

Factors Affecting Student Achievements  
of English Programs in Secondary Schools under the  
Office of Basic Education Commission Thailand  
ปัจจัยที่ส่งผลต่อผลสัมฤทธิ์ของนักเรียนโครงการห้องเรียนพิเศษ  
ภาคภาษาอังกฤษ ในโรงเรียนมัธยมศึกษาสังกัดสำนักงานคณะกรรมการ  
การศึกษาขั้นพื้นฐาน ประเทศไทย

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### Abstract

The main purpose of this research was to construct and validate a causal model of factors affecting the student achievements of English programs in the secondary schools under the Office of the Basic Education Commission, Thailand. The sample consisted of a total of 420 teachers who were randomly selected using a multistage technique from the 2,020 teachers in public schools and who were involved and worked in the English program in 2015. According to the results of the parsimonious model of factors, the model fit with the empirical data. There were both direct and indirect correlations between the seven underlying factors of The Ministry of Education Policy in English language teaching and studying; Instructional Leadership; School Characteristics; Teacher Characteristics; Student Characteristics; Teacher Teaching Strategies; and Student's Deeper Learning; and student achievements. The research concluded that Student's Deeper Learning and Teacher's Teaching Strategies have a significant direct effect on student achievements. In contrast, the results also showed that School Characteristics had the most indirect effect on student achievements.

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It is intended that the findings of this study will assist those attending English program schools to achieve higher student achievements.

**Keywords:** Student Achievement/ English Program

## บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสร้างและยืนยันโมเดลปัจจัยที่กระทบต่อผลสัมฤทธิ์ของนักเรียนโครงการห้องเรียนพิเศษภาคภาษาอังกฤษ ในโรงเรียนมัธยมศึกษาสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ประเทศไทย กลุ่มตัวอย่างประกอบด้วยครูผู้สอนและครูผู้เกี่ยวข้องในโครงการ จำนวน 420 คน ได้มาจากการสุ่มแบบหลายขั้นตอนโดยได้จากประชากรครูผู้สอนและครูผู้เกี่ยวข้องในโครงการจากโรงเรียนรัฐบาลจำนวน 2,020 คนทั่วประเทศ ในปี พ.ศ. 2558 ผลการวิจัยพบว่าโมเดลปรับแก้แล้วมีความสอดคล้องกับข้อมูลเชิงประจักษ์ โดยปัจจัยที่ศึกษาทั้ง 7 ด้าน ได้แก่ นโยบายการจัดการเรียนการสอนภาษาอังกฤษของกระทรวงศึกษาธิการ ภาวะผู้นำทางการศึกษาของผู้บริหาร คุณลักษณะของโรงเรียน คุณลักษณะของครู คุณลักษณะของนักเรียน ยุทธวิธีการสอนของครูและการเรียนรู้เชิงลึกของนักเรียน โดยปัจจัยที่ส่งผลทางตรงต่อตัวแปรผลสัมฤทธิ์ของนักเรียนอย่างมีนัยสำคัญ คือ การเรียนรู้เชิงลึกของนักเรียนและยุทธวิธีการสอนของครู ในทางตรงกันข้ามปัจจัยคุณลักษณะของโรงเรียนส่งผลทางอ้อมต่อผลสัมฤทธิ์ของนักเรียน จากการศึกษาวิจัยในครั้งนี้สามารถนำข้อค้นพบไปใช้ในโรงเรียนที่จัดการเรียนการสอนห้องเรียนพิเศษภาคภาษาอังกฤษเพื่อให้บรรลุผลสัมฤทธิ์ของผู้เรียนให้สูงขึ้นต่อไป

**คำสำคัญ:** ผลสัมฤทธิ์ของนักเรียน โครงการห้องเรียนพิเศษภาคภาษาอังกฤษ

## Introduction

Throughout the years, while there have been many educational reforms conducted in Thailand, there are still many debates about the Thai educational system. Being ranked 8 out of the 10 ASEAN member states, based on the countries educational systems in 2013, Thailand has been trying to formulate strategies to increase the overall effectiveness of their school systems. In recent years, one of the strategies developed was the implementation of the English programs throughout Thailand secondary schools. In these programs, English is used a medium of instruction across most subject areas and employs more foreigner

teachers, both native and non-native speakers. Since the advent of 21 century curriculum and instruction, as well as, the promotion of the ASEAN Economic Community, the number of students in the English programs launched by Thailand government schools, since the year 1999, has been increasing year by year.

This newly implemented program was designed to not only strengthen students' English language skills but also positively impact student achievement as a whole. Marzano (2003) contributes to this by stating that educational effectiveness factors represent practices that schools and teachers engage in, which impact student achievements. It is anticipated that long-

term exposure to the teachers, mostly foreign, is what will contribute to the effectiveness of the program and as a result contribute to both dimensions of academic and non-academic student achievements.

## Rationale

Research on improving student achievements can not only help with how a school is managed, but also contribute to the overall success of its students' and their life-long learning skills. The English program implemented under the Office of Basic Education Commission in Thailand (OBEC) was set forth to further contribute to student success. Research in this area can create awareness about the problems and improvements needed in the educational system and also provide guidance towards possible resolutions.

## Background of the Study

The initial educational reform in Thailand can be dated back from 1868-1910 during the reign of King Chulalongkorn (King Rama V), the Fifth Chakree Reign, and the Visionary Reform (Fry, 2002). The objective was to create a more modernized society, which included continuously updating and modernizing the educational system. Along with the reforms throughout the century, also came the realization that the country must develop students to be skilled in business and English in order to become globalized citizens. Unfortunately, for Thailand,

the educational standings when it came to English skills did not follow with the economic boom when compared with the neighboring countries. The standards of the English skills of the Thai students were, and continue to be, comparatively low in the global standings. Fry (2002) concluded in his study that Thailand had great potential to be the major regional center for international education but the "challenge is to implement the reforms expeditiously in accord with the Constitution and NEA so that all Thai children, the future of the country, will have the opportunity to realize fully their potential and creativity."

Though the government achieved considerable success through the educational reforms, problems still exist, which need to be addressed in order to implement sustainable teacher development to promote student-centered learning (Thailand Reform Project, 2002). The regular and continuous evaluation and appraisal of the policies, staff, teachers and facilities would make a great difference in achieving quality education. To achieve this, the first step is becoming aware of the flaws and looking at the core issues impacting student achievements. This report and other studies further investigate the improvements needed in order to increase the effectiveness of a school, which, in turn will affect student achievement.

## Objective

The primary objective of this research was to determine the factors affecting the

student achievements of English programs in the secondary schools in Thailand. There were two research questions proposed in this study with the first one being: What is the causal model of factors affecting student achievements of English programs in the secondary schools under the OBEC? The second research question proposed was: What is the relationship between the dependent variable, student achievement, and policy, instructional leadership, school characteristics, teacher characteristics, student characteristics, teachers' teaching strategies and students' deeper learning? Through analysis of the seven underlying factors and their correlation with one another, this study will present a conceptual model, which demonstrates the core factors of student achievements.

### Significance of the Research

The young generation is the solid foundation of human resources of any nation, which is why each country puts a strong focus on their educational system with the hopes to cover the main and critical development of their youth's life skills. One of the major issues today's educators face is how to create an effect environment for student learning in order to create successful global citizens. Ali, Jusoff, Ali, Mokhtar, and Salamt (2009, p. 2) affirmed, "the social and economic development of the country is directly linked with student academic performance".

This research paper will be the guidance to student achievements to improve the English

programs in government schools, as well as regular school programs in Thailand. The results will be a relevant source of information for educators and administrators in schools providing English programs and give beneficial information to all departments relating to the program. This research will postulate applicable data to researchers interested in this issue and other educational developments in Thailand, which will assist in formulating future policies supporting the educational administrators.

### Review of the Literature

#### Definitions

The definition of student achievement can grow out of an abundance of literature suggesting various definitions. Unfortunately, measuring the achievement of a student can be a complex concept, as this achievement must be broken down into two dimensions: student academic and non-academic achievements. According to the National Board for Professional Teaching Standards, *student achievement* is "the status of subject-matter knowledge, understanding, and skills at one point in time". Correspondingly, student achievement heavily relies on the environment in which they receive these skills, knowledge and understandings, which in turn means the effectiveness of the school.

One definition of student achievement is "the extent to which the desired level of output is achieved" Scheerens and Thomas (2003, p. 223).

This “level of output” can refer to student achievements, which is also the goal attainment of the school. Results of achievement can be analyzed using measurements based on test measures and indicators. These measurements are used in order to improve student performance by academic achievement, which mean that students need to meet expectations laid out for them by the school systems.

Monk and Plecki (1999 cited in Hoy& Mitskel, 2013, p. 307) conducted research to determine the performance outcomes of schools and how it relates to the “inputs”. Their results concluded that the characteristics of the teacher, the student and the family are directly related to the outcomes, which in this case were the scores on student achievement tests. They found that the “inputs” of a social system could actually predict the outputs of the students. These outputs refer to student achievement, which is achieved through a proper set of underlying factors.

### **Correlated Studies**

The following are relevant studies on student achievements in the English program:

Chaisawat, Choosuan, Nuemtes, & Saelor (2014) conducted a study to investigate the qualitative elements and indicators of educational management for special secondary school classrooms in Sciences, Mathematics, and English project (SME). Their research analyzed the qualitative elements of the SME program and defined the guidelines in accordance

with qualitative elements and indicators of educational management. Their results revealed that only four of their analyzed factors were considered as impacting and important external factors. The factors studied were the availability of personnel, the process of management and potential of the school, participation and quality of teaching and the promotion and development of student potential. Their research supports the correlation of instructional leadership and student achievement presented in this study.

Leelajaruskul, Keowkiri, Chongthanakorn, Rasmimariya, Rungsrirongkol, Srikham, Onkaewmanee, Prangkatoke, and Kowin (2013) conducted research to study the system factors and their weight as it related to and affects student achievements in the English Program for Talented Students program. Their results revealed that several factors highly impacted the success of the EPTS Programs. The economics of the parents, the availability of advanced technologies, EPTS Program policies, administrator and student quality, availability of media equipment, academic management, budget management, and personnel management were all factors impacting the success of the program. With the high student achievement derived from this program it revealed that the effectiveness of the program was successful. These findings support several factors in this study and their correlation with student achievement. Similar factors include student characteristics, OBEC policies and instructional leadership.

Sawangsang (2011) aimed at studying the effectiveness of the English programs in Thailand using curriculum developed by the Ministry of Education and proposed a model for the management of the English program. By studying the effectiveness of the program the researcher was able to identify what factors contribute to student achievement. The results showed that the current administrative status of English program schools under the OBEC and using the Education Ministry curriculum is well operated. It was revealed that this could be due to the schools good management, outstanding leadership and having unique strategies to follow. This research supports the idea that instructional leadership, especially within the English program, is linked to student achievements.

Skulphanarak (2009) conducted research using a path analysis to identify the factors and present the model of the Thailand English program administration. The results found seven main factors of the Thailand English program school administration: school evaluation, student activity management, personnel management, academic administration, participation management, education quality assurance and general management. By using a path analysis of the English program administration, this study identified the factors affecting its effectiveness. The results from Skulphanarak's research supports the correlation between instructional leadership, the teacher characteristics, and teacher teaching strategies and student academic

achievements in the English program presented in this research.

The studies mentioned above analyzed the effectiveness of special programs implemented in schools and the impact it had on student achievements. They all revealed important factors contributing to the success of the programs and explained how those factors either directly or indirectly affected the outcomes or student achievement. After previous studies were analyzed, a model of factors affecting the student achievements in English programs in Thailand was constructed for this study, which is presented in the following section.

### **The Underlying Dimensions of Student Achievement**

The definition of student achievement may vary depending on a number of factors. Research to determine these factors still continues today and has resulted in many studies and theories. Academic achievement indicates a student's accomplishments; however, it also represents different domains of learning. Measurements of academic success are usually done through grades or performance testing from curricular-based criteria. On the contrary, non-academic achievement is demonstrated through student characteristics. Students with high non-academic achievement have a good sense of ethics and morality and are eager to present good virtues.

By using the 5-point Likert scale (Likert, 1932), this study was able to identify the core

factors impacting student achievements. Many research study results from various authors were used and combined to create the underlying seven factors of student achievements that were used in this study. The following is a description of each of the seven factors:

1) The Office of Basic Education commission policies, which impact school effectiveness, refer to Ministry of Education recommended textbooks, isolated Ministry Of Education initiatives, demand –driven changes in the types of school, test washback, and decentralized decision making (Darasawang & Watson Todd, 2012). In 2015, the Ministry of Education has again enforced a new policy for teaching and learning the English language in Thailand. There are six essential areas in the reform that require to be followed. In this study, according to the policy endorsed by the Ministry of Education, six observed variables were composed: the implementation of The Common European Framework of Reference for Language (CEFR), communication language teaching, promoting CEFR through schools across the country, promoting the use of the English language, teacher’s English language evaluation, and promoting the use of informational technology (Ministry of Education MOE, 2014).

2) Instructional Leadership is generally defined as the management of curriculum and instruction by a school principal. The concept of instructional leadership emerged and developed across the globe during the effective school movement in the 1980s. A number of studies

done by educational researchers found the significance of instructional leadership in school administrators who are engaged in curriculum and instruction and how it affects student achievement (Hallinger, 2003; Hallinger & Heck, 1996; Hallinger & Murphy, 1985; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Lyons, 2010, Packard, 2011; Southworth, 2002).

3) School Characteristics in this study are based on Marzano’s (2003) research of five school level factors, which include guaranteed and viable curriculum, challenging goals and effective feedback, parental and community involvement, safe and orderly environment, and collegiality and professionalism.

4) Teachers Characteristics play an important role in determining student achievement. A number of research papers proved that teacher qualities, such as the teacher’s professional background and teacher’s pedagogical knowledge are vital factors that strongly impact student achievement greater than student learning and family background factors. The seven vital factors that will be discussed are as follows: teacher’s qualification and experience, strong academics and pedagogy, belief that all students can learn, ethics and morality, conveying ideas in convincing way, self-development, being well groomed and emotionally objective.

5) Student Characteristics are the individualities and the background knowledge, which the student possesses and utilizes in his or her learning activities. For the purpose of

this study student characteristics are classified into the three following areas according to the model concluded by Marzano (2003): home environment, learned intelligence or background knowledge and student motivation.

6) Teachers' Teaching Strategies express how teachers use techniques and utilize them with their students in the classroom. These techniques are used to encourage students' learning strategies and student achievements. Many factors are identified in order to demonstrate a relationship between teacher effectiveness and student achievement. There were three significant characteristics analyzed in this study including instructional strategies, learner-centered classroom management and curriculum design, which were all derived from a comparison of teacher level-factors from Marzano (2003, p.76).

7) Deeper Learning is the essence of understanding. It is when given knowledge is processed and used critically, especially in real-life situations. By utilizing the deeper learning framework, educators can ensure students are more engaged and motivated in their classrooms. The framework consists of six core competencies that are essential for student success. The six competencies include master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, learn how to learn, develop academic mind-sets.

### Relevant Models of Factors Affecting Student Achievement

The conceptualized model of factors affecting student achievements is an adaptation of four previously proposed models, which were developed to explain school effectiveness in terms of student achievement.

The first model, proposed by Hoy and Miskel (2013), was an open social-systems framework of school organization using input, transformation, and output components. The structure of his model is similar to that in this study with the "inputs" being the indirect factors affecting student achievement, which include the exogenous factors, *policy* and *instructional leadership*, and the endogenous factors, *school characteristics*, *teacher characteristics* and *student characteristics*. The direct factors affecting student achievement, *teacher's teaching strategies* and *student's deeper learning*, can compare to the "transformation process" in Miskel's model. As a result, the "outputs" proposed in the social-systems model comparably consists of *student achievement* being the final educational outcomes produced by the educational resources or "inputs".

The second model, proposed by Lee and Shute (2010) was developed to explain the academic achievement for students in K-12. The group was able to identify four sets of factors – student engagement, student learning strategies, school climate, and social and parental influences, which all accounted for the performance of the students in reading



and mathematics subjects. Lee and Shute (2010) concluded that students must be engaged and possess proper learning strategies in an environment that contributes to learning with the encouragement of their parents and peers to produce high academic achievement. *School characteristics, student characteristics* and *student deeper strategies* are similar factors, which were derived from Lee and Shute's model.

The third model, proposed by Bryk, Sebring, Allensworth, Luppescu, and Easton (2010), was a longitudinal study, which was also used to identify the critical factors affecting student achievement. They proposed a set of concepts that they called essential supports, which they said create the "classroom social system". These four essential supports are *professional capacity, school-learning climate, parent-school-community ties, and instructional guidance*. These supports can be comparably related to the factors *teacher characteristics, school characteristics, student characteristics and instructional leadership*.

The final model, created by Hattie (2009), analyzed 6 areas that were proven to affect and contribute to student achievements. Hattie (2009) states that the student, the home, the school, the curricula, the teacher, and the teaching and learning approaches are all vital factors influencing the achievements of students. Within these areas are meta-analyses related to learning and achievement and their effect size. The six areas studied are congruent with the

factors presented in this study with the exception of student deeper learning.

These four models were used in the development of the conceptualized model presented in this research. By analyzing the previously proposed models, a combination of underlying factors affecting student achievement was created and used to support the research in this study.

### **Parsimonious Model**

The data was analyzed by using descriptive statistics and a hypothesized model, which was tested by using a Structural Equation Modeling (SEM) technique. In order to confirm the hypothesized model of student achievements, this technique was applied to assist in establishing the reliability of the theoretical model and to estimate the degree to which the various explanatory variables seem to be influencing the dependent variables (Cooley, 1978 cited in Maruyama, 1998). After testing the hypothesized model using this technique, it was found that the SEM didn't fit the model. This resulted in a parsimonious model, which was modified for a confirmed fit.

### **Methodology**

This study is focused on factors affecting the student achievements of English programs in the secondary schools under the Office of the Basic Education Commission (OBEC) in Thailand and also formulates and tests a causal

model. The hypothesis for this research was whether there will be statistically significant relationships between student achievements and OBEC's policy, school characteristics, teacher characteristics, student characteristics, instructional leadership, teachers' teaching strategies and students' deeper learning strategies in an English program within secondary schools across Thailand.

### Sample

In this study, a multistage sampling technique was used to select 420 teachers, involved in the English program, from 101 secondary schools, across the 5 main regions of Thailand. In the first stage, 101 secondary schools with English programs, across 5 different geographical regions were randomly selected using a cluster sampling technique. During the second stage, using a simple random sampling technique, 10 schools from each region were selected for a total of 50 schools across Thailand.

### Instrument

The research instrument used to collect data in this research was a questionnaire about student achievements in English programs in secondary schools across Thailand. The questionnaire was composed of two sections and utilized a combination of the 5-point Likert scale and a checklist questionnaire.

**Section one** of the questionnaire was the demographic information form where the respondents were asked to report their personal characteristics and background for

documenting characteristics. The questionnaire included questions about demographic profiles and descriptive statistics in terms of frequency distribution, as well as the percentage of teachers in English program demographics that included the following categories: gender, position at school, working years and highest degree earned.

**Section two** of the questionnaire contained 159 questions based on the seven significant factors: OBEC's policy, school characteristics, teacher characteristics, student characteristics, instructional leadership, teachers' teaching strategies and students' deeper learning strategies and how they affect student achievements. Each of the 7 factors were individually measured by numerous questions to assess their effectiveness, however, a portion of the questionnaire also consisted of questions pertaining to student achievement itself. Using SAS (Version 9.1), coefficient alphas were determined for school items in each subscale, which determined the reliability of the questionnaire. All of the alpha coefficients domains were within the preset acceptable range between 0.759 – 0.963.

### Data Collection

#### Student Achievement Survey

Before initiating the data collection process, the researcher made a request for granting permission to utilize the data collection from the Graduate School of Burapha University. After obtaining permission, the researcher distributed the questionnaires to 50 secondary

schools across Thailand, which were then administered to the English program teachers who were associated with the program in the 2015 academic year (see Table 1).

**Table 1:** Number of Samples by Multistage Sampling Technique

Region	Total Number of Schools with EP	Population of Teachers involved in English Programs	Number of EP Schools Selected	Number of Respondents	Return Rate Percentage%
North	15	300	10	63	15.00
Northeast	22	440	10	44	10.50
Central	37	740	10	160	38.09
East	14	280	10	83	19.76
South	13	260	10	50	11.90
<b>Total</b>	<b>2,020</b>	<b>101</b>	<b>50</b>	<b>400</b>	<b>95.25</b>

To analyze the data, the Structural Equation Modeling technique was used. Using a multistage random sampling procedure, 420 copies of questionnaires were distributed. Eventually, after data screening, 400 questionnaire copies were returned. The questionnaires were gathered by the researcher with a 95.25% return rate of collection. That sample size was large enough to analyze the elements using the Structural Equations Modeling (SEM). (Hair, Black, Babin and Anderson, 2010)

The results of this section concluded that there was a slight difference between the number of males and females; 45.50% were male teachers in English program and 54.50% were female English program teachers. Among the participants, 33% were foreign teachers and 67% were Thai teachers. The highest percentage of respondents indicated they were working at the present school under five years (47%), 27.75% had 5-10 years working experience, 11.25% were

more than 10-15 years, and 14.00% were more than 15 years. Lastly, regarding the highest degree earned, 62% showed that they hold a bachelor's degree, 35.75% hold a master's degree, and 2.25% hold a doctorate degree.

## Data Analyses

To understand the relationship factors affecting student achievements, one must recognize the correlation amongst the seven factors. A Pearson product-moment correlation analysis revealed that a correlation coefficient between latent variables in the causal model of factors affecting student achievements of English programs, in which the variables include: The Ministry of Education Policy in English language teaching and studying (PO); (Instructional Leadership) LS); School Characteristics (CH); Teacher Characteristics (CT); Student Characteristics (CS); Teacher Teaching Strategies (TS); and Student's Deeper Learning

(DP) . It found that the Correlation Coefficient (CH) and Student's Academic Achievement (ACH) between latent variables ranged from 0.01-0.67 displaying both a positive and a negative correlation. The highest correlation coefficient is the correlation between School Characteristics (CH) and Student's Academic Achievement (ACH) with the p-value of 0.01, which is highly significant. In contrast, the lowest correlation coefficient is the correlation between Instructional Leadership (LS) and Student Characteristics (CS). The results of the data analyses are reported in Table 2.

**Table 2 :**The Correlation Coefficient between Latent Variables in a Causal Model of Factors Affecting Student Achievements of English Programs

Variables	PO	LS	CH	CT	CS	TS	DP	ACH
PO	1.00							
LS	0.05	1.00						
CH	0.22**	0.14**	1.00					
CT	-0.07	0.44**	0.20**	1.00				
CS	0.16**	-0.01	0.56**	0.15**	1.00			
TS	0.08	0.42**	0.11*	0.67**	0.04	1.00		
DP	0.15**	0.07	0.63**	0.15**	0.59**	0.07	1.00	
ACH	0.22**	0.16**	0.63**	0.21**	0.40**	0.13**	0.49**	1.00
	3.97	4.03	4.18	4.48	4.22	4.36	4.09	4.20
S	0.50	0.67	0.49	0.38	0.43	0.41	0.46	0.50

Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.73,

Bartlett's Test of Sphericity Approx.: Chi-Square = 1024.28,  $df = 28$ ,  $p = 0.000$  \*\* $p < .01$ ; \* $p < .05$

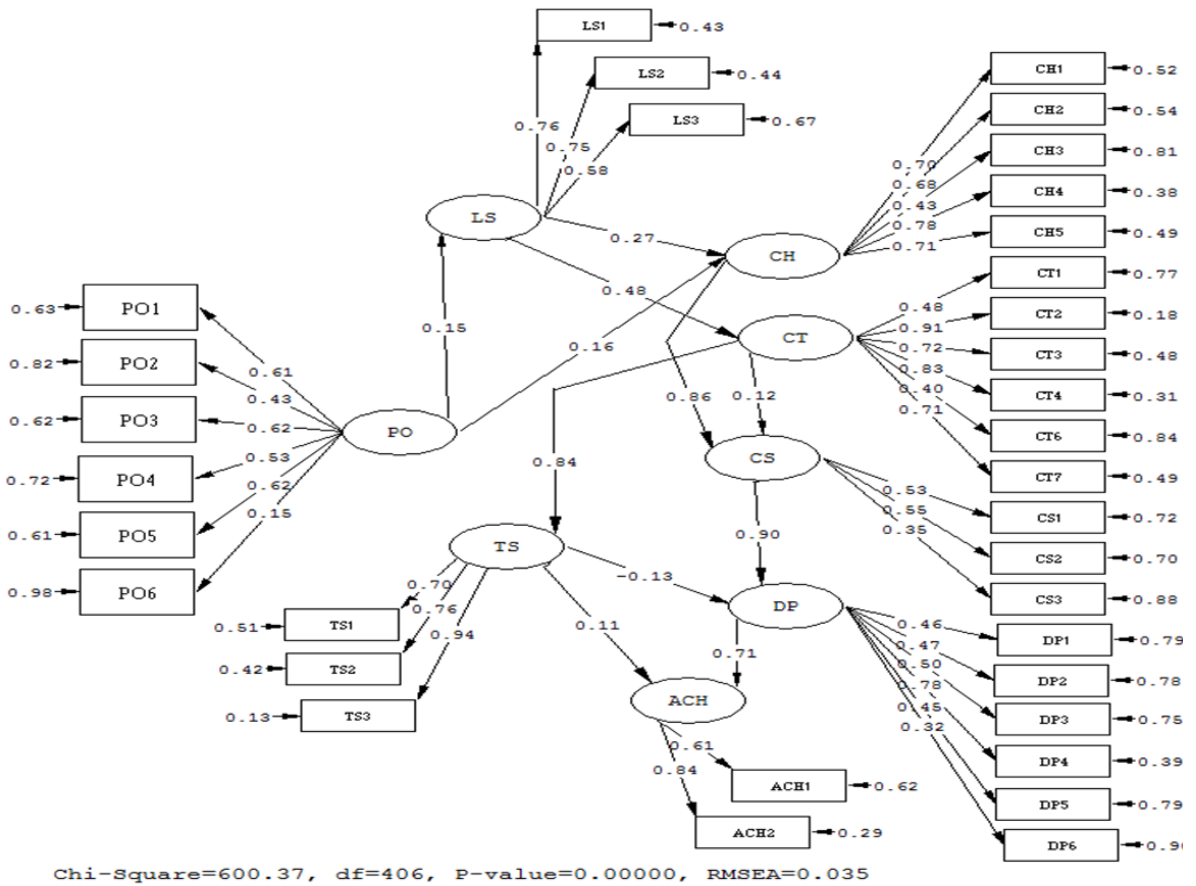


Figure 1 :The Parsimonious Model of Factor Affecting Student Achievements of English Programs

Figure 1 shows the parsimonious model of factors affecting the student achievements of English programs. According to this study, the hypothesized model of the factors affecting the student achievements of English programs found that the observed variables, in each latent variable of the hypothesized model, were actual factors and were in congruence with the measurement model. The hypothesized models were tested using structural equation modeling (SEM). The SEM analyses were conducted using LISREL program for solving the causal model (Joreskog & Sorbom, 1993). Some of the statistical

values from the Lisrel program's calculations were not in congruence with the empirical data and the goodness-of-fit values did not amount to the standard. As a result of this, the researcher adjusted the model according to the Lisrel program's suggestions and the goodness-of-fit statistical values resulted in a chi-square of ( $\chi^2$ ) = 600.37, df =406, Comparative Fit Index (CFI) = 0.98, Root Mean Squares Error of Approximation (RMSEA) = 0.035, model Goodness of Fit Index (GFI) = 0.92, which all indicate a good fit to the model. Consequently, applying

the SEM model, the findings revealed that the parsimonious model fitted the data satisfactorily.

## Conclusion

Based on the results of this study, the seven underlying factors were systematically interrelated and either directly or indirectly impacted the dependent variable, student achievements. The research results indicated that Student's Deeper Learning had a significant direct effect on student achievements. Hewlett (2013) states, "students must routinely reflect on their learning experiences and apply insights to subsequent situations." This means students must become a master of their own learning and develop the motivation and mindset to become self-learners, which they will profit from for the rest of their lives.

The research results also indicated that Teacher Teaching Strategies had both significant direct and indirect effects on student achievements; whereas Student's deeper learning was a moderately influential factor. These teaching strategies are important in the development of deeper learners and how students process their knowledge. Students also benefit from the content area teachers use in their strategies and techniques that make subject matter understandable, while at the same time developing students' English language proficiency (Echevarria, 2012). Having well-managed classrooms provide an environment in which teaching and learning can flourish (Marzano 2003,p.1).

## Discussion

Student's deeper learning had a significant direct effect on student achievements. For several decades, higher education scholars have believed that deep approaches to learning not only have produced positive educational outcomes but also changed the learner's perspective on how he/she sees the world and how he/she represents knowledge (Biggs & Tang, 2011). In 2015 the British Council presented a Deep Learning Policy Series to several ASEAN nations aiming to ameliorate the educational systems and introduce Deeper Learning. Students who are able to develop deeper learning techniques are able to produce higher-level thinking and strive towards academic achievements. Cacioppo, Petty, Feinstein, and Jarvis (1996) argued, the benefits of cognitive development, feelings of enjoyment, and higher-order thinking develop individuals in educational settings. Students who are able to master this deeper learning not only accomplish a higher-level of academic achievement, but also set a path for successful lifelong learning.

## Recommendation

Recommendation 1: The results of this research paper are the products of a quantitative research method, which, as a consequence, the statistics were only able to slightly skim the surface of the factors contributing to the student achievement. For this reason, further research should utilize a mixed research method,

which is a combination of statistics and focuses on the comprehension of underlying emotions and opinions, to confirm the findings of the quantitative research.

Recommendation 2: According to the results, Student's Deeper Learning and Teacher's Teaching Strategies are crucial factors in student achievement. Studies must continue to analyze the vital factors regarding the types of strategies to use and how they impact overall student achievement.

### Implications for Educational Planning

The results obtained from this research present several implications for educational planning researchers and practitioners. As mentioned in the recommendations, the use of a quantitative method in this study only skimmed the surface of all the factors affecting student achievements. Educational planners must expand on the data provided and continue to explore the impact school culture and the English programs have on student achievement in Thailand. This research contributes to the knowledge base and provides recommendations to educational planners for further studies in this area.

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