed with the ability to think systematically, creativity to solve problems rationally standard six students with job skills can love working with other people and have a good attitude and a profession of faith, especially, learners were improved of their knowledge and skills required by the curriculum.

Overall, on learners' factors of their learning motivation and attitude towards learning outcomes, the OES Schools indicated that at the high levels when considering all factors. Each factor that was to a large extent and responded as the highest level in their classroom factors was determined. The learning process and the lowest factor that responded on learners' quality level were promoted with their motivation, significantly. The results of the OES School model were to determine the causal relationship model of multi-level factors that influence the effectiveness of learner qualities. Focused on the results of confirmatory factor analysis of multilevel models to measure the effectiveness of that model of the OES schools, the validity or consistent with empirical data, which was based on the assumption that set by researchers to consider the statistics used to determine the validity of the model included as;  $\chi^2 = 5.640$ ,  $df = 11$ ,  $P = 0.8963$ ,  $CFI = 1.000$ ,  $TLI = 1.003$ ,  $RMSEA = 0.000$ ,  $SRMR_w = 0.003$ ,  $SRMR_B = 0.015$ ,  $\chi^2 / df = 0.5127$ , and all the variables that are within the correlation (ICC) over of 0.05 indicates that the observed variables within a variance of both the students and the classroom factors was appropriate to put a multilevel analysis.

The development and validation of structural equation modeling analysis of structural equation modeling showed that the factors that influence the effectiveness of the school. The standards of learners in the OES schools as consistent with empirical data and can show a causal relationship has been both a student and the classroom factors, which is based on assumptions and the statistics used to determine the validity of the model included as:  $\chi^2 = 120.544$ ,  $df = 111$ ,  $P = 0.2522$ ,  $CFI = 0.999$ ,  $TLI = 0.999$ ,  $RMSEA = 0.009$ ,  $SRMR_w = 0.029$ ,  $SRMR_B = 0.132$ , and  $\chi^2 / df = 1.086$ . The effect size directly analysis and indirect effect of the influence in the structural equation modeling when considering the effect sizes, the results have found that the learning process with the size influences the effectiveness of the OES schools as the most statistically significant at 0.919 level and significant at the evidence level of 0.01. The indicator weighs indicated of the highest priority that it was to focus on the process followed by

the attitude towards learners' learning outcomes. The effect sizes were 0.792 and their motivating achievement with the effecting sizes as 0.292 respectively.

The guidelines of learning processes that focused on the thinking processes were contained of four main components, namely; introduction, knowledge of thinking processes, schooling practical guidelines, and assessing results were evaluated by the luminaries who have the right and the possibility at the higher level, responsively.

## 9. Discussions

### 9.1 The Results of the Causal Factors and Increasing the Effectiveness Guidelines of Learner Qualities in the Opportunity Expansion Schools under the Office of Basic Education Commission

The primary educational level aims at providing basic knowledge and promoting the development of children towards effective learning and desirable behavior. The secondary level aims at providing students with further general knowledge and skills that will enable them to earn a living, become an apprentice or continue their studies at a higher level (The Ministry of Education 2016: 61-73). Many factors may account for the low participation rate of children in this age group. First, there is no school at the secondary level in the villages. Before the period of the Third Plan (1972-76), there were secondary schools only in large districts. In accordance with the recommendation of the Educational Reform Committee, the Third Plan gave importance to the problem of equality of educational opportunity. At the secondary level, the aims were to improve the quality of rural schools and to increase the enrollment ratio in the rural areas. The Ministry of Education was forced to establish secondary schools at the sub-districts and villages' level also to force the possibility of making lower secondary education to allocate more of its budget to the education sector, or at least to be able to reallocate the budget within the education sector and to send their children to school beyond the primary level into the *Opportunity Expansion Schools* (OES) that there was approximately one OES secondary school per five Sub-district.

The National Opportunity Expansion Schools is expanding educational opportunities to expand opportunities for children and young people, including Buddhist monks and novices through primary education without gender, social status and economic conditions as well as physical and mental disorders were studied in lower educational level both in school and outside the school system as much as possible. The OES extended schools most it is located in a remote rural area; learners have to stay away from school for at least 7 kilometers. So that students learn the most lack of availability of classes and lack of educational opportunities, parents, mostly poor

attention or support for education or students who may have family issues, which affect the effectiveness of the quality standards in line with the students (Kanjanadee, 2013) has researched analysis of multiple variables that influence academic achievement of students at the sixth grade level in three southern provinces, it was found that the variable level of students who was including of their attitudes toward their learning motivation and promote to their parental influencing students' achievements that indicated in a statistically significant at the level of 0.01 and variable all three could explain the variance of 53.99.

## **9.2 The Problems of Secondary Opportunity Expansion Schools under the Office of Basic Education Commission in Thailand**

A major issue of the problems of the OES schools is the shortage of teachers who can't teach in their major's addition, teachers are not teaching the learner and the learner can't develop of their individually. The teacher must teach multiple subjects and multiple levels. Students lack of opportunity and equality in compulsory education. Since the state can't budget adequately and thoroughly studied in the city where there are opportunities and equipped than schools in rural areas. Because of the state budget allocated to hold the head of a primary school (Rooncharean, 2002: 54). Most of the OES schools are experiencing similar problems with the curriculum and curriculum implementation, effective due to the shortage of personnel with knowledge of curriculum issues, teaching and assessment and evaluation materials, curriculum and materials, teaching and the shortage of personnel with expertise in each strand of the teacher learning that it does not end any other major or minor source in accordance with the teaching (Kangpheng, 2008) who reported of his research study on the administration to influence of the effectiveness in the OES schools that the development model and the validity of the findings showed that the learning processes, the classroom learning environments, the school climates, and the academic leadership influence of the effectiveness in the OES schools. In terms of the indirect effects that the performance of the organization and the leadership passed to the learning processes with the school environments and the school transmission factors of the learning processes in according to the current conditions and the problem factors. This problem is causing the performance of the OES schools that it focused on the schools' qualities for increasing the effectiveness guidelines of learner qualities as a whole in the medium level.

In terms of the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission, the overall factors that influence of the effectiveness in the OES

have shown of the highest levels of factors that including classroom learning process and an indicator weighs the highest priority to improve students' ideas to focus their learning processes are the effectiveness guidelines for the system of their learning to their thinking and acting whose they will lead to the better changes. If the person who have been learnt with the knowledge that good effective and appropriate to their giving opportunities and can chance to knowledge, understanding of the subject or processes. It is perfectly clear and profound sense of their attitudes in the proper their guidelines and changes their behaviors or acts in their guidelines towards their desirability (Khammanee, 2002). Because learning is the continuous processes and the changes that occur in the brain, action and experience for each person who is able to develop their ideas are provided. The recall involves of learners' understanding the mind awareness, analysis and solutions. Learning in any subject can understand the relationship of things to be related matters in other words; the action is the thought processes involved with practice to conclusion that learners' learning and understanding who can be achieved (Chartbunchachai, 2005). The enhancing the quality of students is an important goal, the learning process is of the utmost importance, therefore, should focus on improving the quality of learning as curriculum defined for students' results in their learning qualities or features. According to the leadership course to practice is directly responsible for the management of educational institutions.

### **9.3 Results of the Confirming Multiple Components of the Model**

The results of confirmatory factor analysis of multilevel models to measure the effectiveness of that model to measure the effectiveness of the OES schools, the validity or consistent with empirical data, which is based on the assumption that researchers set are reported to be owing to the following reasons as: the conceptual framework of the research was designed with the researchers to analyze the factors that influence the effectiveness of the principles, theories and concepts related research from the domestic and foreign research studies that were indicated very often the high quality factors were used in the research study. The research instruments are validated and reliable that the quality criteria were analyzed. The sample size consisted of the large sampling that enough to meet the acceptable amount of data used to analyze multiple levels require evidence of the large sample, and the variables are multivariate normal distribution, suggested that the multivariate analysis with the parameter estimation to administer of the sample size should not be less than 100, it will make the results more reliable, suggested that the multivariate analysis to the total of sample size should be no less than 20 times. The number of parameters should be used a sample of 1,122 people in this study, which followed as the criteria. The analyzing and adjusting the model are

conducting the data analysis process, analysis model structural equation at every step along the unaudited preliminary data necessary in the first step in analyzing what information is appropriate to be analyzed in the next stage or not.

#### **9.4 Development and Validation of the Structural Equation Multi-Level Model**

The results of developing and validated of the structural equation modeling multi-level showed that the level of structural equation modeling factors that influence the effectiveness of the OES schools with the standard of learners and schooling standard were consistent with empirical data and can show a causal relationship has been both a student and the classroom, significantly. Which is based on the assumption and set up were separated list of factors discussed by the researchers that following as below:

The learning process has a direct influence on the effectiveness of the OES schools as 0.919, the most statistically significant at the level of 0.01, evidently. It dues to the learning process as an important process in the course into practice with the core curriculum of the Basic Education Act BE 2551 is of course standards of learning. Performance of learners and desirable characteristics as a prime target, and in accordance with the Basic Standard for Quality Assurance in Education of learners' qualities contained with learners will have good health and aesthetics, and moral and ethical values are desirable. The pursuit of self-learning skills with their love to learn and develop themselves continuously who must have the ability to think systematically and creativity to solve problems rationally. They should have the knowledge and skills required by the curriculum with the skills to work and can work with others, and to have a good attitude to the profession of faith.

The learning process focused on the learner-center, students look forward of their good idea to practice learned from experience's variety. They need happy to learn as teachers, faculty, students' individually preparation of teaching materials and incorporating universal knowledge with wisdom Thailand by teachers. The classroom learning environment is conducive to learning, procurement and development resources variety are developed their ideas of a systematic and creative learners. The key elements of learning processes due to self-learning and learning outcome from the lessons of others are administered. Visitors will learn how the process of learning that may have come from ideas or their own preferences or from teaching to learning content pages. Learning content with any process or method are the best suits that would materially affect to students of their better learning to learn the content itself with their clear and to learn about the processes of learning coupled with according to Kangpheng's studies on the administration to influence the effectiveness of the OES schools. the results of the development model and the validity of the model showed

that the performance of the organized learning process factors in the classroom learning environments in the OES schools and the leadership have a direct influence on the effectiveness of the school, interestingly (Kangpheng, 2008).

In according to the indirect effect has found that the performance of the organization and leadership of the transmission factors to the learning process with the classroom learning environments in the OES schools to pass on the learning processes. In accordance with Wonghai (2014) has reported the multilateral level, affecting the results of the national test of basic (O-NET) in Mathematics at the 6<sup>th</sup> grade level in the OES schools showed that three independent variables included of the classroom, the qualities of teaching experience, teaching and learning environments were associated with a statistically significant level at 0.01. In terms of the motivation is a factor influencing both directly on the effectiveness of the OES schools indicated of statistical significance at level of 0.01. This result was shown students' achievement motivations of the effectiveness in the OES schools as the high standard in their classes. It may be because students' commitment guidelines of remembering the punctually attending their classes regularly, responsible well done assignments, planning on learning to read and review, the confidence to learn that the effectiveness as the high standard of the students as well as consistent with the findings of Keawmongkol (2013), whose conducting research factors that influence the effectiveness of academic administration of the schools under Bangkok Metropolitan Administration. Students' learning behavior has a positive influence on the effectiveness of school management, academic, and significance level of 0.01 was analyzed, and in accordance with Kanjanadee (2556) has reported analysis of multiple variables that influence academic achievement of students in the sixth grade at the three southern provinces. The results showed that the variables included the students' attitudes toward learning motivation and promote the study of parental influence of the academic achievements to their satisfaction at the level of 0.01, significantly.

Relationships between students' attitudes and their influences both direct and indirect effects' factors in the OES schools were associated. The standards of learners' factors toward their attitudes to their learning outcomes were also found at the level of 0.01, significantly. As a result, contribute to the effectiveness of the OES schools, the standards of the higher classes may be indicated that the value of learning was high level. There was a feeling like fun, their satisfaction of learning, the better characteristics, which will enable students to study well done and resulted in a higher quality of the students as well as satisfaction, possibly.

The guidance for the learning process consists of four main components, such as; knowledge of the process, conducting a learning, conducting a classroom, and the

success and results of the evaluation by a qualified person who were the seminars based on expert (Connoisseurship) showed a reasonable level and the highest possible levels may be due to this research study was conducted to promote the learning processes, the process oriented thinking, A beginning educational concepts and content of the documents and related research and interviews with experts were investigated. Using the synthesis and the draft guideline in the processing learning processes was administered. The advisors were offered of the validation in a seminar based expert (Connoisseurship) to help guidance the learning process that focused on the thought process, completely and suitably to be applied.

## 10. Suggestions

### 10.1 Suggestions on Bringing Research Results

The results showed that the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission as a whole in the medium level that it was considering of the standard level of effectiveness in moderate amounts included of the 4-standard.

*Standard 3:* learners seeking self-knowledge with their love to learn and develop themselves continuously.

*Standard 4:* learners have the ability to think systematically and their creativities to solving-problems rationally.

*Standard 6:* learners with their job skills can satisfy of their working with other people and to have a good attitude and a profession of faith with the knowledge and skills required by the curriculum.

The agency policies of the Office of the Basic Education Commission, the Primary Education Service Area Offices, and educational institutes can take to process the application, planning targeting policies and strategies in the development of education toward school administrators, teachers and students in the OES schools.

The results of this research study showed that the classroom learning process has a direct effect on the effectiveness of the OES schools indicated of highest level and the indicator weighs the highest priority to focus on the thought processes. The OES schools should have policies and the importance of the process of learners' learning to their thinking abilities. The teachers can make the learning process focused on the ideas' effectively to support the materials and facilities. The classroom and school environments whereas conducive to teaching and supervision system in the teaching of teachers for promoting the quality of teaching in educational standards, interestingly.

Focused on the results of classroom level research, it has found that students' attitudes toward learning outcomes on the direct influence of the effectiveness in the OES schools revealed of highest to student's motivations, significantly. Therefore, education should have the orientation for promoting the learning processes for students, teachers, parents and other stakeholders. All parties should work in concretely to encourage the students to realize the importance of learning outcomes evidence of the good attitudes to learning management.

## 10.2 Suggestions for Further Research

In this research study, the causal factors and increasing the effectiveness guidelines of learner qualities in the opportunity expansion schools under the office of basic education commission should have studied the other factors that influence the effectiveness of other processes, including the administration and education, the important of learning process of teaching and learning, the internal quality assurance system, and etc. are provided.

Researchers designed the variables structural equation models, the structural equation model over the two levels only. Suggestions for further research should study in school level, the primary educational service area office level, the office of education commission level, and the nationally level.

## References

1. Kanjanadee, C. (2013). *The analysis of the factors influencing the academic achievement of students in the sixth grade at the three southernmost provinces*. Master of Arts Thesis Academic Evaluation and Research Studies University.
2. Kangpheng, S. (2008). *Factors that influence the effectiveness of school management: The development and validation of the models*. Postdoctoral thesis. Graduate College University.
3. The Commission of National Education. (2000). *Guidelines for quality assurance in education to be assessed externally*. Bangkok: The Fine Print, 2543.
4. Office of the Education Council. (2013). *Management model using the school as a base: Experience in the selected schools*. School reform to improve learning quality students, Bangkok: Prof. A.
5. Office of the Education Council. (2015). *Performance studies international forum BE 2558 in Thailand (IMD 2015)*. The statistical analysis of the state Office of Educational Research and Development Office of the Education Council.



6. Rooncharean, T. (2002). The research report titled: The state and the administration and management of basic education schools in the country. Bangkok: VTC Communications Ltd.
7. The Bureau of Educational Testing Service. (2011). *Guidelines for assessing the quality of education*. Fundamental to ensuring the quality of the education. Commission Basic Education, Ministry of Education.
8. The Ministry of Education. (2016). To improve the quality of secondary education to international standards. Annual 2016. Retrieved from <https://drive.google.com/file/d/.0Bx2cUxE8N736MkRpV0xVYVV4MW8/view>
9. The National Education Testing Institute. (2016). *The results of the national educational tests basic (O-NET) at the 3<sup>rd</sup> grade level students in BE 2558*. Retrieved from [www.onetresult.niets.or.th/AnnouncementWeb/PDF/SummaryONETM32558.pdf](http://www.onetresult.niets.or.th/AnnouncementWeb/PDF/SummaryONETM32558.pdf) .
10. Wiratchai, N. (2002). *The process of reform to improve the quality of learning: Evaluation and assurance*. Bangkok: VTC Communications applications.
11. Wongchai, J. (2014). Multiple factors affect the results of the national test of basic (O-NET): Mathematics Grade 6th level, the OES schools under the Primary Educational Service Area Office 3. Year 4 No. 7 July to December. Journal of Science Education Network. Northern University.
12. Wongwanich, S. (2007). *Research projects accelerate the positive attributes of youth, Thailand complete*. Bangkok: Prig Whaun Graphics Co.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).