

**THE INFLUENCE OF SCHOOL CLIMATE AND PARENTAL INVOLVEMENT ON STUDENT'S LEARNING OUTCOME IN ALTERNATIVE HIGH SCHOOLS, BANGKOK METROPOLIS**

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entitled

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**ABSTRACT**

The purposes of this research were to study the level of student learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis; study the relationship between school climate, parental involvement and student learning outcome; and explore the predictive factors of school climate and parental involvement toward the student's learning outcome.

This research was conducted using quantitative and qualitative methods. The population was 108 students from alternative high schools in Bangkok Metropolis. A survey was carried out with a population of 108 students and interviews were conducted with 5 conveniently selected students. There were four research instruments, including a student learning outcome questionnaire, school climate questionnaire, parental involvement questionnaire, and interview guideline. The data were analyzed using descriptive statistics, Pearson's Correlation, Stepwise Multiple Regression and content analysis.

The research findings indicated that the overall student learning outcome and school climate were high, while the overall parental involvement level was moderate. The results also demonstrated that there was a positive relationship between school climate and student learning outcome, and the school climate could be a predictive factor of the student's learning outcome. On the other hand, there was no relationship found between parental involvement and student learning outcome, and parental involvement was not be a predictive factor of the student's learning outcome.

Based on these findings, this research has provided information for administrators and teachers to enhance their schools by improving school climate and parental involvement. It also provides useful information for parents about their roles in improving their children's learning outcome.

**KEY WORDS: ALTERNATIVE EDUCATION/ STUDENT'S LEARNING  
OUTCOME/ SCHOOL CLIMATE/ PARENTAL INVOLVEMENT**

110pages

อิทธิพลของบรรยากาศในโรงเรียนและการเข้ามามีส่วนร่วมของผู้ปกครองที่มีต่อผลลัพธ์การเรียนรู้ของนักเรียนในโรงเรียน  
ทางเลือกระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร

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OUTCOME IN ALTERNATIVE HIGH SCHOOLS, BANGKOK METROPOLIS

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#### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ ศึกษาระดับผลลัพธ์การเรียนรู้ของนักเรียน ระดับบรรยากาศในโรงเรียน และระดับการเข้ามามีส่วนร่วมของผู้ปกครองของผู้ปกครอง ศึกษาความสัมพันธ์ระหว่างบรรยากาศในโรงเรียน การเข้ามามีส่วนร่วมของผู้ปกครองของผู้ปกครองกับ ผลลัพธ์การเรียนรู้ของนักเรียน รวมถึงศึกษาปัจจัยที่สามารถทำนายผลลัพธ์การเรียนรู้ของนักเรียนในโรงเรียนทางเลือกระดับมัธยมศึกษาตอนปลาย กรุงเทพมหานคร

งานวิจัยนี้ใช้วิธีการเก็บข้อมูลทั้งเชิงปริมาณและคุณภาพ กลุ่มประชากรที่ใช้ในงานวิจัย ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จาก 4 โรงเรียนทางเลือกในกรุงเทพฯ จำนวน 108 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม 3 ฉบับ ได้แก่ แบบสอบถามด้านผลการเรียนรู้ของนักเรียน แบบสอบถามด้านบรรยากาศในโรงเรียน และแบบสอบถามด้าน การเข้ามามีส่วนร่วมของผู้ปกครอง สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณได้แก่ สถิติเชิงพรรณนา สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน การวิเคราะห์การถดถอยพหุคูณแบบขั้นตอน กลุ่มตัวอย่างที่ใช้ในการสัมภาษณ์ ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จาก 4 โรงเรียนทางเลือกในกรุงเทพฯ จำนวน 5 คน โดยใช้วิธีเลือกกลุ่มตัวอย่างแบบใช้ความสะดวก และใช้วิธีวิเคราะห์ข้อมูลเชิงคุณภาพโดย การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า ระดับผลลัพธ์การเรียนรู้ของนักเรียนและบรรยากาศในโรงเรียนอยู่ในเกณฑ์ดี ขณะที่ระดับ การเข้ามามีส่วนร่วมของผู้ปกครอง อยู่ในระดับปานกลาง ทั้งนี้ ผลการวิจัยยังพบอีกว่าบรรยากาศในโรงเรียนและผลลัพธ์การเรียนรู้ของนักเรียนมีความสัมพันธ์ในเชิงบวก และบรรยากาศในโรงเรียนสามารถเป็นปัจจัยที่ส่งผลกระทบต่อผลลัพธ์การเรียนรู้ของนักเรียนได้ ขณะเดียวกัน งานวิจัยกลับพบว่า การเข้ามามีส่วนร่วมของผู้ปกครอง และผลลัพธ์การเรียนรู้ของนักเรียนไม่มีความสัมพันธ์กัน และ การเข้ามามีส่วนร่วมของผู้ปกครองไม่สามารถส่งผลกระทบต่อผลลัพธ์การเรียนรู้ของนักเรียน

ผลการค้นพบของงานวิจัยชิ้นนี้ ให้ข้อมูลแก่ผู้บริหารสถานศึกษาและครูอาจารย์ ในด้านการพัฒนาโรงเรียน โดยมุ่งเน้นไปที่การพัฒนาบรรยากาศในโรงเรียน และการมีส่วนร่วมของผู้ปกครอง อีกทั้ง ยังให้ข้อมูลที่เป็นประโยชน์แก่ผู้ปกครอง ในด้านการพัฒนาผลลัพธ์การเรียนรู้ของนักเรียน

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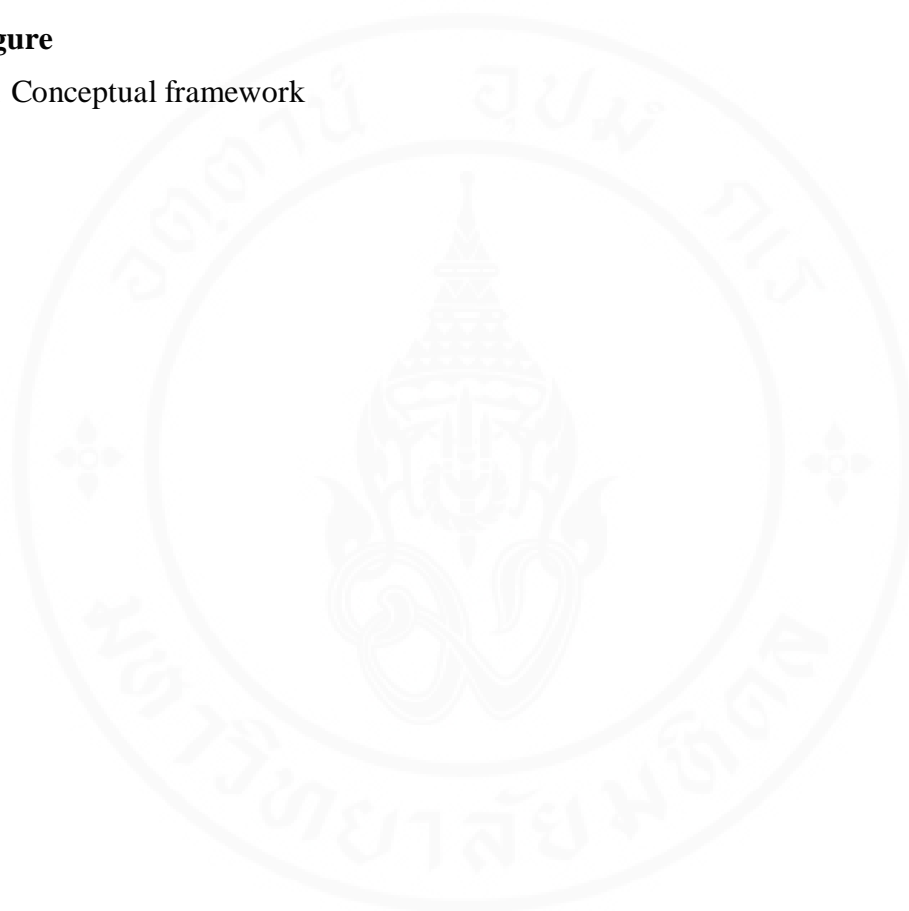
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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and Rationale**

Many researches in recent years studied about student's learning outcome. They found that the effect of student's learning outcome on student and on the attitudes of young people towards education had in many cases, been mostly negative. The majority of students said it was boring when they thought of school. Therefore, it could be said that if one aim of education was to encourage a love for learning, on this count alone, the system was utterly failing for many children. Other studies found that the teacher did not mention whether a child was caring and compassionate, innovative and creative or good at working collaboratively with others. Teachers were forced to concentrate on teaching narrow academic skills for tests; therefore they were compelled to ignore the significance of other fundamental aspects of a child's education. (Carnie, 2003) These attributes were as important if not more so in determining the extent to which the child would live a fulfilling and productive life. (Yoshiyoki, 2007)

This problem certainly occurred in Thailand. Review of past performance had revealed many problems, which needed urgent solution. Several issues and points of concern had emerged and among these points of concern were quality of learners, teachers and faculty staff, and educational personnel; efficiency of administration and management; and need for increased educational opportunities. It was disconcerting to observe a large number of educational institutions with low standard; poor achievements among learners who lacked essential attributes for attaining thinking skills, analytical acumen, avidity for learning and acquiring knowledge on continuous basis as well as widely accepted moral and ethical values. (Office of the Education Council, 2009)

In addition, educational system was no longer good enough to feed children information and knowledge which bolster up the global divide. Science,

history, economics and food technology taught without referent to ethics were barren. The students got only the knowledge, but they could not draw out the connection between subjects and how they relate to the real world. Most of their lessons did not explore the responsibilities as members of a global community. The student did not learn to connect with these issues at school by analyzing, questioning, debating and using their minds to delve beneath the surface that there was a chance of shaping a better world. In fact, there was a chance that young people would realize that through their work and how they live their lives, each one could make a positive contribution. (Carnie, 2003)

In view of the problems, the emphasis needed to be on the world community – on creating schools where all people have a sense of belonging and can actively contribute so that education is a dynamic, meaningful and relevant process. This was the challenge for schools in the twenty first century.

In the history of education, there was no single best form of instruction because of the differences of children who had different background, family and culture. This creates the new pedagogy that differed from formal education and they are implemented in alternative schooling such as Summer Hill, Montessori, Waldorf, Neo Humanist, Buddhism and Santi-asoka among others. This pedagogy spread around the world. There were more than 6,000 alternative schools around the world and more than 10 in Thailand (Choeybal, 2008).

According to the National Education Act 2002 (Office of the Education Commission, Office of the Prime Minister, Kingdom of Thailand, 2002), promulgated in agreement with the Constitution of the Kingdom 1997, the government had to provide a basic education for all Thais as well as to enhance an education along with an alternative education, thoroughly, quantitatively and qualitatively; moreover, the government had to promote life-long learning, too (Vasee, 2004). Even if the term ‘alternative education’ was avoided, and school education, non-formal education, and informal education were designated instead as the three types of education covered by the Act. The provisions of the National Education Act that were closely related to alternative education were, as shown below, section 15 (especially the second paragraphs).

*“Section 15**There shall be three types of education: formal, non-formal, and informal.**(2) Non-formal education shall have flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal education shall be appropriate, respond to the requirements, and meet the needs of individual groups of learners.”*

The alternative education also stated in the proposals for the Second Decade of Education Reform (2009-2018) (Office of the Education Council, 2009) that in order to drive forward, actions are required for education reform. Therefore, it is necessary to promote and provide support for alternative education, as was shown below,

*“Groups of persons will be established for promoting and supporting alternative education for effective implementation of high quality. Observance of the principles and guidelines for education provision articulated in the National Education Act and relevant government education policy will be ensured.”*

Hence, all alternative education systems providing new dimensions in Thai education at all levels were nationwide accepted and fostered appropriately by law. (Suttiprasit, 2003)

Alternative schooling within Thailand had a modern system with high efficiency, modern instruction, learning process aimed to develop by nature and capability to preserve cultural art and Thai wisdom. The instruction was not only on academic and technology, but enhances moral, ethical and cultural values, organized the varieties of learning process, and is child-centered. The vision of learner, the students would have to be civic-minded, holistically healthy, open-minded, intelligent, moral and ethical. In terms of academic management of alternative schools in Thailand, the curriculum followed pedagogy where the students not only learn about the content, but they learn through experience. The students will be evaluated by an international curriculum. The instructional approach of alternative schools places an emphasis on being child-centered, authentic and learning outside of textbooks. They use innovative pedagogy to make learning interesting and provide authentic learning

through group activities, field trips and student research. Instruction is based on individual differences and on creative, learning innovations. (Choeybal, 2008)

According to the characteristics of alternative school in the above passage, learning outcome referred to statements of what students were expected to know and be able to do at the end. It is usually expressed as knowledge, skills, or attitudes. Learning outcome should follow needs assessments, which determine the gap between an existing condition and a desired condition. (AALL, 2004) The characteristics of good learning outcome specified and acted upon by the student must be observable, measurable and able to be demonstrated. (Wilson, 2001) Fink (2003) presented a taxonomy that covers broader cross section of domains with the exception of psychomotor domain. Fink's taxonomy created objectives targeted to the audience and desired level of learning/thinking depended on students to be able to: know, apply, integrate, consider the human dimension, care, or learn to learn.

Causal factors referred to the factors that already exist in the situation before the engagement of learning. They were personal and situational factors. The personal factor which included prior knowledge, ability, values, personality characteristics that affected their approaches to learning, etc. The situational factor was related to the teaching context, which included the course content, the course structure, the teaching method and strategy, assessment method, etc. (Poon. et. al, 2007) From the above passage, there were many factors that influenced student's learning outcome. This research wanted to study the situational factors affecting student's learning outcome. It focused on school climate and parental involvement aspect of situational factors.

Numerous researches on school climate referred to the school's effects on students. They found that schools with a better school climate had higher achievement and better socioemotional health. (Tableman, 2004) A school's climate was the summation of all the positive and negative interactions among people in the school in a given day. The tone of those interactions was largely shaped by the school's culture – the unspoken norms, habits, and traditions that influence how people behave (Goleman, 2006). 'Unspoken norms', 'habits', and 'traditions' are terms used when discussing the affect of school climate on learning outcome. As such, they deserved serious attention since it can improve performance (Tableman, 2004). Student

achievement could increase in schools where teachers and administrators had stronger professional and emotional support among themselves. These suggested the possibility of some sort of trickle-down effect from such a climate (Hoy and Sabo, 1998). The Organization Climate Description Questionnaire (OCDQ) represented an effort to create an instrument for measuring climate. The instrument consisted of five components including school atmosphere, student-staff relationships, student behavior/school rules, peer relationship, and learning environment (Hoy and Tarter, 1997).

Parenting could help families establish home environments to support children as learners (Davis, 2000). The amount and the type of help that children receive from their family defined the influence of parental involvement. This was determined by elements of the family context such as the affective relationships, attitudes towards values, expectations, and etc. Along these lines, parental expectation had a notable influence on academic results, even when controlling for initial knowledge and socio-economic context (Marchesi and Martin, 2002). Estein (1995) came up with the components of cooperation between the school and the students' families. There were five general categories that were needed in order for the students' families to fully support their child's learning environment at home. There were parenting, communications, volunteering, learning at home, and decision-making (Davis, 2000).

As mentioned above, school climate and parental involvement were factors that influence student's learning outcome. Therefore, the researcher intended to study about student's learning outcome in alternative high schools in Bangkok Metropolis and to study the relationship between school climate and parental involvement which influence student's learning outcome in alternative high schools in Bangkok Metropolis. Moreover, the researcher also provided in-depth information on school climate and parental involvement towards student's learning outcome in alternative high schools in Bangkok Metropolis. The result of this study will provide useful information on student's learning outcome in alternative high schools in Bangkok Metropolis to administrators and teachers. This way administrators and teachers can improve their schools by focusing on school climate and parental involvement.

Moreover, the study also provided useful information for parents regarding their roles in improving their child's learning outcome.

## **1.2 Research Questions**

1.2.1 What are the levels of student's learning outcome, school climate and parental involvement in alternative high schools in Bangkok Metropolis?

1.2.2 What are the relationships between student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis?

1.2.3 What are the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis?

## **1.3 Research Objectives**

1.3.1 To study the level of student's learning outcome, school climate and parental involvement in alternative high schools in Bangkok Metropolis.

1.3.2 To study the relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis.

1.3.3 To explore the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis.

## **1.4 Research Hypotheses**

1.4.1 There are positive relationships between student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis.

1.4.2 The school climate and parental involvement can predict student's learning outcome in alternative high schools in Bangkok Metropolis.

## 1.5 Scope of the study

The central issue of this study focused on school climate and parental involvement that influence student's learning outcome in alternative high schools in Bangkok Metropolis. The study included all students in grade 12 from 4 alternative high schools in Bangkok Metropolis. This study focused on 4 alternative schools in Bangkok Metropolis because these 4 alternative schools provide secondary education. The students, who were in grade 12, were selected in this research because students in grade 12 had studied continuously in the selected alternative high schools, Bangkok Metropolis for 3 years. The student's report of factors related to learning outcome was a questionnaire that studies the influence of school climate and parental involvement on student's learning outcome. The data collection was carried out during February 2013.

## 1.6 Operational Definition of the Term

**Student** refers to students in alternative high schools in Bangkok Metropolis.

**Alternative school** refers to alternative high schools in Bangkok Metropolis where the schools are flexible in determining the aims, modalities, management procedures, duration, and assessment and evaluation conditions for graduation. The contents and curricula for alternative school are appropriate, respond to the requirements, and meet the needs of individual learners.

**Learning outcome** refers to the ability that students in alternative high schools in Bangkok Metropolis will possess upon successful completion of a course. It covered six aspects, as followed:

(1) Foundational knowledge refers to students' ability to explain and demonstrate their knowledge in terms of understanding and memorization.

(2) Application refers to students' ability to explain and demonstrate their knowledge in term of critical and practice thinking creativity, and performance.

(3) Integration refers to students' ability to explain and demonstrate their knowledge in term of connecting ideas, disciplines, people, and realms.

(4) Human dimension refers to students' ability to explain and demonstrate themselves in term of leadership and teamwork.

(5) Caring refers to students' ability to explain and demonstrate themselves in terms of wanting to succeed and developing a keen interest in something.

(6) Learning to learn refers to students' ability to explain and demonstrate themselves in term of becoming a better learner and inquiring & constructing knowledge.

**School climate** referred to students' perception towards the atmosphere of alternative high school in Bangkok Metropolis. It was measured by five components, as followed:

(1) School atmosphere refers to students' perception of the school environment, for example, student's emotion towards the school environment.

(2) Student-staff relationships refer to students' perception of the school members which is reflected in the students' behavior.

(3) Student behavior/school rules refer to students' perception of the behavior of student and rules of school.

(4) Peer relationships refer to students' perception toward other students and how they interact.

(5) Learning environment refers to students' perception towards the learning environment of school, which includes school program and classroom activities.

**Parental involvement** referred to how students perceived their parents' participation regarding their enrollment in alternative high schools in Bangkok Metropolis. Five aspects, as followed, measured it:

(1) Parenting refers to students' perception of the support that the school gives their family members, so that the environment at home will support children as students.

(2) Communication refers to students' perception toward designing effective forms of school-to-home and home-to-school communications regarding school programs and children's progress.

(3) Volunteering refers to students' perception towards their parents participating and supporting their learning.

(4) Learning at home refers to students' perception toward their family on getting involved in sharing information and ideas on how to support their child's learning with other families, such as sharing ideas on: conducting activities that support learning, decision-making, and planning.

(5) Decision making refers to students' perception toward including parents in school decisions and developing parent leaders and representatives.

## **1.7 Research Contributions**

1.7.1 The study provides the levels of student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis for administrators and teachers to use as a guide to improve their schools in the aspect of school climate and parental involvement.

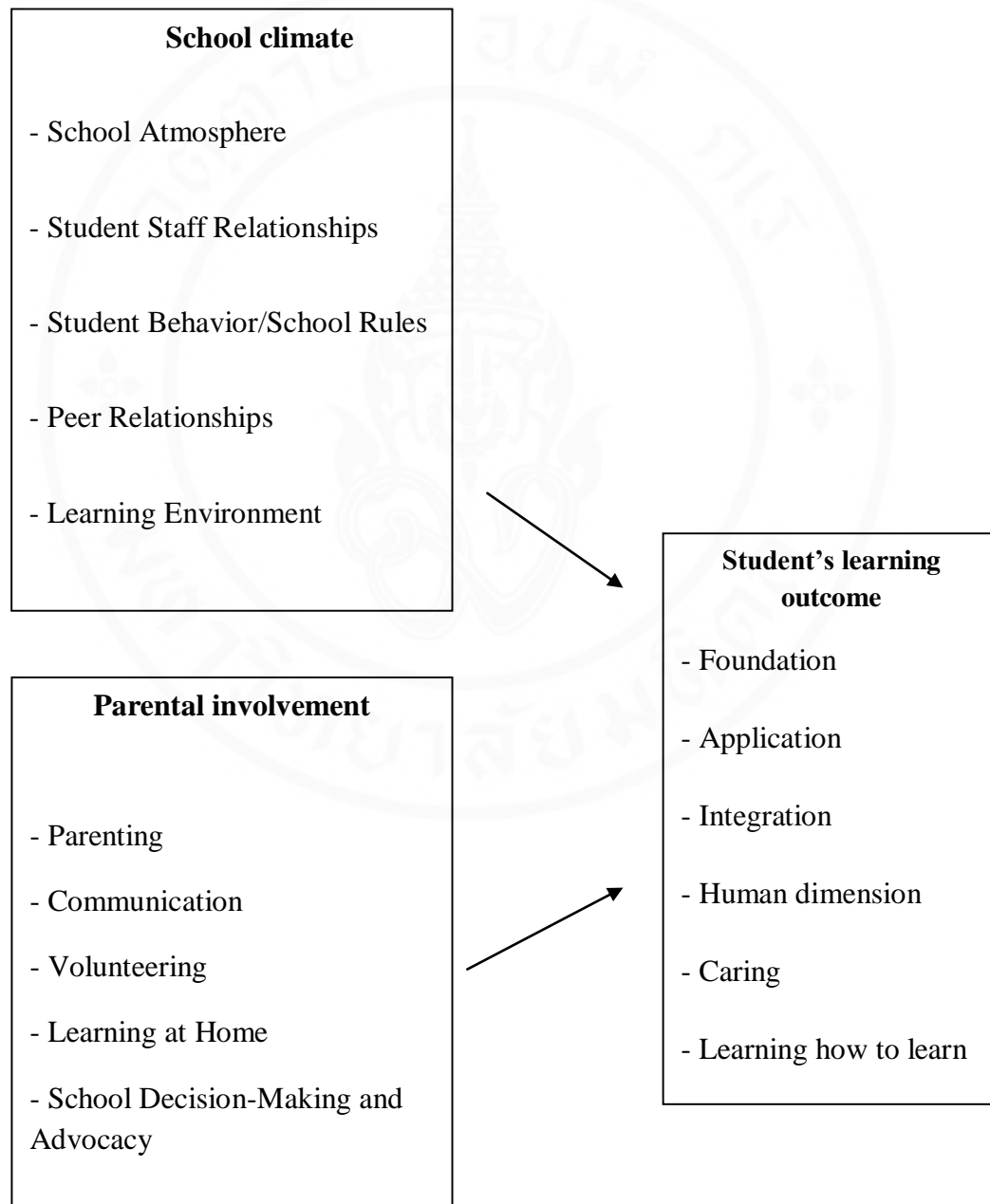
1.7.2 The study provides information on the relationships between student's learning outcome, school climate, and parental involvement for administrators, teachers, and parents. Administrators, teachers, and parents will further understand the importance of school climate and parental involvement and its influence on student's learning outcome.

1.7.3 The study revealed predictive factors of school climate and parental involvement toward student's learning outcome for administrators, teachers, and parents. This way involved parties will understand their role, so that they can improve their students' learning outcome through school climate and parental involvement.

## **1.8 Conceptual Framework**

From the review of literatures, the conceptual framework of the study was framed based on theories, concepts and relevant research. The main ideas were adopted from Fink (2003) to measure student's learning outcome, the work of Hoy & Tarter (1997) to measure school climate, and the study by Joyce Epstein (1995) to measure parental involvement.

The conceptual framework was set up to understand the influence of school climate and parental involvement on student's learning outcome in alternative high schools in Bangkok Metropolis as shown in Figure 1.1.



**Figure 1.1 Conceptual framework**

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviewed the existing literatures relevant to this study. The objective of this part is to understand the overview of alternative school and the concept of learning outcome, school climate, and parental involvement of students in alternative school in response to the objective of the research. The chapter is organized as follows:

#### 2.1 Overview of alternative education

##### 2.1.1 Concept of alternative education

##### 2.1.2 Alternative education in Thailand

#### 2.2 Concept of learning outcome

##### 2.2.1 Definition of learning outcome

##### 2.2.2 Learning outcome measurement

#### 2.3 Factors influencing student's learning outcome

##### 2.3.1 Concept of school climate

###### 2.3.1.1. Definition of school climate

###### 2.3.1.2. School climate measurement

##### 2.3.2 Concept of parental involvement

###### 2.3.2.1. Definition of parental involvement

###### 2.3.2.2. Parental involvement measurement

#### 2.4 The related researches

##### 2.4.1 Related researches on alternative school in Thailand

##### 2.4.2 Related researches on school climate influencing learning outcome

##### 2.4.3 Related researches on parental involvement influencing learning outcome

## **2.1 Overview of alternative education**

### **2.1.1 Concept of alternative education**

#### **Definition of alternative education**

The meaning of the term 'alternative education' varied depending on time and place. There were some researches on alternative education. The specification of alternative education was relevant to the statement made by Chakpisuth (2005), who said, "the alternative education was education where instruction was on learning innovation enhance the abilities in individual differences, there were experimental learning and organize the environment to serve learning". Similarly, Pathumchareonwattana (2002) stated that "alternative education was the education where had own educational pedagogy and philosophy."

In addition, Thamromdee (2006) said that alternative education was education that used an international curriculum. But the school were free to come up with their own content, system, teaching methods, and textbooks. The students will be learning like students from mainstream education. Students in alternative schools are taught life skills and working in teams. These two skills are taught using topics that the students are interested in, by working in teams, going on field trips, and conducting research. The contents of the lesson are adjusted according to the age of the students. And courses emphasized the students' ability to synthesize knowledge. The schools are child-centered and aimed to develop the whole person and not just in the academic aspect. It was a good way to solve the present social problems. Therefore, alternative education was one out of many choices for parents to choose the best pedagogy, for their children, from. Alternative education had a pedagogy that differed from mainstream education. It enhanced the quality of human capital. The enhancement of human capital through efficient management could be expected to enhance proper membership within a globalized world (Choeybal, 2008). Moreover, this kind of education wanted to survive and in order to do this they had to be responsive to the wishes of parents. However, the most important prevailing ethos for all alternative education is to meet the needs of student (Carnie, 2003).

The reality was that alternative education had many functions. Some of its functions were: being a child-centered education that focused on the students individually, education that is for deviant students (in other countries, alternative education was for deviant students or students that could not get along with peers in mainstream education), and alternative education was for gifted children (Yoshiyuki, 2007).

In summary, alternative education was education that had its own educational pedagogy and philosophy. They emphasized individuals' needs and aimed to develop the person holistically.

### **Characteristic of alternative education**

Despite the diversity of alternative education, it was possible to grasp alternative education in general and to discern common characteristics amid the diversity. Education that practiced the alternative education approach were said to display distinctive characteristics such as the following: they took a critical stance toward public education; they emphasized individuality, which was devalued in public education; they had a family-type atmosphere unique to a small community; their membership had a mutual affinity; they valued cooperation over competition; they fostered a culture of care and concern; the student and staff members had a real sense that they were creating their own learning and their own lives; and they had a great awareness of participating in community formation (Kellmayer, 1995).

Other distinctive characteristics had also been pointed out, such as their small size, their optimistic ethos, their selectivity (variety matched with the needs and interests of the students), their possession of vision shared by parents and teachers, they devise teaching methods, the relevance of their curricula, their innovative programs, their voluntary participation, their self-governance, their autonomy, and their conduction of appropriate student evaluation (Barr and Parrett 1997).

The common thread in these various distinctive characteristics was the innovative nature that sought to meet special needs that were not satisfied by mainstream education, or that discerned some problem in traditional education and sought to resolve it (Yoshiyuki, 2007).

Alternative education was classified into three types according to the object of reform: students were reformed, schools were reformed; and the education systems were reformed.

1. Placed value on student individuality and aimed to provide education to enhance student's abilities or to reform deviant students so that they would be rehabilitated and be a part of society.

2. Schools had innovative curricula, teaching methods, and management models.

3. Schools that aimed to reform the system. They are 'school-within-schools' or small-scale schools that are a part of the regular school, but only deviant students are enrolled.

The objects of reform by alternative education were many and various, so the actual practice of such education encompasses a great diversity (Yoshiyuki, 2007).

Besides, the characteristics and components of innovative and effective practice, effective alternative education typically demonstrate the following:

1. High standards and expectations that build aspirations.

2. Small schools, small class sizes and high staff/learner ratios.

3. Student-centered or personalized (needs-led) programs that are flexible and customizable to individual needs.

4. High quality 'caring and knowledgeable' staff as well as ongoing professional development and support for all staffs.

5. Links to multiple agencies, partners and community organizations, and 'a safety net of pastoral support including counseling and mentoring.'

6. An expanded, challenging and flexible curriculum related to learners' interests and capabilities that offer a range of accreditation opportunities; a good curriculum is skills focused and also emphasizes the basic skills of literacy, numeracy, communication and ICT.

7. Expanded curricula that foster the development of interpersonal and social skills and enable holistic approaches to be taken; this can be through integration into all lessons and activities, as well as being taught discretely.

8. Family and community involvement.

9. The creation and maintenance of intentional communities that pay considerable attention to cultivating a strong sense of connection among students and between students, families and teachers. This includes establishing relationships that are adult-like and based on respect.

10. Healthy physical environments that foster education, emotional well-being, and a sense of pride and safety (Gutherson et. al., 2011).

In summary, the one of the characteristics of alternative education was diversity. They emphasized individuality and real atmosphere that sought to meet the needs that were not satisfied by mainstream education. There were three types of alternative education according to the object of reform: students were reformed, schools were reformed, and education systems were reformed.

### **2.1.2 Alternative education in Thailand**

Method of teaching in Thailand had problems. In addition a guest lecture on alternative education for the building of intellectual power (2004), mentioned this problem. The guest lecturer said that in the present time, most Thai education provided learning in classroom and reading from the textbooks rather than provide knowledge from real experience. This content said that if student learned from only textbook, student might have problems, such as: lack of confident, lack of real experience, lack of thinking skills, lack of participation with others including parents, lack of psychological development, and lack of basic morality. Therefore, school of choice or alternative education plays important role in the fulfillment of Thai education.

From the causes mentioned above, a new pedagogy was created. The new pedagogy is alternative education and it differed from mainstream education. Some examples of schools that are alternative schools are Summer Hill, Montessori, Waldorf, Neo Humanist, Buddhism, and Santi-asoka. That pedagogy spread throughout the world. There were more than 6,000 alternative schools around the world and more than 10 in Thailand. Alternative schools in Thailand have different philosophies and teaching methods.

According to the National Education Act 2002, promulgated in agreement with the Constitution of the Kingdom 1997, the government had to provide basic education for all Thais as well as to enhance a higher education along with a special

education, thoroughly, quantitatively and qualitatively; moreover, the government had to promote life-long learning, too. From an interview of Prasert Ngamphan, the secretary of Office of teacher and Educator Committee said, “To support in the specification of alternative education, alternative education would help to develop Thai education and accepted the governmental system was the one reason to reduce the educational quality” (Choeybal, 2008). Hence, all alternative education systems provided new dimensions in Thai education at all levels were nationally accepted and fostered appropriately by the law (Suttiprasit, 2003).

Alternative education in Thailand is run by the private sector. They used the national curriculum, but had freedom and creativity to organize the instructional contents, teaching methods and textbooks. They had a different pedagogy from the mainstream education where they were able to give opportunities for the learner to learn something interesting and for their parents to choose the expectative pedagogy for their children. Administrators and teachers of alternative education needed to believe that there’s a better way to develop students. They used principles and pedagogy to develop and solve social problems that differ from mainstream education. (Choeybal, 2008) Some examples were the Moo Ban Dek school (Children's Village school), Roong Aroon school, Amatyakul school, and Sathyasai school.

The innovation for learning and teaching of alternative education in Thailand consisted of three core elements: philosophy, teaching approach, and schooling resources.

1. Learning and teaching innovation had been rooted in various educational philosophies, for instance, Montessori, Waldorf, Summerhill, and applied Buddhism. Despite different practices, these philosophies shared a focal point - humanity was heterogeneous in nature, therefore, education should be diversified and learner-oriented.

2. By spelling out their own philosophies into concerted action, these teaching approaches did not strictly take form identical to mainstream education. Instead of providing eight core single subjects (such as: mathematics, English, and Thai language), alternative education combined them into a set of integrated packages. Also, most alternative schools in the sample tended to set up learning outdoors, working as a team, and lecture in classrooms together as a dominant teaching method.

For example, high-school students in Darunsikkalai School learned a story about rice and ships, which would bring students into studying a serial of Suvarnabhumi history, agriculture, irrigation, culture, and international trade.

This method, called 'story-based learning,' aimed to encourage students to study various core subjects and be curious enough to find the answers by themselves. One reason behind this learning design was to help students to comprehend the variety and interconnectedness of real life and equip them with the right mindset and solutions.

3. Many found that compared with private and public schools in Thailand, the number of students per classroom in alternative schools and ratio of students per teacher were smaller than in mainstream education. The smaller teacher-student ratio allowed a teacher to take care of students more closely. And, these schools tended to recruit teachers that were ready to teach, rather than hiring teachers based on their GPA and diploma (Tunmuntong, 2012).

This study focused on alternative schools that based their teaching and learning innovations on educational philosophies.

In summary, alternative education in Thailand was made to solve problems and develop Thai education. They had used new pedagogy that differed from the mainstream education and provided new dimension at all levels.

### **The vision of alternative education in Thailand**

The vision of alternative education within Thailand aimed to develop the organization or the school to be a learning organization, educational leader and a leader in educational innovation. Alternative education in Thailand had a modern system with high efficiency, modern instruction, learning process aimed to develop the students' human aspect and abilities, and preserve Thai culture and art. The instruction are all child-based education (that used different approaches) that aimed to enhance the students' morale, ethics, and culture; rather than just to focus on academics and technology. The students would have to be civic-minded, holistically healthy, open-minded, intelligent, moral and ethical. The students concentrated on their self-development and self-esteem. Moreover, their qualities were comparable to the standard of the national education (Choeybal, 2008).

In summary, alternative education in Thailand aimed to develop the students as a human. It did not improve only academic skills, but also take care of the students' mind.

### **The mission of alternative education in Thailand**

The mission of alternative education in Thailand was to enhance and support learning processes that placed an emphasis on child-centered learning, developing and supporting learners to be good citizens who had moral and ethical values, organizing learning activities to help learners developed them, and prepared them to live in society with peace and happiness. The administration and management of alternative education emphasized high efficiency. They attempted to organize a cooperative administration that enhanced and supported school personnel to be skillful and obtained higher education diplomas. They aimed to develop learning innovations within their school, and to create an atmosphere of a learning resource center that served instruction, organized the curriculum and instructional activities to emphasize child-centered learning, and developed a system of information technology that foster higher efficiency of educational administration and students (Choeybal, 2008).

In summary, the mission of alternative education in Thailand was to support individual's learning. They provided activities to develop students and prepared them to live in society. They created suitable atmosphere for learners and emphasized child-centered learning.

In conclusion, alternative education was education where instruction was on learning innovations that enhance the abilities in individual differences. They used experimental learning and organize the environment to serve learning. The reality was that alternative education had many functions, for example, individualized education of the kind found in child-centered education, as remedial education for problem children, and as special education for gifted children.

This pedagogy spread throughout the world. There were more than 6,000 alternative schools around the world and more than 10 in Thailand and they are differences between each one.

## **2.2 Concept of learning outcome**

### **2.2.1 Definition of learning outcome**

Learning outcome was an expression of what a student would show upon their successful completion of high school. They are statements of what students are expected to know and be able to do at the end of module/course unit, or qualification and understanding and/ or doing as a result of a learning experience. In general, learning outcome statements were content standards for the provincial education system. Not all of the college was confined to learning. Additional behavioral outcomes or experiences that might result from attending an institution or program include employment and increased career mobility, enhanced incomes and lifestyles, the opportunity to enroll for additional education, or simply a more fulfilled and reflective life. Hopefully, these were related to learning. Indeed, institutions and programs often used evidence that students had obtained such benefits as a proxy for instructional effectiveness. But such subsequent experiences, however successful, should not be confused with actual mastery of what had been taught. Similarly, student and graduate satisfaction was important, especially as it was related to persistence and the opportunity to continue learning. But it should not be confused with student learning (CHEA, 2003).

Outcomes were usually expressed as knowledge, skills, or attitudes. Learning outcomes should follow a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition. Learning outcomes were statements that describe a desired condition; the knowledge, skills, or attitudes required to fulfill the need. They showed the solution to the identified need or issue. Learning outcomes provided direction in the planning of a learning activity (AALL, 2004). The characteristics of good learning outcome specified an action by the student that must be observable, measurable and able to be demonstrated (Wilson, 2001).

Learning outcome along with assessment criteria specified the minimum requirements for the award of credit, while grading was based on attainment above or below the minimum requirements for the award of credit. Learning outcomes are

distinct from the aims of learning in that they were concerned with the achievements of the learner rather than with the overall intentions of the teacher.

Learning outcome was an expression of what students were expected to know and be able to do at the end. Expressions should flow a needs assessment that determined the gap between an existing condition and a desired condition.

### **Types of learning outcome**

Learning outcomes as set out in the University of Warwick's course specifications were divided into four categories:

1. Subject knowledge and understanding;
2. Subject-specific skills were practical skills that were integral to the course, e.g. laboratory skills, language skills, counselling skills;
3. Cognitive skills, intellectual skills such as an understanding of methodologies, synthesis, evaluation or ability in critical analysis;
4. Key skills were skills that were readily transferable to employment in other contexts, such as written and oral communication, working within a team, problem solving, numeracy and IT skills (University of Warwick, 2004).

In term of period of how that learning was to be demonstrated, learning outcomes reflected a nation's concern with the level of knowledge acquisition among its student population. Measuring learning outcomes provided information on what particular knowledge (cognitive), skill or behavior (affective) students had gained after instruction was completed. They were typically measured by administering assessments at sub-national, national, regional and international levels. The country decides what the purpose of the assessment was, the population that would be assessed, what was to be assessed, how it was to be assessed, and how the measures were to be reported and utilized. Policy makers might decide to focus on a limited amount of domains and grade levels while others would focus on the measurement of student knowledge in a wide range of domains and grade levels (Moon, 2002).

In summary, learning outcome was divided into four categories, including subject knowledge, subjects – specific skills, cognitive skills, and key skills. They reflected a nation's concern with the level of knowledge acquisition. The measurement

of learning outcomes provided information that student had gained after instruction was completed.

### **2.2.2 Learning outcome measurement**

There were 2 taxonomies for measuring students' knowledge and understanding. They are both based on students' abilities. Fink's taxonomy (2003) measured the following abilities: to know, to apply, to integrate, to consider the human dimension, to care, and to learn how to learn. While Bloom's taxonomy was similar to Fink's (2003), it measured the following abilities, the abilities to: know, comprehend, apply, analyze, synthesize, and evaluate.

These outcomes represented different levels/kinds of thinking.

Fink's (2003) instrument for measuring learning outcome was called "taxonomy." It differed from the Bloom and SOLO taxonomy. Fink's taxonomy for measuring learning outcome was based on the belief that students have the ability to know, apply, integrate, consider the human dimension, care, and learn how to learn. Fink presented a taxonomy that was not hierarchical. In addition it covered broader domains with the exception of a psychomotor domain. It was similar to Anderson's taxonomy in its emphasis was on metacognition (learning to learn) and also included more affective aspects, such as the 'human dimension' and 'caring: identifying/changing one's feelings'.

An example of the Action Verbs for Each Dimension of Learning were described below:

In term of foundational knowledge, the question was what key information, ideas, perspectives were important for students to know? It separated the process into three steps, dimension, action verbs, and objects. If the students understood and remembered, the students could associate, explain, list, recognize, compare give example, repeat, etc. This process was for learning facts, concepts, theories, relationships, etc.

Application: what kinds of thinking, complex projects, and skills were important for students to be able to accomplish? The dimension was critical thinking which means that the students must be able to analyze, contrast, dissect, label, assess, and distinguish, etc. The objects that students used in this dimension were idea, issues,

situations, proposals, possesses, etc. This application had 5 dimensions, critical thinking, practical thinking, creative thinking, managing complex projects, and performance skills. Each dimension has specific action verbs and objects.

Integration: the question was what connections should students be able to recognized and make within and beyond this learning experience? The dimensions consisted of interdisciplinary learning, learning communities, learning, and living/working. For this dimension, the student could (action verb) associate, correlate, link, connect, etc. and the objects were ideas, disciplines, perspectives, contexts, etc.

In the aspect of human dimension, the question was what should students learn about themselves and about interacting with others? The dimension consisted of interpersonal relationships, self-authorship, leadership, ethic, and multi-cultural education, working in teams, citizenship, and environmental ethics. The students could (action verb) acquire, educate, motivate, etc. This dimension is for measuring the students' ethics, morality, principle, social, beliefs, etc.

In the aspect of caring, the question was what changes in the students' feelings, interests, and values were important? The dimension focused on being a good learner, becoming excited about a particular activity/subject, and developing a commitment to live right. The students could (action verb) agree to, develop, identify, share, recognize, etc. The objectives of this dimension were attitudes, beliefs, feeling, interests, opinions, and values.

In the aspect of learning how to learn, the question was what should students learn about learning, engaging in inquiry, and becoming self-directed? The dimension was how to be a better learner, how to inquire and construct knowledge, and how to pursue self-directed or intentional learning. The students could (action verb) construct knowledge about, predict performance, describe how to, develop learning plan, etc. And the object was learning, acquisition of knowledge and skills, self-improvement, self-direction, and accountability.

Moreover, Fink's taxonomy included levels of thinking/learning and teaching/ learning strategies best suited for each dimension of learning.

Many people, processes and institutions influenced students' achievement and adjustment. Parents, the broader family, peer groups, neighborhoods influences, schools and other bodies (e.g. churches, clubs) all played a part in shaping student's

progress towards their self fulfillment and citizenship. The student themselves, of course, with their unique abilities, temperaments and propensities played a central role in forming and reforming their behavior, aspirations and achievements.

Fink's Taxonomy was an instrument for teachers to measure students' learning outcome. It was used to create 'action verb' that evaluates what teachers expect from the students in the following aspects: integration, consideration for human dimension, caring, and learning how to learn.

In conclusion, learning outcome were statements of what students were expected to know and be able to do at the end of the module/course unit. It was usually expressed as knowledge, skills, or attitudes. The characteristics of good learning outcome specified an action by the students that must be observable, measurable and able to be demonstrated. Instrument developed by Fink was the taxonomy to create objectives targeted at what the teacher wanted students to know, apply, integrate, consider the human dimension, care, or learn to learn. It included Foundation, Application, Integration, Human dimension, Caring, and Learning how to learn.

## **2.3 Factors influencing student's learning outcome**

### **2.3.1 School climate**

#### **2.3.1.1 Concept of school climate**

##### **Definition of school climate**

School climate reflected the physical and psychological aspects of the school that were more susceptible to change and that provided the preconditions necessary for teaching and learning to take place.

School climate was the set of internal characteristics that distinguished one school from another and influence the behaviors of each school's members (Hoy & Miskel, 2005).

School climate was multi-dimensional and influences many individuals, including students, parents, school-personnel, and the community. It was evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents, in the way students and staffs “feel” about being at school each day. School climate was a significant element in discussions about improving academic performance and school reform. It was also mentioned in discussions of potential solutions to problems such as bullying, inter-student conflicts, suicide, character education, and moral education (Tableman, 2004).

School climate was the relatively enduring quality of the school environment that was experienced by participants and how it affected their behavior. It was based on their collective perception of behaviors in school (Hoy, Tarter, & Kottkamp, 1991). School climate was also the social atmosphere of a setting or “learning environment” in which students had different experience, depending on the protocols set up by the teachers and administrators (Moos, 1979).

In conclusion, school climate is the physical and psychological aspects of the school that provided the preconditions necessary for teaching and learning to take place (Tableman, 2004).

School climate referred to the quality and character of school life. It was based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures (National School Climate Center, Center for Social and Emotional Education, and National Center for Learning and Citizenship at Education Commission of the states, 2008).

School climate referred to the quality and character of school life. School climate was based on patterns of students’, parents’ and school personnel’s experience of school life and reflects norm, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Cohen, 2009).

School climate also focused on principals, who desired to improve the school’s culture, fostered an atmosphere that helped teachers, students, and parents know where they fit in and how they could work as a community to support teaching and learning. Creating a school culture required instructional leader

to clearly communicate their vision to faculty and staff. Additionally, principals created a climate that encouraged sharing authority and responsibility if they were to build a positive school culture. This mean school depended on a strong sense of purpose and leadership. However, in order to build a culture that was integral to school life, principals geared their students, faculties, and staffs in a common direction and provide a set of norms that describes what they should accomplish. To encourage a school culture and climate that promoted the following qualities of humans: the nature to live in society, the nature to exchange ideas, and the nature of having principles. Humans think that their superiors have to support them in the following aspects: connection, coherence, capacity, commitment, and collaboration between members. (Macneil, 2009)

It also defined school climate as the quality and character of school life with a particular focus on the quality of relationships within the school community between and among students and adults (Safe school climate plan, 2012).

The Ohio School Climate Guidelines described how schools could create environments where every student feel welcomed, respected and motivated to learn. The nine guidelines were summarized here:

1. Schools, parents and communities together bolstered academic achievement.
2. Integrated students' social and emotional needs into the district's school improvement framework.
3. Evaluated the learning environment and ensure its ongoing improvement.
4. Maintain caring, engaging and well-managed classrooms.
5. Deal with threats to safety for a better focus on learning.
6. Teach social and emotional skills to foster student success.
7. Include parents and families to maximize students learning.
8. Connect students with schools by empowering them in responsible roles.
9. Provided high-quality food service and emphasized physical activity.

School climate was a multidimensional construct that included physical, social, and academic dimensions:

*The physical dimension includes:*

1. Appearance of the school building and its classrooms;
2. School size and ratio of students to teachers in the classroom;
3. Order and organization of classrooms in the school;
4. Availability of resources; and
5. Safety and comfort.

*The social dimension includes:*

1. Quality of interpersonal relationships between and among students, teachers, and staffs;
2. Equitable and fair treatment of students by teachers and staffs;
3. Degree of competition and social comparison between students; and
4. Degree to which students, teachers, and staff contribute to decision-making in the school.

*The academic dimension includes:*

1. Quality of instruction;
2. Teacher expectations for student achievement; and
3. Monitoring student progress and promptly reporting results to students and parents (Loukas, 2007).

In conclusion, school climate was the social atmosphere of the setting or “learning environment” which influenced many individuals, including students, parents, school personnel, and the community. It was clear in the feelings and attitudes toward the school expressed by students, teachers, staff, and parents, the way students and staffs “feel” about being at school each day. It included the physical and psychological aspects of the school.

### **Characteristics of school with positive climate**

Learning occurred within a mix of students' cognitive and emotional abilities, social influences and environmental factors, most of which interplayed with the school's climate. The overarching conditions for learning that influence school climate – school engagement, school safety and school environment – were flexible enough that any school, no matter its size, location or budget, could monitor and took steps to improve them. There was framework that included the components of a positive school climate. There were:

1. Engagement, it meant caring relationships among and between students, staff and families, respect for diversity within the school community, active school participation among students and their families, and included effective school – community partnerships.

2. Safety, it meant a physically safe setting free from substance use and violence, and an emotionally safe setting free from bullying and harassment.

3. Environment, it meant high academic standards for every student, clear rules and policies that were fair and consistently enforced, promoted students' mental and physical health, good nutrition and mental well-being, and a clean, functioning, hazard-free physical environment (Cohen, 2009).

A sustainable, positive school climate that fosters youth development and learning necessary for a productive, contributing and satisfying life in the society. This climate included:

1. Norms, values and expectations that supported people in the following areas; social aspect, emotional aspect, and physical safety aspect.

2. People were engaged and respected.

3. Students, families and educators worked together to develop, live and contribute to a shared school vision.

4. Educators model and nurture attitude that emphasized the benefits of satisfaction gained from learning.

5. Each person contributed to the operations of the school and care for the physical environment (Piscatelli and Lee, 2011).

The attributes of a supportive climate in successful schools include: 1.Continual sharing of ideas- Teachers shared ideas daily regarding vital

issues of instruction, curriculum, testing, school organization, and the value of specific knowledge. 2. Collaboration-Teachers became involved in team teaching and other collaborative efforts in program development, writing, and research. 3. Egalitarianism-Teachers dispensed with formalities and anyone who took an interest in a department meeting could vote. The notion that the quality of ideas was more important than the source was supported. 4. Practical application-Teachers asked themselves, “How does the teachers’ action help students, teachers, and schools? What did the teachers do this week to help (Macneil, 2009)?”

Tableman (2004) mentioned that most researchers did not see the importance of school climate. They tend to emphasize caring as a core element. However, some placed safety first, defining school climate as “an orderly environment in which the school family feels valued and able to pursue the school’s mission free from concerns about disruptions and safety.” Several aspects of a school’s physical and social environment make up its climate. One organization identified the following eight areas: 1) Appearance and physical plant; 2) Faculty relation; 3) Student interactions; 4) Leadership/decision making; 5) Disciplined environment; 6) Learning environment; 7) Attitude and culture; and 8) School-community relations.

The comprehensive view defined school climate in terms of four aspects of the school environment: 1) A physical environment that was welcoming and conducive to learning; 2) A social environment that promoted communication and interaction; 3) An affective environment that promoted a sense of belonging and self-esteem; and 4) An academic environment that promoted learning and self-fulfillment.

Moos (1979) advised that to have a positive school climate, schools should get parents involved. The suggestions to getting family involvement are:

1. Allow families to participate and develop relationships with the faculty and staff as well as with other families.
2. Contribute to the personal growth of families in terms of their knowledge on child development and parenting skills as well as their own self-esteem.

3. Encourage families to have a say and be an integral part of decision making on issues affecting their children's education.

Positive school climate needed to be actively created and sustained by members of the student, parent and school personnel groups in school, and supported by the community at large. When the school and community worked together to understand and improve school climate, this will enhance the development of students in the physical and learning aspects. It also promotes the skills relevant for a child in the 21<sup>st</sup> century. And it also helps in the dispositions of healthy adult relationships and the capacity to work and participate in a democratic society. Positive school climate also promoted student learning. Positive school climate powerfully affected student motivation to learn. For example, activities like community service-learning and student councils valued student engagement and enhance the learning environment by providing student opportunities to participate in the learning process and construct their own knowledge of social and government systems (National School Climate Center, Center for Social and Emotional Education, and National Center for Learning and Citizenship at Education Commission of the states, 2008).

School climate could significantly impact educational environment (Marshall, 2003) because it could affect many areas and people within schools. For example, a positive school climate had been associated with fewer behavioral and emotional problems for students (Kupermic, 1997). It could be said that school climate could be a positive influence on the health of the learning environment or a significant barrier to learning (Freiberg, 1998). And school climate could provide an enriching environment, both for personal growth and academic success.

In conclusion, positive school climate needed to be actively created and continued by members of the student, parent, and school personnel groups in school, and supported by the community at large. It also promoted student learning because its effect on student motivation to learn is powerful.

### **2.3.1.2 School climate measurement**

In order to gain knowledge on the nature of school environments, the characteristics associated with different kinds of climate, and the

impact various leadership styles had on personnel behaviors, school systems had administered numerous empirical climate assessment instruments.

The Organizational Climate Description Questionnaire or OCDQ was a school climate measurement, which was developed by Andrew W. Halpin and Don B. Croft in 1962. They focused primarily on school climate as relationships held among group members and relationships between the school principle and teaching staffs. The OCDQ comprised of 64 Likert Type items to which teachers respond to, describing the climate of the school from their perspectives. It yielded school mean scores that were averages of the scores for all teachers' response on eight subtests related to principal and teacher behavior.

Halpin and Croft (1962) developed six prototypic profiles to describe climates on a continuum that range from open to close. An "open climate" was one in which the staff enjoyed extremely high morale, works well together, enjoys friendly relations but did not engage in a high degree of socialization, and processed the incentive to work things out and to keep the school moving. Kreitner (2001) noted that open climates had the four following characteristics:

1. Interaction with the Environment. Open systems had permeable boundaries, whereas closed systems do not. Organizations depended on the environment for survival.
2. Synergy. The summation of an open system is more than the sum of its parts. Only when all parts were in place and working together could the winning edge be achieved.
3. Dynamic Equilibrium. In open systems, dynamic equilibrium was the process of maintaining the internal balance necessary for survival by importing needed resources from the environment.
4. Equifinality. Open systems could achieve the same results through different means.

In contrast to the open climate, a "closed climate" was characterized by low staff morale, limited and inadequate communication, and limited socialization. In addition, closed systems were characterized by impermeable boundaries and static equilibrium. A climate in which workers had excessive

workloads, tight deadlines, unreasonable supervisors, unrealistic targets for productivity, and unattainable goals were often termed a toxic climate.

The revised version of the OCDQ was completed by Hoy and Clover (1986); Kottkamp, Mulhern, and Hoy (1987); and Hoy and Tarter (1997). The updated OCDQ-RE was designed specifically for use in elementary schools, the OCDQ-RS for secondary schools, and the OCDQ-RM for middle schools. OCDQ-RE used four climate prototypes: (1) open, (2) engaged, (3) disengaged, and (4) closed.

The OCDQ-RS was a 34-item instrument designed to assess climate in secondary schools. It focused on five dimensions of behavior including the supportive and directive behaviors of teacher personnel. Two of the dimensions described the behaviors exhibited by the principal and three centered on teacher behaviors, specifically teacher relationships with students, colleagues, and supervisors. Resulting data provided descriptions of the openness and intimacy of the school climate.

The ODCQ-RM represented an effort to create a climate instrument especially designed for use in middle schools. More information about the OCDQ-RM and the OCDQ-RE was available in the publication, *Healthy Schools* (Hoy & Tarter, 1997).

The ODCQ consisted of five components, which are:

1. School Atmosphere – the school environment such as student emotion toward school environment.
2. Student Staff Relationships – the school members that is affected by the students' behavior.
3. Student Behavior/School Rules – the behavior of student and rules of school.
4. Peer Relationship – the relationships between students and how they interact.
5. Learning Environment – the learning environment of school includes school programs and classroom activities.

In summary, the Organizational Climate Description Questionnaire or OCDQ was a school climate measurement developed by Andrew W. Halpin and Don B. Croft in 1962. It was completed by Hoy and Clover (1986);

Kottkamp, Mulhern, and Hoy (1987); and Hoy and Tarter (1997). The updated OCDQ-RE was designed specifically for use in elementary schools.

In conclusion, the school climate was the collective personality of a school or school system. The school atmosphere is characterized by social and professional interactions within the school. The healthy school gave due attention to meeting its required tasks and fulfilling its organizational and human needs by emphasizing continued growth and development. Climate was a phenomenon that was influenced by both the internal and external environments of the school system. Although climate was relatively enduring, these internal and external influences could lead to changes in the climate of the school over time. The most widely used instrument for measuring climate in school was OCDQ, which was developed by Andrew W. Halpin and Don B. Croft in 1962. The OCDQ instrument included 5 components including School Atmosphere, Student-Staff Relationships, Student Behavior/School Rules, Peer Relationship, and Learning Environment.

### **2.3.2 Concept of parental involvement**

#### **2.3.2.1 Definition of parental involvement**

Parental involvement referred to either voluntary involvement in the school or planned, goal-oriented programs of school and family partnerships that were organized and implemented to engage all parents in their children's education. The term "parental involvement" would be used to refer to studies that were primarily related to voluntary involvement. Parental involvement had been linked with student outcomes including increased achievement test results, a decrease in dropout rate, improved attendance, improved student behavior, higher grades, higher grade point average, greater commitment to schoolwork, and improved attitude toward school (Parent Involvement and Student Achievement at the Middle level, 2000).

Steinberg, Lamborn, Dornbusch, and Darling (1992) and Ho and Willms (1996) conceptualized parental involvement in terms of (a) working directly with children as tutors or "managers" of their schooling (e.g., helping them with homework) and (b) participating in school programs. This managerial type of

involvement emphasized a more hands-on participation in the child's schooling. However, the studies reported above found that Asian American parents offered more indirect types of support in terms of how their homes were structured to support learning. This support encompassed a range of aspects, such as controlling children's used of time outside of school, mentioned above, purchasing extra textbooks and assigning extra homework from these textbooks, enrolling them in music or language lessons, and arranging for someone else to help with their child with homework.

Epstein (1995) commented that frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helps parents feel more confident, more comfortable with the school, and more likely to become involved. Center on Families, Communities, Schools, and Children's Learning (1994) reported that parents were more likely to participate in schools if they received information from teachers about classroom activities, the progress of their children, and how to work with their children at home.

Epstein (1995) pointed out that the involvement of families in schools led to overlapping spheres of influence between the home and school. Thinking of the school as an extended family could help to create a positive school climate. Even the simple use of language such as saying "children" instead of "students" could make a difference in making families feel welcomed and accepted in the school.

Educators also contributed to a school's positive climate when they demonstrated openness, enthusiasm, and understanding toward all students, and when they showed respect for parent diversity. Epstein (1995) pointed out the need for teachers and schools to increase their understanding and respect for student and family diversity to create a more caring school climate. Letting parents know that they were valued and acknowledging their time constraints and familial obligations were other key elements of school climates that were conducive to family involvement.

Interviews with educators (Nathan & Radcliffe, 1994) indicated that educators recognized the importance of improving skills needed to work effectively with parents and families. Educators who are skilled in working with

families can make a significant contribution to the positive climate of a school and the development of partnerships with families.

To formalize their commitment to accepting mutual responsibility for children's learning, some schools and families had developed a family-school pact for learning. Such pacts or agreements affirmed the importance of school-family partnerships by defining goals, expectations, and responsibilities of schools and families in educating children.

Bonds between families and schools could be forged or solidified if ways were found to involve families directly in the ongoing work of the schools. Comer (1988) described structures for involving parental participation on governance and management teams, as classroom assistants, and as organizers of school events. They can increase parental participation and promote positive interaction between families and schools. Davies (1991) suggested three ways that schools could promote parental involvement: establishment of a parent center, a home visitor program, and action research teams that examine methods for involving parents. Exceptional parental involvement programs used these and other structures to develop two-way communication between school and home and to involve parents in decision-making, planning, assessment, and curriculum development. By creating a climate in which parents and families were regarded as partners in learning, schools could make parent and family involvement a reality.

In summary, parent involvement referred to either voluntary involvement in the school or planned, goal-oriented programs of school and family partnerships that were organized and implemented to engage all parents in their children's education. It had been linked with student outcomes and parent could help students become successful.

### **Factors of parental involvement**

There were three major factors of parental involvement in the education of their children. It includes:

1. Parents' beliefs about what was important, necessary and permissible for them to do with and on behalf of their children;

2. The extent to which parents believed that they could have a say in their children's education; and

3. Parents' perceptions that their children and school wanted them to be involved (Michigan Department of Education, 2001).

In summary, the three factors could result in better outcomes for students.

### **The benefits of parental involvement**

The influence of the family climate on education was defined by the amount and the style of help that children receive from their family. This was determined by elements in the family's context, like the dynamic of communication and affective relationships, attitudes towards values, expectations, and other factors along these lines.

Indirect relationships with performance from the student's perception of how much importance his or her parents assigned to study at home. The level of family cohesion and family relationships proved themselves capable of predicting performance. The parenting style (democratic, authoritarian, etc) also influenced both the students' education process as well as the family-school relations. A positive family climate favors the development of well adapted, mature, stable and integrated subjects, and an unfavorable family climate promoted non-adaptation, immaturity, lack of balance and insecurity. Moreover, contacts with families tended to be about problems students were having in schools; parents and families care about their children. Families played an important role in cooperating with schools. Teachers and administrators, who want their student's achievement to improve, should include parents in school activities.

The benefits of enhancing communication with families were: parents feeling that they were part of the school, parents will participate in school activities, and parents will receive important information about the school (for example: school's curriculum, assessments, achievement levels, reporting methods, and information on how to support their children). Parents will receive information relevant to supporting their child with learning. When parents are happy, students are likely to be influenced positively in school. The relationship between the school,

parents, and students will also improve. When parents suggest ideas on how to raise children or participate in their child's education, all the people involved will feel that they've worked together. And once school personnel knows how to develop students, all these processes will positively affect the students' achievement. Moreover, both students and schools benefited from families actively participating in the process of educating children. The benefits for students when parents were actively involved in schools include: higher grades and test scores, better attendance and more homework completed, fewer placements in special education, more positive attitudes and behaviors, higher graduation rates, greater enrolments in post-secondary education (Davis, 2000).

In summary, student, school, and family benefitted when parent were involved. Good family climate affects positive learning outcome of student. Moreover, parents also feel that they were part of the school community.

### **Epstein's Model of parental involvement**

The partnership between schools and families were classified into five categories. One categories stated that parents can help support their child's learning at home by creating an environment that is appropriate for learning. Doing this will help support the child's learning by letting the child learn by themselves. This framework developed by Epstein (1995) and her colleagues at Johns Hopkins University, was a useful model for analyzing and designing family-involvement programs. The aspects are:

*1. Parenting:* Helping families establish home environments to support children as learners. There is a relationship between student-reported rules and increases in reading achievement. Assist families with parenting skills, family support, understanding child and adolescent development, and setting conditions at home to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children. Example of such activities are: suggestions for home conditions that supported learning at each grade level; workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level, parent education and other courses or training for parents (e.g., GED, college credit, family literacy.); family support programs to assist families

with health, nutrition, and other services; and home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.

The challenges of parenting was to provide information to all families who wanted it or who needed it, not just to the few who could attend workshops or meetings at the school building. Enable families to share information with schools about culture, background, children's talents and needs, and made sure that all information for and from families was clear, usable, and linked to children's success in school.

This challenge could help student gain awareness of family supervision and respect for parents. Student had positive personal qualities, habits, beliefs, and values, as taught by family. They could balance between time spent on chores, on other activities, and on homework. The students had a good or improved attendance. Moreover, it could help parents gain a better understanding of and confidence about parenting, child and adolescent development, and changed home conditions for learning as children proceed through school. The parents are aware of their own and other challenges that their parents faced and feeling of support from school and other parents.

2. *Communication*: The use of effective forms for school-to-home and home-to-school communications. Example of activities are: conference with every parent at least once a year with follow-ups as needed; language translators to assist families as needed; weekly or monthly folders of student work sent home for review and comments; parent/student pickup of report card with conferences on improving grade; regular schedule of useful notices, memos, phone calls, newsletters, and other communications; clear information on choosing schools or courses, programs, and activities within schools; and clear information on all school policies, programs, reforms, and transitions.

The challenge of communication was reviewing the readability, clarity, form, and frequency of all memos, notices, and other printed and non-printed communications. It takes into consideration parents who did not speak English well, did not read well, or needed large type, reviewed the quality of major communications (newsletters, report cards, conference schedules, and so on), and

establish clear two-way channels for communications from home to school and from school to home.

Communication helped student become aware of their progress and of actions needed to maintain or improve grades. The student would understand school policies on behavior, attendance, and other areas of student conduct and become more aware of their role in partnerships, serving as courier and communicator. It informed decisions about courses and programs. Moreover, it helped parents understand school programs and policies, increase monitoring and awareness of child's progress, respond effectively to students' problems and interact with teachers and school with ease.

3. *Volunteering*: The recruitment and organization of the school's volunteer program. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. For example: school and classroom volunteer program to help teachers, administrators, students, and other parents; parent room or family center for volunteer work; meetings; resources for families; annual postcard survey to identify all available talents, times, and locations of volunteers; class parent; telephone tree; or parent patrols. Basically it could be any structures that provide all families with needed information, and other activities to aid safety and operation of school programs.

The challenges of volunteering were: recruiting volunteers so that all families knew that their time and talents were welcome; making flexible schedules for volunteers, assemblies, and events to enable parents who worked to participate, and organizing volunteer work; provide training; matched time and talent with school, teacher, and student needs; and recognized efforts so that participants were productive.

In this challenge, Students will be given the opportunity to communicate with adults who are volunteers. For parents, they could understand teacher's job, increased comfort in school, and carry-over school activities at home and this result could increase self-confidence in their ability to work in school and with children or to take steps to improve their own education. Parent would become aware

that families were welcome and valued at school and gained specific skills for volunteer work.

*4. Learning at Home:* Helping families assist their children with homework and recognizing other learning opportunities at home. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks. For example: provide information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, information on how to assist students to improve skills in various class and school assessments, regular schedule of homework that requires students to discuss and interact with families on what they are learning in class, calendars with activities for parents and students at home, family math, science, and reading activities at school, summer learning packets or activities, family participation in setting student goals each year and in planning for college or work.

The challenges of learning at home were: designing and organizing a regular schedule of interactive homework (e.g., weekly or bimonthly) that gave students responsibility for discussing important things they were learning; help families stay aware of the content of their children's classwork, coordinate family linked homework activities, if students had several teachers; and include families and their children in all-important curriculum-related decisions.

In this aspect, student gained skills, abilities, and test scores linked to homework and classwork. They would have a positive attitude toward schoolwork and better self-concept of their ability as a learner. Parents would know how to support, encourage, and help students at home each year and discuss school, classwork, and homework. They could understand instructional program of each year and what their child is learning in each subject and appreciation of teaching skills. The parent would become aware of their child as a learner.

*5. Decision-making:* Including parents, students, and advocacy as participants in decision-making activities, such as school councils or improvement teams, committees, and parent organizations. For example: active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety,

personnel) for parent leadership and participation; independent advocacy groups to lobby and work for school reform and improvements; district-level councils and committees for family involvement; provide information on school or local elections for school representatives, and create networks to link all families with parent representatives.

The challenge of decision including all the parents that are leaders in the decision making process. This is due to the fact that these parents leaders are from a variety of background; they are from different race, socioeconomic status, and other groups within the school. These parents will be trained to become leaders, so that they can share information with other students' families. These parent leaders' role are to exchanging information with every parents and students who are members of the decision making group.

In this challenge, students are aware of their family acting as their representatives in making school decisions and making sure that students' right were protected. They would get specific benefits related to policies enacted by parent organization and experienced by students. In term of parents, they could give input regarding policies that affected their child's education and it could give them a sense of ownership of the school. Parent would become aware of the school decisions and share experiences and connections with other families. Moreover, they also know the school, district, and state policies (Davis, 2000).

In summary, the five general categories of partnership, which was developed by Epstein and her colleagues, were concerned with parents establishing a house with an environment that supports their children. This framework included parenting, communications, volunteering, learning at home, and decision-making.

### **2.3.2.2 Parental involvement measurement**

There were models that could help schools reshape how they looked at parent and family engagement and one of them was Epstein's Framework of Parental Involvement. This model was utilized by CDE Prevention Initiatives, Positive Behavior Support Schools, and adopted by The National PTA. It was based on five types of parental involvement identified by Epstein.

Epstein's Framework of five types of involvement included:

1. Parenting – parenting skills were promoted and supported. Family establish home environment for learners.
2. Communication – communication between home and school was regular, two-way (school-to-home and home-to-school), and meaningful.
3. Volunteering – parents were welcome in the school and their support and assistance were sought.
4. Learning at Home – help parents understand the educational process and their role in supporting student achievement. Parents played an integral role in assisting student learning.
5. School Decision-Making and Advocacy – parents were full partners in the decisions that affect children and families. The intent was to give parents a voice in decisions that affect their children's education (Davis, 2000).

In summary, the measurement of parental involvement was based on five types of parental involvement identified by Epstein and her colleagues. This model helped school understand how they looked at parent and family engagement.

In conclusion, parental involvement had been linked with student's outcomes including increased achievement test results, improved attendance, improved student behavior, higher grades, and improved attitude toward school. There were five types of parental involvement, which was developed by Epstein. It includes parenting, communicating, volunteering, learning at home, and decision-making. This framework assisted educators in developing school and family partnership programs.

## **2.4 The related researches**

Many researches that studied alternative schools in Thailand, school climate influencing learning outcome, and parental involvement influencing learning outcome, were discussed in this part of the chapter.

#### **2.4.1. The related researches on alternative schools in Thailand**

*This research* regarding the Waldorf education in term of the innovation adoption: a case study of parents whose children study in Panyotai School.

This study aimed to find out the reason that parents of children studying in Panyotai School, which adopted the Waldorf education system and to identify the adoption process. The methodology the research was to collect data by researching previous studies and books related to this topic, asking for further information from two key information source: Doctor Porn Pan-Osot and his wife, classroom observation, and interviewing the target group: parent about personal information, family background, opinions on education, and decision-making processes in choosing the Waldorf education system. The data were analyzed with Everett M. Roger's Innovation-Decision process.

From the study, Wiriyaukradecha (2000) found that the Waldorf education's adoption process of the target group consisted of five stages. It began with exposure to the Waldorf education innovation. After the exposure, parents searched for further information. Then, they decide to adopt this system. After that, they send their children to study in Panyotai School and cooperate with the school. Finally they confirm to adopt the system. Communication patterns used during the adoption process were communication via mass media, communication via person medium, communication via learning from real situation and interpersonal communication. This study also found that there was three factors that made the parents adopt the Waldorf education system. First, the parents were disillusioned with the present Thai educational system. Second, these parents possessed personal characteristics of receiving high education, had good economic status and had a communication behavior that helped them adopt new ideas. Finally, the parents saw the obvious advantages and compatibility of the Waldorf education.

*Another research* was A Proposed Administrative Model for Alternative Schooling within Thailand. This research regarded alternative schooling within Thailand in term of administration and mentioned that alternative schooling was one choice for parents to choose the best pedagogy for their children where instruction was different from the conventional schooling. It was a way to succeed in the educational reform.

This study aimed to propose a management model for alternative schooling within Thailand. The research procedure for constructing a model used the Delphi Technique. Experts were selected via the Snowball Technique and divided into 3 groups. Group 1: Administrators and educators that specialized in alternative schooling. Group 2: Educators who specialized in educational administration. Group 3: Chief executives of Thailand's Ministry of Education. The result of this study showed that experts came to a consensus in regard to the following qualities. 1) Alternative schools are run by private organization that used the national curriculum. But they managed their school's climate by themselves via method of teaching, content, etc. 2) The vision of alternative schools in Thailand aimed to develop the into a learning organization. 3) The mission of alternative schools in Thailand is to enhance and support learning processes that placed an emphasis on child-centered learning, developing and supporting learners to be good citizens. 4) The administration of alternative schools in Thailand provided infrastructure, personnel administration, budget management, and academic management. 5) The future of alternatives schools in Thailand. Moreover, the researchers also provided some suggestions from the expert to enhance alternative schools in Thailand. (Choeybal, 2008)

In summary, there were two related researches on alternative schools in Thailand. The first research studied the reason that parents of children studying in Panyotai School, which adopted the Waldorf education system and to identify the adoption process. And the second research studied alternative schools in Thailand in terms of management.

#### **2.4.2. Related researches on school climate influencing learning outcome**

Macneil, Prater, and Busch (2009) studied the effects of school culture and climate on student achievement. The purpose of the study was to investigate whether exemplary, recognized and acceptable schools differ in their school climates when measured by the 10 dimensions of the Organizational Health Inventory. Organizational health as conceptualized by Miles consisted of 10 key internal dimensions: goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and

problem-solving adequacy. These 10 dimensions characterized aspects of climate that address the successful interaction among the members of the organization as well as the organization's ability to deal with stress from the environment. The findings of this study suggested that students achieved higher scores on standardized tests in schools with healthy learning environments.

Smith (2005) studied the relationship between school division climate and student achievement of school divisions in the commonwealth of Virginia. This research suggested that school climate was an important aspect of effective schools. Literature also suggested that effective schools had a positive school climate. The purpose of this study was to determine if the climate of schools affected student achievement in school divisions in the Commonwealth of Virginia. The school division climate was measured by climate index (CI) and student achievement was measured by the Virginia Standards of Learning (SOL) Tests, in school divisions in the Commonwealth of Virginia. Based on the CI, there was a relationship between school division climate and student achievement in English/reading, mathematics, history/social science, and science in the Commonwealth of Virginia. Moreover, incidents of disorderly conduct combined with the number of students who received free and reduced lunch are the best predictors of student achievement.

In summary, there were two studies that on school climate influencing learning outcome of students. Both researches found that a healthy school climate resulted in positive learning outcome or student's achievement.

#### **2.4.3. Related researches on parental involvement influencing learning outcome**

Houtenville and Conway (2007) studied parental effort, school resources, and student achievement. This study investigated an important factor in student achievement—parental involvement. Using data from the National Education Longitudinal Study (NELS), the researcher estimated a value-added education production function that includes parental effort as an input. Parental effort equations were also estimated as a function of child, parent, household, and school characteristics. The results suggested that parental effort had a strong positive effect on achievement that was large relative to the effect of school resources and was not

captured by family background variables. Parents appeared to reduce their effort in response to increased school resources, suggesting potential “crowding out” of school resources.

In summary, related research on parent involvement influencing learning outcome aimed to investigate the factor/s of parent involvement that affect student achievement. The results suggested that strong parent involvement resulted in positive student achievement.

This chapter reviewed theories related to the framework and also previous related studies. The following chapters would be dedicated to the process of data collection in 4 alternative high schools in Bangkok Metropolis focusing on the level of student’s learning outcome, school climate, and parental involvement and relationship between school climate and parent involvement influencing student’s learning outcome.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The purposes of this research was to study student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis and to study the relationship between student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis. It also explored the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis. This chapter consisted of six steps, as follow:

- 3.1. Research design
- 3.2. Population
- 3.3. Research instrument
- 3.4. Quality of instrument
- 3.5. Data collection
- 3.6. Data analysis

### **3.1 Research design**

The design was a mix method. The quantitative method used surveys and the qualitative method used interviews to study school climate and parental involvement influencing student's learning outcome in alternative high schools in Bangkok Metropolis.

#### **3.1.1 Quantitative method**

Three questionnaires were used to survey alternative high schools in Bangkok Metropolis. The questionnaires were for students. It measured school climate and parental involvement influencing student's learning outcome in alternative high schools in Bangkok Metropolis. Each questionnaire consisted of instrument based on

the Organizational Climate Description Questionnaire (OCDQ) completed by Hoy and Tarter (1997) to measure school climate, framework developed by Epstein (1995) to measure parental involvement and instrument developed by Fink (2003) to measure learning outcome.

### **3.1.2 Qualitative method**

Interviews were used to collect data from 5 students who were 12 graders in alternative high schools in Bangkok Metropolis. Some topics discussed in the interviews on school climate were based on the Organizational Climate Description Questionnaire (OCDQ) completed by Hoy and Tarter (1997), parental involvement based on the framework developed by Epstein (1995), and learning outcome based on Fink's taxonomy (2003).

## **3.2. Population**

### **3.2.1 Population**

This study was conducted in 4 alternative high schools in Bangkok Metropolis. This study focused on 4 alternative schools in Bangkok Metropolis because these 4 alternative high schools provide secondary education. The students, who were 12 graders, were selected in this research because students in grade 12 had studied in the selected alternative high schools in Bangkok Metropolis for 3 years. A total of 108 students in grade 12 from 4 alternative high schools in Bangkok Metropolis were included in the study as shown in the table below.

**Table 3.1 Target Population in Alternative high school in Bangkok Metropolis****Quantitative Method**

<b>School name</b>	<b>Number of students</b>
Panyotai Waldorf School	21
Roong – aroon School	42
Plearnpattana School	16
Darunsikkhalai School	29
<b>Total</b>	<b>108</b>

**Qualitative Method**

The target population for the qualitative method was five students who were 12 graders of alternative high schools in Bangkok Metropolis. Five students who were willing to give information were selected by convenience sampling approach for interview to enhance the finding from the questionnaires.

**3.3. Research instruments****3.3.1 Quantitative Method**

The questionnaire was determined to reveal the school climate and parental involvement influencing student's learning outcome in this research survey.

The questionnaire are student's reports developed by the researcher based on Fink's taxonomy (2003), the Organizational Climate Description Questionnaire (OCDQ) developed by Hoy and Tarter (1997), and Epstein (1995). The questionnaires were divided into 3 parts as followed.

Part 1 was on student's learning outcome. The statements in the questionnaire were developed by Fink (2003). It included six aspects: foundation, application, integration, human decision, caring, and learning how to learn. There were a total of 17 items.

**Table 3.2 Division of student's learning outcome questionnaire into their respective dimension**

Statement	Items
1. Foundation	1-3
2. Application	4-6
3. Integration	7-9
4. Human dimension	10-12
5. Caring	13-15
6. Learning how to learn	16-17

The questionnaire used a 5 point Likert scale with the following descriptors: learning outcome measurement was: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree or Disagree, 4 = Agree, and 5 = Strongly Agree.

**Table 3.3 Measurement scales of student's learning outcome**

Level of student's learning outcome	Level of score
Strongly Agree	5
Agree	4
Neither Agree or Disagree	3
Disagree	2
Strongly Disagree	1

The interpretation of means from facts level will be included in these criteria. The score of the answers were classified into 5 levels according to Best's criteria (1977) as followed.

**Table 3.4 Measurement criteria of student's learning outcome**

Mean score	Level of student's learning outcome
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	low
1.00 – 1.80	lowest

Part 2 was on the Organizational Climate Description Questionnaire (OCDQ). This part was modified from Hoy and Tarter (1997). It consisted of six aspects: school atmosphere, student staff relationships / school rules, peer relationships, and learning environment. There were a total of 15 items.

**Table 3.5 Division of school climate questionnaire into their respective dimension**

Statement	Items
1. School Atmosphere	1-3
2. Student Staff Relationship	4-6
3. Student Behavior/School Rules	7-9
4. Peer Relationships	10-12
5. Learning Environment	13-15

The questionnaire used a 5-point Likert scale with the following descriptors: School climate measurement was: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree or Disagree, 4 = Agree, and 5 = Strongly Agree.

**Table 3.6 Measurement scales of School Climate**

<b>Level of School climate</b>	<b>Level of score</b>
Strongly Agree	5
Agree	4
Neither Agree or Disagree	3
Disagree	2
Strongly Disagree	1

The interpretation of the mean level was employed in the following criteria. The score of the answers were classified into 5 levels according to Best's criteria (1977) as followed.

**Table 3.7 Measurement Criteria of School climate**

<b>Measure score</b>	<b>Level of School climate</b>
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

Part 3 was on parental involvement. The statements in this part were developed by Epstein (1995). It consisted of five aspects: parenting, communication, volunteering, learning at home, and decision- making. There were a total of 15 items.

**Table 3.8 Division of Parental involvement questionnaire into their respective dimension**

<b>Statement</b>	<b>Items</b>
1. Parenting	1-3
2. Communication	4-6
3. Volunteering	7-9
4. Learning at home	10-12
5. School decision- making and advocacy	13-15

The questionnaire used a 5-point Likert scale with the following descriptors: Parental involvement measurement was: 1 = Not Occurring, 2 = Rarely, 3 = Occasionally 4 = Frequently, and 5 = Extensively.

**Table 3.9 Measurement scales of Parental Involvement**

Level of Parental involvement	Level of score
Extensively	5
Frequently	4
Occasionally	3
Rarely	2
Not Occurring	1

The interpretation of the mean level was employed in the following criteria. The score of the answers were classified into 5 levels according to Best's criteria (1977) as followed.

**Table 3.10 Measurement Criteria for Parental involvement**

Measure score	Level of Parental involvement
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

### 3.3.2. Qualitative Method

The interview guideline was developed to reveal the school climate and parental involvement influencing student's learning outcome. It consisted of 7 questions as stated in **Table 3.11**.

**Table 3.11 Division of interview guideline into their respective dimension**

Statement	Items
1. Learning outcome	1-3
2. School Climate	4-5
3. Parental involvement	6-7

### 3.4. Quality of instrument

#### **Content Validity:**

The content validity of the questionnaires was examined by experts for validity and appropriateness of language, content covering, and content relevance of the questions and questionnaires to fit school system in alternative high schools in Bangkok Metropolis.

#### **Reliability:**

The reliability test used Cronbach's Alpha Reliability Coefficients to analyze the confident value. 30 students in alternative schools, who were not the population of this study, tried out the instrument to examine the questionnaires' construct reliability. The students, who were in grade 12, were selected from 4 alternative high schools in Bangkok Metropolis.

\*The instruments were sent to the Institutional Review Board (IRB) to examine the human right of the students.

### 3.5. Data collection

The process of data collection for this study was described as followed.

3.5.1 An official letter from the Faculty of Graduate Studies, Mahidol University for a signed letter from the dean of the Faculty of Social Science and Humanities, was requested.

3.5.2 Official letters were sent to the students asking for their participations. The letters also informed the students of the research objectives.

3.5.3 Distribute the letters that requested cooperation and the informed consent form to the students in the selected schools.

3.5.4 The questionnaires were sent to students by school staffs and the researcher picked up the questionnaires from school staffs.

3.5.5 The researcher interviewed students who were willing to give information in one week.

3.5.6 Checked the interview answers from interview and the returned questionnaires for completeness.

### **3.6. Data analysis**

3.6.1 To describe the general information of the population via frequency, percentage, means and standard deviation.

3.6.2 To study student's learning outcomes, school climate, and parental involvement in alternative high schools in Bangkok Metropolis by using means and standard deviations.

3.6.3 To study relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis by using Pearson's Correlation.

3.6.4 To explore the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis by using Stepwise Multiple Regression.

3.6.5 To investigate the information on student's learning outcome in alternative high schools in Bangkok Metropolis via content analysis.

## **CHAPTER IV**

### **RESULTS**

This chapter aimed to present the research findings from the study. It focused on student's perception towards learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis; the relationship between student's learning outcome, school climate and parental involvement in alternative high schools in Bangkok Metropolis; the predictive factors in school climate and parental involvement of student's learning outcome in alternative high schools in Bangkok Metropolis; and additional information on the six learning outcome dimensions, five school climate dimensions, and five parental involvement dimensions. The results were presented as followed:

4.1 General information of the population.

4.2 The student's perception on learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis.

4.3 The relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis as perceived by the students.

4.4 The predictive factors in school climate and parental involvement for student's learning outcome in alternative high schools Bangkok Metropolis as perceived by students.

4.5 The information of student's learning outcome in alternative high schools in Bangkok Metropolis as perceived by students.

## 4.1 General information of the population

This section described the students' demographic factors according to gender. Each item was summarized in terms of frequency and percentage. The details of these were shown in **Table 4.1**.

**Table 4.1 Frequency and percentage of students' gender**

**(N=108)**

<b>Demographic Data</b>	<b>N</b>	<b>Percentage</b>
<b>Gender</b>		
Male	62	57.40
Female	46	42.60
<b>Total</b>	<b>108</b>	<b>100.00</b>

According to the analysis of the data, most of the population were male, 57.4 percent, and 42.6 percent were female.

## 4.2 The student's perception on learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis

### 4.2.1 The student's perception towards overall learning outcome.

This section showed the learning outcome level as perceived by the students in alternative high schools in Bangkok Metropolis by using the six dimensions: foundation, application, integration, human dimension, caring, and learning how to learn. The descriptive statistic of mean and standard deviation was shown in the **Table 4.2**.

**Table 4.2 The student's perception towards overall learning outcome****(N=108)**

<b>Learning Outcome</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Level of Learning Outcome</b>
<b>Foundation</b>	3.87	.47	High
<b>Application</b>	3.75	.56	High
<b>Integration</b>	3.78	.51	High
<b>Human dimension</b>	3.70	.58	High
<b>Caring</b>	3.63	.46	High
<b>Learning how to learn</b>	3.78	.61	High
<b>Total</b>	<b>3.75</b>	<b>.36</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

The findings showed that the overall learning outcome was perceived at a high level with a total mean score of 3.75. While all items were rated at a high level, the foundation dimension had the highest mean score of 3.87. But the caring dimension was rate at the high level, but with the lowest mean score of 3.63.

### **(1) The foundation dimension of learning outcome**

The student's perception towards the foundation dimension of the learning outcome in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.3**.

**Table 4.3 The student's perception towards the foundation dimension.****(N=108)**

<b>Foundation</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I can explain my knowledge to others.	3.60	.75	High
2. I know the objective of each subject.	4.06	.71	High
3. I can give example when I explain my knowledge.	3.96	.65	High
<b>Total</b>	<b>3.87</b>	<b>.47</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

Most of the students perceived the foundation dimension as being in the high level with a total mean score of 3.87. The students know the objective of each subject was in the high level with the highest mean score of 4.06, while the student can explain their knowledge to others was at a high level with the lowest mean score of 3.60.

## **(2) The application dimension of learning outcome**

The student's perception on the application dimension of learning outcome in alternative high schools in Bangkok Metropolis was measured with 3 items, analyzed and described as shown in **Table 4.4**.

**Table 4.4 The student's perception towards the application dimension.****(N=108)**

<b>Application</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I can apply the knowledge to use in daily life.	3.68	.75	High
2. I can apply the knowledge to solve the problem.	3.85	.62	High
3. I can use my knowledge to make new idea.	3.73	.79	High
<b>Total</b>	<b>3.75</b>	<b>.56</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to the table above, all items under the application dimension were related at a high level with a total mean score of 3.75. Among the items, the students responded to the ability to apply their knowledge to solve the problem with the highest mean score of 3.85, while the ability to apply the knowledge to use in daily life was rated with the lowest mean score of 3.68.

### **(3) The integration dimension of learning outcome**

The student's perception towards the integration dimension of learning outcome in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.5**.

**Table 4.5 The student's perception of the integration dimension.****(N=108)**

<b>Integration</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I can connect the different idea.	3.77	.74	High
2. I can make my mapping of different ideas.	4.02	.67	High
3. I can explain how activities related to each subject.	3.56	.69	High
<b>Total</b>	<b>3.78</b>	<b>.51</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

The data analysis revealed that the majority of students rated the integration dimension at a high level with a total mean score of 3.78. All of the items in the integration dimension were rated at a high level. The students responded that they could make their mapping of different ideas with the highest mean score of 4.02. While the ability to explain how activities related to each subject was rated with the lowest mean score of 3.56.

#### **(4) The human dimension of learning outcome**

The student's perception towards the human dimension of learning outcome in alternative high schools in Bangkok Metropolis was measure with three items, analyzed and described as shown in **Table 4.6**.

**Table 4.6 The student's perception of the human dimension.****(N=108)**

<b>Human dimension</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I feel confident about my ability to succeed.	3.60	.78	High
2. I share information & understanding with other team members.	3.90	.74	High
3. I give appropriate & constructive feedback to team members.	3.60	.76	High
<b>Total</b>	<b>3.70</b>	<b>.58</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to Table 4.6, most of the students responded to the overall the human dimension at a high level with a total mean score of 3.70. All items under the human dimension were rated at the high level. The item "I share information & understanding with other team members" was rated with the highest mean score of 3.90, while the item "I feel confident about my ability to succeed" and "I give appropriate & constructive feedback to team members" was rated with the lowest mean score of 3.60.

#### **(5) The caring dimension of learning outcome**

The student's perception of the caring dimension of learning outcome in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.7**.

**Table 4.7 The student's perception of the caring dimension.**

**(N=108)**

<b>Caring</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I can review outcomes and identify strategies for improvement.	3.46	.75	High
2. I can identify areas of personal interest in daily activities for further study.	4.07	.71	High
3. I share enthusiasm for my interests with others.	3.34	.76	Moderate
<b>Total</b>	<b>3.63</b>	<b>.46</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to the table above, all items under the caring dimension were rated at a high level with a total mean score of 3.63. The students replied to the ability to identify areas of personal interest in daily activities for further study was rated at a high level with the highest mean score of 4.07, while the students replied to the ability to share enthusiasm for their interests with others was at a moderate level with the lowest mean score of 3.34.

#### **(6) The learning how to learn dimension of learning outcome**

The student's perception on learning how to learn dimension of learning outcome in alternative high schools in Bangkok Metropolis was measured with two items, analyzed and described as shown in **Table 4.8**.

**Table 4.8 The student's perception on the learning how to learn dimension.**

**(N=108)**

<b>Learning how to learn</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I recognize when more information is needed and seek help and resources.	3.75	.75	High
2. I value and develop the skills of life-long learning.	3.81	.75	High
<b>Total</b>	<b>3.78</b>	<b>.61</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

**Table 4.8** showed that the majority of the students rated the learning how to learn dimension at a high level with a total mean score of 3.78. Among all items, the item "I value and develop the skills of life-long learning" was at a high level with the highest mean score of 3.81. While the item "I recognize when more information is needed and seek help and resources" was at a high level with the lowest mean score of 3.75.

#### **4.2.2 The student's perception of the overall school climate.**

This section showed the school climate level perceived by student in alternative high schools in Bangkok Metropolis. School climate is divided into five dimensions: school atmosphere, student staff relationships, student behavior/school rules, peer relationships, and learning environment. The descriptive statistic, mean and standard deviation, was shown in the **Table 4.9**.

**Table 4.9** The student's perception of the overall school climate

**(N=108)**

<b>School Climate</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. School Atmosphere	4.08	.60	high
2. Student Staff Relationships	3.91	.62	high
3. Student Behavior /School Rules	3.80	.53	high
4. Peer Relationships	4.04	.56	high
5. Learning Environment	3.58	.58	high
<b>Total</b>	<b>3.88</b>	<b>.42</b>	<b>high</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From the table above it could be seen that the overall school climate were rated at a high level with a total mean score of 3.88. All of the items in school climate were rated at a high level; the school atmosphere received the highest mean score of 4.08. While the learning environment received the lowest mean score of 3.58.

#### **(1) The school atmosphere dimension of school climate**

The student's perception towards the school atmosphere dimension of school climate in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.10**.

**Table 4.10 The student's perception of the school atmosphere dimension****(N=108)**

<b>School atmosphere</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My school has a friendly atmosphere.	3.83	.85	High
2. I take pride in my school.	4.16	.78	High
3. School spirit and morale are high in my school.	4.25	.76	Highest
<b>Total</b>	<b>4.08</b>	<b>.60</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to Table 4.10, the majority of the respondents rated the school atmosphere dimension at a high level with a total mean score of 4.08. The item "school spirit and morale are high in my school" was at the highest level with the highest mean score of 4.25, while the item "my school has a friendly atmosphere" was at a high level with the lowest mean score of 3.83.

## **(2) The student staff relationships dimension of school climate**

The student's perception of the student staff relationships dimension of school climate in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.11**.

**Table 4.11 The student's perception of the student staff relationships dimension**  
(N=108)

<b>Student staff relationships</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. Staff member and I trust and respect together.	3.85	.86	High
2. Teachers and other personnel in my school treat me fairly and as persons.	3.57	.88	High
3. Student and staff in my school participate in activities that solve problems and improve my school.	4.31	.72	Highest
<b>Total</b>	<b>3.91</b>	<b>.62</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to the table above, most of the students responded that the student staff relationships were at a high level with a total mean score of 3.91. Among the items, the students responded that student and staff in their school participate in activities that solve problems and improve their school was in the highest level with the highest mean score of 4.31. While the students responded that teachers and other personnel in their school treat them fairly and as a person was in the high level with the lowest mean score of 3.57.

### **(3) The student behavior/school rules dimension of school climate**

The student's perception towards the student behavior/school rules dimension of school climate in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.12**.

**Table 4.12 The student's perception towards the student behavior/school rules dimension**

(N=108)

<b>Student behavior/school rules</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. The rules in my school are clearly defined and fair.	3.18	.80	Moderate
2. I obey the school rules.	3.84	.76	High
3. My school attendance is good.	4.38	.69	Highest
<b>Total</b>	<b>3.80</b>	<b>.53</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From the table above, it could be seen that all items under the student behavior/school rules dimension were rated at a high level with a total mean score of 3.80. Among the items, the students responded that their school attendance is good was at the highest level with the highest mean score of 4.38. While the students responded that the rules in their school are clearly defined and fair was rated at the moderate level with the lowest mean score of 3.18.

#### **(4) The peer relationships dimension of school climate**

The student's perception towards the peer relationships dimension of school climate in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.13**.

**Table 4.13 The student's perception towards peer relationships****(N=108)**

<b>Peer relationship</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I am treated with respect regardless of race, religion, or physical or mental handicaps.	4.18	.94	High
2. I am willing to give a helping hand to other student.	4.35	.67	Highest
3. I am made to feel welcome and a part of my school.	3.60	.77	High
<b>Total</b>	<b>4.04</b>	<b>.56</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

The finding showed that the peer relationships dimension was rated at a high level with a total mean score of 4.04. Among the items, the item "I am willing to give a helping hand to other student" was in the highest level with the highest mean score of 4.35. While the item "I am made to feel welcome and a part of my school" was in the high level with the lowest mean score of 3.60.

#### **(5) The learning environment dimension of school climate**

The student's perception towards the learning environment dimension of school climate in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.14**.

**Table 4.14 The student's perception towards the learning environment dimension**  
(N=108)

<b>Learning environment</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I feel my school program is meaningful.	3.59	.80	High
2. The teachers in my school make learning enjoyable.	3.44	.88	High
3. I enjoy my classroom activities.	3.70	.62	High
<b>Total</b>	<b>3.58</b>	<b>.58</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

The data analysis showed that most of the students rated the learning environment dimension at a high level with a total mean score of 3.58. All of the items in the learning environment dimension were rated at a high level. The students responded that they enjoy their classroom activities had the highest mean score of 3.70. While the students responded that the teachers in their school made learning enjoyable had the lowest mean score of 3.44.

#### **4.2.1 The student's perception towards the overall parental involvement.**

This section showed the parental involvement level perceived by students in alternative high schools in Bangkok Metropolis. Parental involvement was divided into five dimensions: parenting, communication, volunteering, learning at home, and school decision-making and advocacy. The descriptive statistic, mean and standard deviation, was shown in the **Table 4.15**.

**Table 4.15** The student's perception towards the overall parental involvement**(N=108)**

<b>Parental Involvement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. Parenting	3.20	.57	Moderate
2. Communication	3.43	.67	High
3. Volunteering	3.00	.63	Moderate
4. Learning at Home	3.24	.64	Moderate
5. School decision-making and advocacy	3.30	.52	Moderate
<b>Total</b>	<b>3.23</b>	<b>.40</b>	<b>Moderate</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From **Table 4.15**, it could be seen that the overall parental involvement was rated at a moderate level with a total mean score of 3.23. Among the items, the communication dimension was at a high level with the highest mean score of 3.43. While the volunteering dimension was at a moderate level with the lowest mean score of 3.00.

#### **(1) The parenting dimension of parental involvement**

The student's perception towards the parenting dimension of parental involvement in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.16**.

**Table 4.16 The student's perception towards the parenting dimension**

**(N=108)**

<b>Parenting</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My school asks families for information about children's goal and strengths.	2.76	.85	Moderate
2. My school sponsors home visiting programs to help families understand schools and/or to help schools to understand families.	3.85	.84	High
3. My school provides families with information/training on developing home conditions or environments that support learning.	3.00	1.05	Moderate
<b>Total</b>		<b>3.20</b>	<b>.57</b>
<b>Moderate</b>			

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From the finding of the data, it could be seen that most of the students responded to the overall parenting dimension at the moderate level with a total mean score of 3.20. The item "my school sponsors home visiting programs to help families understand schools and/or to help schools to understand families" was at a high level with the highest mean score of 3.85. While the item "my school asks families for information about children's goal and strengths" was at a moderate level with the lowest mean score of 2.76.

## **(2) The communication dimension of parental involvement**

The student's perception towards the communication dimension of parental involvement in alternative high schools in Bangkok was measured with three items, analyzed and described as shown in **Table 4.17**.

**Table 4.17 The student's perception towards the communication dimension****(N=108)**

<b>Communication</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My school conducts an annual survey for families to share information and concerns about student needs & reactions to school programs, and their satisfaction with their involvement in school.	2.90	1.02	Moderate
2. My school provides clear information about the curriculum, assessments, achievement levels and report cards.	3.35	.88	Moderate
3. My school produces a regular school newsletter with up-to-date information about the school activities, special events, organizations, meetings, and parenting tips.	4.04	.81	High
<b>Total</b>	<b>3.43</b>	<b>.67</b>	<b>High</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

According to **Table 4.17**, all items under the communication dimension were rated at a high level with a total mean score of 3.43. Among the items, the students think their school produces a regular school newsletter with up-to-date information about the school activities, special events, organizations, meetings, and parenting tips was at a high level with the highest mean score of 4.04. While the students think their school conducts an annual survey for families was at a moderate level with the lowest mean score of 2.90.

### **(3) The volunteering dimension of parental involvement**

The student's perception towards the volunteering dimension of parental involvement in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.18**.

**Table 4.18 The student's perception towards the volunteering dimension****(N=108)**

<b>Volunteering</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My school conducts an annual survey to identify interests of parent volunteers, in order to match their skills/talents with school and classroom needs..	2.65	1.02	Moderate
2. My school provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and other things that affect their children.	2.37	1.06	Low
3. My school encourages families to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)	3.97	.78	High
<b>Total</b>	<b>3.00</b>	<b>.63</b>	<b>Moderate</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From **Table 4.18**, it could be seen that most of the students rated the volunteering dimension at the moderate level with a total mean score of 3.00. Among the items, the item “my school encourages families to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)” was at a high level with the highest mean score of 3.97. While the item “my school provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and other things that affect their children” was at a low level with the lowest mean score of 2.37.

#### (4) The learning at home dimension of parental involvement

The student's perception towards the learning at home dimension of parental involvement in alternative high schools in Bangkok Metropolis was measured with three items, analyzed and described as shown in **Table 4.19**.

**Table 4.19** The student's perception towards the learning at home dimension  
(N=108)

Learning at home	$\mu$	$\sigma$	Meaning
1. My school provides information to families on how to monitor and discuss schoolwork at home.	2.74	.98	Moderate
2. My school provides ongoing and specific information to parents on how to assist students with skills that they need to improve.	2.97	.87	Moderate
3. My parent gives me advice regarding my studies.	4.00	.82	High
<b>Total</b>	<b>3.24</b>	<b>.64</b>	<b>Moderate</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

As was shown in **Table 4.19**, the majority of the students rated the overall learning at home dimension at the moderate level with a total mean score of 3.24. Among the items, the students replied that their parent gives them advice regarding their studies was at a high level with the highest mean score of 4.00. While the students replied that their school provides information to families on how to monitor and discuss schoolwork at home was at a moderate level with the lowest mean score of 2.74.

#### (5) The school decision-making and advocacy dimension of parental involvement

The student's perception towards the school decision-making and advocacy dimension of parental involvement in alternative high schools in Bangkok

Metropolis was measured with three items, analyzed and described as shown in **Table 4.20**.

**Table 4.20 The student's perception towards the school decision-making and advocacy dimension**

(N=108)			
School decision-making and advocacy	$\mu$	$\sigma$	Meaning
1. My school includes parent representatives on the school's advisory council, improvement team, or other committees.	3.36	1.16	Moderate
2. My school has parents represented on district level advisory council and committees.	3.79	.81	High
3. My school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs.	2.74	.95	Moderate
<b>Total</b>	<b>3.30</b>	<b>.52</b>	<b>Moderate</b>

**Note:** 1.00-1.80 = lowest level, 1.81-2.60 = low level 2.61-3.40 = moderate level, 3.41-4.20 = high level, 4.21-5.00 = highest level

From the table above, it could be seen that most of the students responded to the overall school decision-making and advocacy dimension at a moderate level with a total mean score of 3.30. The item "my school has parents represented on district level advisory council and committees" was rated at a high level with the highest mean score of 3.79. While the item "my school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs" was rated at the moderate level with the lowest mean score of 2.74.

### 4.3 The relationship between school climates, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis as perceived by the students

This part demonstrated the relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis as perceived by students. Pearson coefficient correlation was conducted to test how the data aggregate data and the total score of school climate, parental involvement, and student's learning outcome.

The detail of these variables was shown in **Table 4.21**.

**Table 4.21 The relationship between school climate, parental involvement and student's learning outcome**

	(N=108)	
	School climate	parental involvement Learning outcome
	Pearson correlation	
School climate	.40** (p. = .00)	.49** (p = .00)
Parental involvement		.16 (p = .10)
Learning outcome		

\*\* statistically significant at 0.01 level

From the analysis in **Table 4.21**, there was positive relationship between school climate and student's learning outcome with statistically significant at the .01 level ( $p = .00$ ). But there was no relationship between parental involvement and student's learning outcome. Furthermore, there was a positive relationship between school climate and parental involvement with statistically significant at the .01 level ( $p = .00$ ).

#### 4.4 The predictive factors in school climate and parental involvement for student’s learning outcome in alternative high schools Bangkok Metropolis as perceived by students

This part demonstrated predictive factors from the school climate and parental involvement that predicts student’s learning outcome in alternative high schools in Bangkok Metropolis as perceived by students. A stepwise regression was conducted to test the overall result and how the data aggregate for school climate, parental involvement, and student’s learning outcome.

The detail was shown in **Table 4.22**.

**Table 4.22 The predictive factors in school climate and parental involvement for student’s learning outcome.**

(N=108)							
Variables	$\beta$	t	R	$R^2$	$R^2_{change}$	F	p
School climate	.49	5.82	.49	.24	.24	33.91	.00
a = .49		SE.b = 2.10	$R^2_{adjusted} = .24$				

From the analysis in **Table 4.22**, school climate was the only factor that could predict student’s learning outcomes with a statistically significant level at .01 ( $\beta = .49$ ). School climate could predict 24 percent of student’s learning outcomes with a statistically significant level at .01 ( $R^2 = .24$ ). Moreover, it showed that positive school climate could affect good students’ learning outcome.

#### 4.5 The information of student’s learning outcome in alternative high schools Bangkok Metropolis as perceived by the student

The interviews were conducted with students who were willing to give in-depth information. The interview is summarized according to the questions below.

**Question 1 : How do you review your knowledge?**

The majority of the students stated that they preferred to review their own lesson at home as was shown in following quotes taken from the interview.

*“I like to review the lesson by myself at home.”*

Some of the students also gave more explanation.

*“I usually read textbooks to review topics that I don’t understand. It makes me feel like I’ve gone over old knowledge and makes me remember new knowledge that I just read.”*

When I asked for examples, two of students answered,

*“After I reviewed by reading the lesson, I prefer to summarize and write what I had read in note form on a piece of paper to remind about what I just read. It also helps me when I have to prepare for exams. This way I don’t have to do as much reading before the exams.”*

And one of the students replied differently,

*“I like to review the lesson by mapping. I mapped both the same ideas and different ideas. This method helps me make connections between different topics easily.”*

Then I further asked the students, “How did you know that you already understood the lesson?”

They replied,

*“I knew when I could explain, compare, and give examples to my friends and everyone understood what I tried to say.”*

**Question 2 : When you know that your friends don’t understand the lesson, what do you do?**

All of the students told me that they’ve tried to explain the lesson, using examples, to their friends.

*“I helped my friends by explaining what they don’t understand. I tried to compare two things, so that my friends will see the difference. I also tried to give real life examples, so that my friends will get a clearer picture.”*

One student further said,

*“If my friends were still confused after I explained, I would advise them to read the textbook and ask the teacher later.”*

**Question 3: Have you ever reviewed what you’ve learned, other than knowledge gained from classes, at home? How?**

Most students said they’ve reviewed topics other than the ones taught in class. They search for information on interested topics from many sources.

Some of them said,

*“I preferred to search for more information from the Internet because the Internet is a source that I can learn from easily. Additionally, I also ask my parents about my interests that concern the lesson that I had just learned at school. Then my parents helped me by advising me on the sources that I can get information from.”*

One of the students replied,

*“I preferred to read books that I borrowed from the library, such as biography of famous people, history of the countries that I’m interested in, etc.”*

I further asked the students on whether their parents helped them with lessons at home.

The students replied,

*“Yes, they did. Many times, my parents gave me a story or examples that were based on my real life because I could understand them more easily. This method made me remember the content before I had major exams.”*

**Question 4: What factors affect your learning at school?**

Most of students said they loved to go to school everyday because,

*“I liked to share ideas with my friends. And I thought friends’ and teacher’s characteristic were the factors that influence my learning at school.”*

One student replied,

*“I loved class activities because it makes me feel like I can participate in the subject and I also learned based on real experience. This knowledge can be used in my daily life.”*

While the others answered,

*“The lesson was my most favorite. It’s also an important factor that affects my learning at school. My favorite subjects are art, science, etc.”*

**Question 5: How do you feel about your school?**

Most of students felt that their school’s environment was good. Most students answered that they were happy with their school.

*“There are many species of plants in my school. I think it affects the temperature and climate positively. And this affects my learning because I’ve been trained to take care of the school with my classmates. So it’s my duty to take care of the school and I love doing it. This is also why I like to go to school.”*

Other students replied differently,

*“I enjoyed school activities. I thought the school staff takes care of me and I feel welcome at school. And the teachers in my school made learning enjoyable. And I can feel that they don’t mind me asking questions.”*

**Question 6: How do your parents support your learning?**

The students responded that parents participation with children education was not only at school, but parents were involved with their education in terms of homework at home as well. Two students said,

*“If I didn’t understand the lessons, my parent would help me with my homework. They also give me advice on where to get additional books, help me find more information from the Internet, library and other sources.”*

Other students further explained,

*“My parents support my learning by sending me to tutoring schools.”*

**Question 7: Have the school ever contacted your parents and ask them to participate in school activities?**

The students said that the school provided the opportunity for parents to participate in school’s activities. Three of them gave an example,

*“For example, parental meetings are held to exchange information about me. It was a chance for my teachers and parents to meet.”*

One of them further explained,

*“My parents and teachers talked about my academic issues and they also talked about general stuff. Like general stuff on children, children’s interest, and how to take care of children. Things like that.”*

From the student’s interview, it could be said that the majority of students in alternative high schools in Bangkok Metropolis reviewed their lesson by themselves and their parents participate in their learning at home as well. The students in alternative high schools in Bangkok Metropolis could express their knowledge by explaining, making comparison, applying their knowledge, and giving examples to others.

The students also said that they felt the school climate, in alternative high schools in Bangkok Metropolis (e.g. school environment, the lessons which they had learned at school, school program’s activities, teachers, friends, and staffs), was good. Additionally, the interviews with students showed that there are positive relationships between school climate and student’s learning outcome in alternative high schools in Bangkok Metropolis and the students thought the factors that they mentioned above could affect their learning outcome.

In term of parent’s participation in their education, the students in alternative high schools in Bangkok Metropolis replied that their parents did not only support their learning at school. But their parents also promoted their education at home as well. From the student’s interview, it was shown that there was a relationship between parental involvement and student’s learning outcome at home and the students thought that parental participation affects their learning outcome.

## **CHAPTER V**

### **DISCUSSION**

The purpose of this research was to study student's learning outcome, school climate, and parental involvement and study the relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis. Moreover, this research aimed to explore the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis. The six learning outcome dimensions, five school climate dimensions, and five parental involvement dimensions were studied with quantitative and qualitative approach that collected data from students.

Based on the research objective, the findings of this study were discussed and analyzed in this chapter as followed:

5.1 The student's perception towards learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis.

5.2 The relationship between school climate, parental involvement, and student's learning outcome in alternative high schools in Bangkok Metropolis.

5.3 The predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis.

## **5.1 The student's perception towards learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis**

### **5.1.1 The learning outcome of students in alternative high schools in Bangkok Metropolis.**

From the finding, the overall perception of the student's learning outcome was at a high level with a total mean of 3.75. Within the six dimensions, the student's perception toward the foundation was at a high level with the highest mean of 3.87, followed by the student's perception towards the integration that was at a high level with a mean of 3.78, the student's perception towards learning how to learn was at a high level with a mean of 3.78, the student's perception towards the application was at a high level with a mean of 3.75, the student's perception towards the human dimension was at a high level with a mean score of 3.70, and the student's perception towards the caring dimension was at a high level with the lowest mean of 3.63.

The findings were similar to the concept by Fink (2003); learning outcome depended on what students were able to know apply, integrate, consider the human dimension, care, and learn how to learn. It was found that students' perception towards foundation was at a high level with the highest mean. This coincided with Fink who said that if students understood and remembered, the students could associate, explain, list, recognize, compare, give examples, repeat, and etc. It was an expression of what a student showed upon successful completion of high school. It was a statement of what students were expected to know and accomplish, as a result of learning, at the end of the course. These were related to learning. Indeed, institutions and programs often use evidence that students have obtained such benefits as a proxy for instructional effectiveness (CHEA, 2003). Wilson (2001) stated that the characteristics of good learning outcome specified an action by the student that must be observable, measurable and able to be demonstrated.

In addition, the findings also supported the interviews of students that after they received the knowledge from the school, they could demonstrate the knowledge that they gained. For example, the students could repeat and review their lesson at

home, they could give an example to their friend, and they could help their friends when their friends had questions.

### **5.1.2 The student's, of alternative schools in Bangkok Metropolis, perception of the overall school climate**

The findings showed that the overall perception of school climate was at a high level with a total mean of 3.88. Within the five dimensions, the student's perception toward school atmosphere was at a high level with the highest mean of 4.08, followed by the student's perception towards peer relationships was 4.04, the student's perception towards the student-staff relationships was at a high level with a mean of 3.91, the student's perception towards the student behavior/school rules was at a high level with a mean of 3.80, and the student's perception towards the learning environment was at a high level with the lowest mean of 3.58.

The findings showed that students' perception toward school atmosphere was at a high level with the highest mean. This finding was supported by Cohen (2009) who found that environment was one component of school climate. The students answered that their school's environment was high. This meant that their schools provided high academic standards for all students, clear rules and policies that were fair and consistently enforced, promoted the students' fitness by supporting their mental and physical health, good nutrition and mental well-being, and a clean functioning hazard-free physical environment. The results of the questionnaire were supported by the results from the interviews. From the interviews, it was found that the students felt that their school was safe and the physical environment (e.g. temperature, cleanliness, size) was supportive of their learning.

In addition, school climate can be defined in four different ways: 1) A physical environment that was welcoming and conducive to learning; 2) A social environment that promoted communication and interaction; 3) An affective environment that promoted a sense of belonging and self-esteem; and 4) An academic environment that promoted learning and self-fulfillment (Tableman, 2004). School climate could significantly impact educational environment (Marshall, 2003) because it could affect many areas and people within schools. For example, a positive school climate had been associated with fewer behavioral and emotional problems for

students (Kupermic, 1997). It could be said that school climate could be a positive influence on the health of the learning environment or a significant barrier to learning (Freiberg, 1998). And school climate could provide an enriching environment, both for personal growth and academic success.

In addition, the finding also supported the interviews of students that the students felt that their school environment was good and supported their learning. All of the students enjoyed coming to school and they liked to get involved in school activities.

### **5.1.3 The parental involvement of students in alternative high schools, Bangkok Metropolis.**

The findings showed that the overall perception of parental involvement was at a moderate level with a total mean of 3.23. Within the five dimensions, the student's perception toward communication was at a high level with the highest mean of 3.43, followed by the student's perception towards the school's decision-making and advocacy was at a moderate level with a mean of 3.30, the student's perception towards learning at home was at a moderate level with a mean of 3.24, the student's perception towards parenting was at a moderate level with a mean of 3.20, and the student's perception towards volunteering was at a moderate level with the lowest mean of 3.00.

The finding showed that the student's perception toward communication was at a high level with the highest mean, this finding was supported by Epstein (1995) who commented that frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helped parents feel more confident, more comfortable with the school, and more likely to become involved. Center on Families, Communities, Schools, and Children's Learning (1994) reported that parents were more likely to participate in schools if they received information from teachers about classroom activities, the progress of their children, and how to work with their children at home. In addition, the result was supported by Davies (1991) who found that schools that promoted parental involvement via two-way communication between schools and home were able to enhance student's learning outcome.

In addition, the finding also supported the interviews of students that the schools provided the opportunity for parents to participate in school's activities. For example, parental meetings were held to exchange information between them. It was a chance for parents and teachers to meet.

## **5.2 The relationship between school climate, parental involvement, and student's learning outcome in alternative high schools in Bangkok Metropolis**

From the perspective of this study, the student's learning outcome and the school climate had a positive relationship. In other words, the level of the student's perception toward learning outcome in alternative high schools in Bangkok Metropolis correspondingly reflected the level of their perception toward the school climate of alternative high schools in Bangkok Metropolis. It further demonstrated that the school climate dimensions were the most significant factor for student's learning outcome.

The result of the relationship between school climate and student's learning outcome was supported by Hoy and Miskel (2005). They found that school climate was a set of internal characteristics that distinguished one school from another and influence the behaviors of each school's members. It was evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents, the way students and staffs "feel" about being at school each day. School climate was a significant element in discussions about improving academic performance, student's learning outcome, and school reform (Tableman, 2004). Hoy, Tarter, and Kottkamp (1991) mentioned that school climate was the relatively enduring quality of the school environment that was experienced by participants and affected their behavior and was based on their collective perception of behaviors in school.

The findings from student's interview indicated that there were numerous factors related to their achievement beside the school environment. Such factors were curriculum, members of their schools, teachers, friends, school activities, and etc.

But there was no relationship between parental involvement and student's learning outcome in statistical data analysis. It was because most items of the

questionnaire used in this research studied parental involvement in the area of volunteering in alternative high schools in Bangkok Metropolis. Therefore, the finding did not support that parental involvement had been linked with student outcomes including increased achievement test results, a decrease in dropout rate, improved attendance, improved student behavior, higher grades, higher grade point average, greater commitment to schoolwork, and improved attitude toward school (National Middle School Association, 2000). Moreover, the findings did not support the work by Davis (2000) who found that when parents felt that they were part of the school community, they were kept aware of school events and other important school information that were clear information. Parents learn about the school's curriculum, assessments, achievement levels, and reporting methods, parents receive information about how to support their children. Parents had the information they needed to help their children thrive and achieve. When families were happy, children tended to do better in school and relationships were developed. When schools and families shared information and strategies, everyone feels connected to the school community, resulting in positive outcomes. And school staff realized the positive ways that parents can contribute to student's success.

From the finding of student's interview, it was found that five students thought there was a positive relationship between parental involvement and student's learning outcome at home. The finding from student's interview was opposite with the finding from the statistical data analysis. Therefore, five students in alternative high schools in Bangkok Metropolis thought that parental participation at home was related to student's learning outcome more than the parental participation in area of volunteering at schools.

### **5.3 The predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis**

The findings on the school climate factors and parental involvement factors that could predict students' learning outcome revealed that school climate can

predict approximately 24 percent of students' learning outcome with a statistically significant level of .01

This finding was supported by Bulach, Malone, and Castlemen (1995). They found that there was a significant relationship between student achievement and school climate. Wang and his friends (1997) stated that the school climate was among the top influence that was able to improve student's learning outcome. In addition, Hoy, Tarter, and Bliss (1990) found that long-term improvement in academic achievement was related to schools with strong academic emphasis within the context of a healthy and open climate. Deal and Peterson (1999) stated that improvements in student achievement would happen in schools with positive and professional cultures that reflect a positive school climate. The positive climate can promote student's ability to learn and powerfully affects student's motivation to learn. It also fosters youth development and learning necessary for a productive, contributive, and satisfying life in society.

The finding also demonstrated that there were other factors that might affect student's learning outcome. Alex (2007) stated that there were personal and situational factors that affected student's learning outcome. The personal factor was related to the student, which included prior knowledge, ability, values, personality characteristics that affected their approaches to learning, and others. The situational factor was related to the teaching context, which included the course content, the course structure, the teaching method and strategy, assessment method, and others.

The interview with the students revealed that school climate had a powerful influence on student's learning outcome. Most students said that positive school climate promoted student's ability to learn. The students felt that the physical environment (e.g. temperature, cleanliness, size, etc) was welcoming and conducive to learning. For example, the school building contains a limited number of students, their classrooms and grounds are clean and well maintained, the school was safe, their school helped to motivate them to do well academically and learn to be a "lifelong learner", and teachers and students were engaged in interesting and meaningful work. Hence, it can be concluded that the students felt that the overview of the school climate relate with student's learning outcome.

On the other hand, the parental involvement factor could not predict students' learning outcome. It was because most items in the questionnaire used in this research were area of volunteering at school. Therefore, the results were not supportive of the statement made by Martinez (2004). The statement said that when parents are involved in students' education, those students generally have high grades and test scores, better attendance, and more consistently completed homework. In addition, the finding of this study was not supportive of literature on parent involvement that stated that the effects of parental involvement may vary with the age of the students and more recent studies have begun to focus on middle level students and their parents (National Middle School Association, 2000).

The finding of the student's interview indicated that five students thought parental involvement could affect learning outcome at home. The findings from student's interview contradicted with the finding from the statistical data analysis. Therefore, five students in alternative high schools in Bangkok Metropolis thought that parental participation at home could affect student's learning outcome more than the parental participation in the aspect of volunteering at schools.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

This research aimed to study student's learning outcome, school climate, and parental involvement and the relationship between school climate, parental involvement and student's learning outcome in alternative high schools in Bangkok Metropolis. To explore the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis. The findings were discussed in Chapter V and this chapter provides the conclusion of the discussion and recommendations.

#### 6.1 Conclusions

#### 6.2 Recommendations

### **6.1 Conclusions**

This research was conducted by adopting mixed methods. Quantitative approach was primarily employed through questionnaire to survey the overall results. Three questionnaires were used to measure student's perceptions towards student's learning outcome, the school climate, and parental involvement. Each questionnaire consisted of instrument based on the Organizational Climate Description Questionnaire (OCDQ) completed by Hoy and Tarter (1997) to measure school climate, framework developed by Epstein (1995) to measure parental involvement, and instrument developed by Fink (2003) to measure learning outcome. Qualitative approach through interviews to enhance the results was conducted to further understand student's leaning outcome, the school climate, and parental involvement.

The study was conducted with 108 students who were in grade 12 in alternative high schools in Bangkok Metropolis. The survey data was analyzed using descriptive statistics such as frequency, mean, standard deviation and percentage to study student's learning outcome, school climate, and parental involvement as

perceived by the students. Pearson Correlation Coefficient analysis was applied to investigate statistically significant relationship between student's learning outcome, school climate, and parental involvement. And Stepwise regression was applied to explore statistically significant predictors of school climate and parental involvement toward student's learning outcome.

The result of this study was summarized as followed:

The total population of this research was 108 people and all of them were students studying in alternative high schools in Bangkok Metropolis. Among the population, 57.40% of the students were males and 42.60% were female students.

### **6.1.1 The student's perception on learning outcome, school climate, and parental involvement in alternative high schools, Bangkok Metropolis**

#### **6.1.1.1 The learning outcome of students in alternative high schools in Bangkok Metropolis.**

Six dimensions, which are foundation, application, integration, and human dimension, caring, and learning how to learn, measured the student's perception towards learning outcome.

In accordance with the result of the research, the overall student's perception towards learning outcome was at the high level with the total mean of 3.75. The foundation dimension was at a high level with the highest mean of 3.87, the application dimension was at a high level with a mean of 3.75, the integration dimension was at a high level with a mean of 3.78, the human dimension was at a high level with a mean score of 3.70, the caring dimension was at a high level with the lowest mean of 3.63, and the learning how to learn dimension was at a high level with a mean of 3.78.

#### **6.1.1.2 The student's, of alternative high schools in Bangkok Metropolis, perception of school climate**

Five dimensions measured the student's perception towards the school climate: school atmosphere, student staff relationships, student behavior/school rules, peer relationships, and learning environment.

The findings showed that the overall student's perception towards school climate was at a high level with a total mean of 3.88. The school atmosphere dimension was at a high level with the highest mean of 4.08, the student staff relationships dimension was at a high level with a mean of 3.91, the student behavior/school rules dimension was at a high level with a mean of 3.80, the peer relationships dimension had a mean of 4.04, and the learning environment dimension was at a high level with the lowest mean of 3.58.

#### **6.1.1.3 The student's, of alternative high schools in Bangkok Metropolis, perception of parental involvement**

Five dimensions, including parenting, communication, volunteering, learning at home, and school decision-making and advocacy, measured the student's perception towards parental involvement.

The findings showed that the overall student's perception towards parental involvement was at a moderate level with a total mean of 3.23. The parenting dimension was at a moderate level with a mean of 3.20, The communication dimension was at a high level with the highest mean of 3.43, the volunteering dimension was at a moderate level with the lowest mean of 3.00, the learning at home dimension was at a moderate level with a mean of 3.24, and the school decision-making and advocacy dimension was at a moderate level with a mean of 3.30.

#### **6.1.2 The relationship between school climate, parental involvement, and student's learning outcome in alternative high schools in Bangkok Metropolis.**

From the finding of the study, it could be concluded that there was a positive statistically significant correlation between school climate and the student's

learning outcome. On the other hand, there was no statistically significant correlation between parental involvement and the student's learning outcome.

### **6.1.3 The predictive factors in school climate and parental involvement for student's learning outcome in alternative high schools Bangkok Metropolis as perceived by students.**

The finding of the study concluded that school climate was the only factor that can predict student's learning outcomes in alternative high schools in Bangkok Metropolis with a statistically significant level of .01 ( $\beta = .49$ ). School climate could predict about 24 percent of student's learning outcomes in alternative high schools in Bangkok Metropolis at the statistically significant level of .01.

## **6.2 Recommendations**

This research provided data on student's perception towards learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis. This research also aimed to study the relationship between student's learning outcome, school climate, and parental involvement in alternative high schools in Bangkok Metropolis and explore the predictive factors of school climate and parental involvement toward student's learning outcome in alternative high schools in Bangkok Metropolis.

The finding demonstrated that the overall student's learning outcome level and the overall school climate level were rated as high. But the overall parental involvement was rated at moderate. The result also found that school climate was the only factor that influenced student's learning outcome. Moreover, there was a positive relationship between school climate and student's learning outcome, and school climate could be a predictive factor of student's learning outcome in alternative high schools in Bangkok Metropolis. But there was no relationship between parental involvement and student's learning outcome and parental involvement could not be a predictive factor of student's learning outcome.

Based on the findings and discussions of the study, the following recommendations were suggested:

## **6.2.1 Recommendations from the research finding**

### **6.2.1.1 Recommendations for administrators**

Since the results showed that school climate affects learning outcome, administrators of both formal schools and alternative schools should establish a school environment that supports learning. Additionally the school climate is part of a students' life. The school climate was a factor that was often overlooked when explaining student's learning outcome. Moreover, administrators should set up policy that involved parents in school activities e.g. school decision-making, student's planning, assessment, and curriculum development.

### **6.2.1.2 Recommendations for teachers**

The findings revealed that teacher's characteristic was one factor that affect school climate and also influenced student's learning outcome. Therefore teachers should support and interact positively with students, only then will students be engaged and behave appropriately. In addition, the children will do better in school when parents talk often with teachers and become involved in their schooling. Therefore, parents and teachers should communicate with each other, rather than relying on the scheduled parent-teacher conferences. Close communications between parents and teachers could help the students.

### **6.2.1.3 Recommendations for parents**

Although the findings found that there was no relationship between parental involvement and student's learning outcome. But the interview with students found that students in alternative high schools in Bangkok Metropolis stated that parental involvement was an important factor which could help their education, it was not only at school, but parents should become involved in their education at home as well. Hence, parents should set up a learning environment at home and participate in children's learning in term of working directly with children as tutors or "managers" of their schooling (e.g., helping them with homework) and participating in school programs. Parents should contribute to the personal growth of families in terms

of their knowledge on child development and parenting skills as well as their own self-esteem.

## **6.2.2 Recommendations for Further Studies**

6.2.2.1 This research only selected 4 alternative high schools in Bangkok Metropolis to study the level student's learning outcome, school climate, parental involvement; to study the relationship between student's learning outcome, school climate, and parental involvement; and to explore the predictive factors in school climate and parental involvement for student's learning outcome in alternative high schools on Bangkok Metropolis. More schools should be included in future studies. Future studies should explore the topic from many different perspectives, districts, and areas to get a more complete picture of student's learning outcome, school climate, and parental involvement.

6.2.2.2 This study only considered school climate and parental involvement, both factors affect students' learning outcome. The finding revealed that the school climate was the only factor that was related to and could predict student's learning outcome. Actually, there are many factors, which influenced student's learning outcome (e.g. personality characteristics of students, prior knowledge of students, teaching method of teacher, etc), therefore further studies should study the relationships and predictive factors of student's learning outcome.

6.2.2.3 Further research should employ in-depth information of parental supporting both of school and home for studying parents' perspective in term of predictive factors of student's learning outcome.

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## APPENDIX A INSTRUMENTS

### Demographic data

Please answer the following questions

Gender:      male                       female

### Questionnaire I: LEARNING OUTCOME QUESTIONNAIRE

#### Directions:

Choose the number that best describes how you feel about your school. **Do not choose more than one number for each statement.**

Value of the number:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

Statement	Level of perception				
	1	2	3	4	5
1. I can explain my knowledge to others.					
2. I know the objective of each subject.					
3. I can give example when I explain my knowledge.					
4. I can apply the knowledge to use in daily life.					
5. I can apply the knowledge to solve the problem.					
6. I can use my knowledge to make new idea.					
7. I can connect the different idea.					
8. I can make my mapping of different ideas.					
9. I can explain how activities related to each subject.					

Statement	Level of perception				
	1	2	3	4	5
10. I feel confident about my ability to succeed.					
11. I share information & understanding with other team members.					
12. I give appropriate & constructive feedback to team members.					
13. I can review outcomes and identify strategies for improvement.					
14. I can identify areas of personal interest in daily activities for further study.					
15. I share enthusiasm for my interests with others.					
16. I recognize when more information is needed and seek help and resources.					
17. I value and develop the skills of life-long learning.					

**Questionnaire II: SCHOOL CLIMATE QUESTIONNAIR****Directions:**

Choose the number that best describes how you feel about your school. **Do not choose more than one number for each statement.**

Value of the number:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

Statement	Level of perception				
	1	2	3	4	5
1. My school has a friendly atmosphere.					
2. I take pride in my school.					
3. School Spirit and morale are high in my school.					
4. Staff member and I trust and respect together.					
5. Teachers and other personnel in my school treat me fairly and as persons					
6. Student and staff in my school always participate in activities that solve problems and improve my school.					
7. The rules in my school are clearly defined and fair.					
8. I obey the school rules.					
9. My school attendance is good.					
10. I am treated with respect regardless of race, religion, or physical or mental handicaps.					
11. I am willing to give a helping hand to other student.					
12. I am made to feel welcome and a part of my school.					
13. I feel my school program is meaningful.					
14. The teachers in my school make learning enjoyable.					
15. I enjoy my classroom activities.					

**Questionnaire III: PARENTAL INVOLVEMENT QUESTIONNAIRE****Directions:**

Choose the number that best describes how you feel about your school. **Do not choose more than one number for each statement.**

Value of the number:

1 = Not Occurring

2 = Rarely

3 = Occasionally

4 = Frequently

5 = Extensively

Statement	Level of perception				
	1	2	3	4	5
1. My school asks families for information about children's goal and strengths.					
2. My school sponsor home visiting programs to help families understand schools and/or to help schools to understand families.					
3. My school provides families with information/training on developing home conditions or environments that support learning.					
4. My school conducts an annual survey for families to share information and concerns about student needs & reactions to school programs, and their satisfaction with their involvement in school.					
5. My school provides clear information about the curriculum, assessments, achievement levels and report cards.					
6. My school does produce a regular school newsletter with up-to-date information about the school activities, special events, organizations, meetings, and parenting tips.					

Statement	Level of perception				
	1	2	3	4	5
7. My school conducts an annual survey to identify interests of parent volunteers, in order to match their skills/talents with school and classroom needs.					
8. My school provides a parent/family room for volunteers and family members to work, meet, and access resources about parenting, childcare, tutoring, and other things that affect their children.					
9. My school encourages families to be involved with the school in a variety of ways (assisting in classroom, giving talks, monitoring halls, leading activities, etc.)					
10. My school provides information to families on how to monitor and discuss schoolwork at home.					
11. My school provides ongoing and specific information to parents on how to assist students with skills that they need to improve.					
12. My parent always give me advice regarding my studies.					
13. My school includes parent representatives on the school's advisory council, improvement team, or other committees.					
14. My school has parents represented on district level advisory council and committees.					
15. My school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs.					

**APPENDIX B**  
**INTERVIEW GUIDELINE**

1. How do you review your own Knowledge?
2. When you find that your friends don't understand the lesson, how do you do?
3. Have you ever review more lessons at home? How?
4. What factors affect your learning at the school?
5. How do you feel about your school?
6. How does the parent support your learning?
7. How has the school communicate parental involvement?

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