

การศึกษาปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนวิชาสังคมศึกษา
ระดับชั้นมัธยมศึกษาตอนต้น ในเครือข่ายโรงเรียนอำเภอวัดโบสถ์ 3 จังหวัดพิษณุโลก
THE STUDY OF FACTOR AFFECTING LEARNING ACHIEVEMENT IN SOCIAL
STUDIES FOR SECONDARY EDUCATION, SCHOOL, NETWORK 3 IN
WATBOT PHITSANULOK

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อ 1) ศึกษาปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียน วิชาสังคมศึกษาในระดับมัธยมศึกษาตอนต้น 2) เพื่อศึกษาระดับปัจจัยด้านผู้เรียน ด้านครอบครัวและด้านครูผู้สอน ที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียน วิชาสังคมศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ นักเรียนระดับชั้นมัธยมศึกษาตอนต้นในเครือข่ายโรงเรียนอำเภอวัดโบสถ์ 3 จังหวัดพิษณุโลก จำนวน 5 โรงเรียน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล เป็น แบบสอบถาม ทำการวิเคราะห์ข้อมูลโดยสถิติขั้นพื้นฐาน ได้แก่ ค่าร้อยละ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน โดยศึกษาปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียน 1) ด้านผู้เรียน 2) ด้านครอบครัว 3) ด้านครูผู้สอน

ผลการวิจัยพบว่า ปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนวิชาสังคมศึกษา ในระดับมัธยมศึกษาตอนต้น โดยภาพรวมทุกด้าน มีค่าเฉลี่ยเท่ากับ 4.21 อยู่ในระดับมาก ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.491 เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทุกด้าน เรียงตามค่าเฉลี่ยจากมากไปหาน้อยตามลำดับ ด้านครูผู้สอน มีค่าเฉลี่ยเท่ากับ 4.37 อยู่ในระดับมาก ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.478 ด้านครอบครัว มีค่าเฉลี่ยเท่ากับ 4.27 อยู่ในระดับมาก ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.596 และด้านผู้เรียน มีค่าเฉลี่ยเท่ากับ 4.06 อยู่ในระดับมาก ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.550

ระดับปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียน ปัจจัยด้านผู้เรียน ด้านครูผู้สอน และด้านครอบครัว ทั้งสามปัจจัยมีความสัมพันธ์กันในทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 ส่วนปัจจัยอื่นไม่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนวิชาสังคมศึกษา ระดับชั้นมัธยมศึกษาตอนต้น มี 2 ปัจจัยที่มีอิทธิพลมากที่สุด คือ ปัจจัยด้านผู้เรียน รองลงมา ด้านครูผู้สอน ซึ่งเป็นปัจจัยที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนอย่างมีนัยสำคัญที่ระดับ .05 อยู่ในเกณฑ์ที่ยอมรับได้

คำสำคัญ : ผลสัมฤทธิ์ทางการเรียน , วิชาสังคมศึกษา , ปัจจัยที่มีอิทธิพล

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Abstract

This research aimed to 1) study the factors that influence academic achievement in Social Studies at the lower secondary level, 2) study the level of learner factors of student, family and teacher factors that affect the academic achievement in Social Studies. The sample group used in the study was lower secondary school students in the network of 5 schools in Wat Bot 3 School District, Phitsanulok Province. The data collection tool was a questionnaire. Data were analyzed using basic statistics, including percentage, mean and standard deviation. The study of the factors influencing the academic achievement was 1) student, 2) family and 3) teacher family. The results of the research found that the factors influencing the academic achievement in Social Studies at the lower secondary level, in all aspects, had an average of 4.21 and a standard deviation of 0.491, which was at a high level. When considering each aspect, it was found that all aspects were at a high level, ranked from highest to lowest average, respectively. Teacher aspect had a mean score was 4.37, the standard deviation was 0.478, which was at a high level. The family aspect had a mean score of 4.27, the standard deviation was 0.596, which was at a high level. The student aspect had a mean score of 4.06, the standard deviation was 0.550, which was at a high level. The level of factors that influenced academic achievement, the student aspect, the teacher aspect, and the family aspect, all three factors had a high level of positive relationship with statistical significance at the 0.01 level. Other factors did not influence academic achievement in social studies at the lower secondary level. There were 2 factors that had the most influence, which were the student aspect, followed by the teacher aspect, which was a factor that influenced academic achievement significantly at the .05 level, which was acceptable.

Keywords: Academic Achievement, Social Studies, Influencing Factors

Introduction

Education is an important foundation for human resource development, providing knowledge and skills that are up-to-date with changes in the globalization era. Education helps develop thinking skills, problem analysis, decision-making, and problem-solving correctly, which is the development of the potential to live together with others and social changes. The educational reform of Thailand aims to improve the quality of education to be consistent with the needs of the global society, according to the National Education Act of 1999, emphasizing that all learners have the ability to learn and develop themselves. Learners are the most important, and the learning process must promote their development naturally and to their full potential by organizing content and activities that are consistent with their interests and aptitudes. Teachers play an important role in human development through knowledge transfer, training, and the creation of scientific advancements, along with creating a learning environment that promotes continuous lifelong learning (Office of the National Education Commission. 1999).

In the 21st century, educational reform focuses on skills and culture, which teachers must develop themselves in 7 important areas as follows: 1) Knowledge creation and integration: Teachers must be able to integrate and use various knowledge to create and develop new knowledge. 2) Analytical and creative thinking: Teachers must teach children to have analytical and creative thinking skills. 3) Vision and exchange of ideas: Teachers must have vision and encourage children to exchange ideas and learn by themselves. 4) Understand new technology: Teachers must use and guide the use of new technology appropriately. 5) Promote potential and creativity: Teachers must support children's development according to their potential and encourage them to create new things. 6) Ethics, morality, and ethics: Teachers must comply to ethics and morality and encourage others to do good for society. 7) Teaching and professional leadership: Teachers must develop the quality of teaching and profession together with administrators and the community (Nararat Fanchien. 2018).

The academic performance of students is an indicator of the quality of national education. Effective learning will equip students with knowledge, abilities, and be ready to respond to the changes and competition of today's era. If academic performance is low, citizens will not be able to prepare for the competition and development of the country. In Thailand, academic performance remains an important issue that all departments must work together to address. Poor academic performance will affect the quality of education, society, culture, and economy. The government has addressed this issue through curriculum reform, teacher productivity improvement, and teacher capacity development. However, the external quality assessment has not yet achieved its goals. Therefore, researchers are interested in studying the factors that affect academic performance in order to find ways to improve and enhance the quality of education (Wicklund, Diane Marie. 2002; Weena Techapanadorn. 2005; Charnnarong Pornrongroj. 2010).

The revised version of the Basic Education Core Curriculum B.E.2551 (2008) update in B.E. 2560 (2017), emphasizes that social studies, religion, and culture are essential foundational learning for all students. The curriculum aims to help students understand the coexistence of human life as individuals and society. Adapting to the environment: Understanding the changes of the times, time, and factors.

Understanding oneself and others. Patience, acceptance of differences, and morality. Knowledge can be applied to life. Becoming a good citizen of the country and the world. Learning in this field helps cultivate learners to become responsible citizens. Knowledge, skills, ethics, morals, values, and consciousness. Students will develop thinking skills such as summarizing ideas, analyzing, applying, and critical thinking, as well as problem-solving skills based on social science processes. To achieve this goal, collaborative group learning activities must be organized. This will help establish good relationships among group members, promote collaborative and social skills.

The problem of teaching and learning in the social studies, religion, and culture group found that teaching and learning activities were not diverse and not interesting, resulting in students not participating. Good students often compete with each other, while the weak ones were often abandoned, leading to discouragement and low academic achievement. In addition, students lacked skills in living together and had conflicts of thought. Students did not understand and did not see the importance of the sufficiency economy, so they could not apply it in their daily lives or analyze the problems that occurred. As a result, students lacked of problem-solving skills, work skills, and skills in working with others. If this problem is not properly resolved, students' academic achievement will continue to decline. From the problem of academic achievement at the lower secondary level that did not meet the criteria set by the Ministry of Education, the researcher, who was a teacher in the network of schools in Wat Bot District 3, Phitsanulok Province, was aware of this problem and was interested in studying to find the factors that influenced academic achievement. It was found that the student factor had the greatest impact from observing student behavior in the academic year 2023 (Kantrawee Busayanon. 2003).

Therefore, the researcher aimed to study the factors that influence the achievement in social studies at the lower secondary school level in the network of Wat Bot 3 schools, Phitsanulok Province, in order to find the real cause of the factors that influence the achievement in social studies and use the data as a guideline for developing teaching and learning, organizing appropriate learning activities, and making students change their behavior, be enthusiastic and cooperate in learning, resulting in good efficiency and effectiveness in the future.

Objectives of the research

1. To study the factors that influence academic achievement achievement in Social Studies at the lower secondary level, the factors that influence the achievement in social studies at the lower secondary school level in the network of Wat Bo District 3 schools, Phitsanulok Province, in order to
2. To study the level of learner factors of student, family and teacher factors that affect the academic achievement in Social Studies factors, family factors, and teacher factors that influence the achievement in social studies at the lower secondary school level in the network of Wat Bo District 3 schools, Phitsanulok Province.

Literature review

The concepts and theories related to academic achievement. In educational management, the main objectives are:

The academic performance of students, as their grades also reflect their performance in teaching. 'Achievement' means obtaining or achieving academic results, while students' academic performance indicates their academic achievements. In addition to developing learners' knowledge and intellectual abilities, it also represents the value of curriculum organization and teaching activities. The knowledge and abilities of teachers and administrators.

Thitsanat Khaemmani (2005: 10) stated that achievement is the accomplishment or efficiency in action in a given skill or knowledge. Academic achievement means access to knowledge, development of academic skills, which may be considered from a given test score, a score obtained from work assigned by the teacher, or both.

Pranee Kongjinda (2007: 42) stated that academic achievement means ability or success.

Oratai Chandai (2010) concluded that academic achievement means the knowledge and ability to try to access knowledge or skills which come from coordinated actions. It requires effort from both intellectual and non-intellectual components that are expressed in the form of success, which can be measured by psychological tools or general achievement tests.

Atchara Sukharam and Oraphin Chucham (1987) stated that academic achievement means the level of success received from studying which is assessed by two methods: the process obtained from testing using general academic achievement tests and the process obtained from the grade point average of the educational institution which requires a complex process and a long period of time.

Monrawee Nantasen (2000) stated that academic achievement means the knowledge and abilities of students that arise after being trained and taught both in and outside of educational institutions. Therefore, academic achievement is considered an important product of teaching and learning. Measuring academic achievement is a main activity in the teaching and learning process of teachers.

Eysneck and Meili (1972) stated that learning achievement means the index of efficiency and quality of education management after teaching and learning activities. It is the ability of individuals that arises from teaching and learning as a result of behavioral changes and learning experiences that arise from training or instruction.

Bloom (1976) stated that the factors that influence learning achievement are three variables: knowledge characteristics, affective characteristics, and quality of teaching, participation in teaching and learning, teacher reinforcement, providing feedback on deficiencies or appropriateness and correcting deficiencies.

Anastasi (1985, p. 107) stated that academic achievement is related to intellectual and non-intellectual components, including economic, social, motivational and other components.

Good (1973: 7) It is said that academic achievement means success, agility, expertise in using skills or applying various knowledge. Therefore, academic achievement means knowledge or skills resulting from

learning various subjects that can be observed from the test results of teachers or those responsible for teaching. It is the ability or characteristic of learners that occurs after teaching.

From the study of the meaning of academic achievement, it can be concluded that academic achievement means the success of learning, the ability that students receive from teaching and learning, it is a change in behavior and learning experiences in the cognitive domain, affective domain and skill domain according to the learning objectives set. Generally, academic achievement is measured by test scores, but there are other measurement methods such as behavioral evaluation, subjective measurement, skill measurement and project measurement, which have the components of knowledge, understanding, skills and attitudes resulting from learning, which can be measured by testing during or after teaching and learning activities by testing or using various methods that are consistent and appropriate with the learning content, learning process by conducting in conjunction with the learner's learning activities. The assessment will cover knowledge, skills, behavior, learning behavior, participation in activities and results from projects or portfolios to reflect the learner's continuous accumulation of learning.

Research Methodology:

This research is a study of factors that influence the academic achievement in social studies at the lower secondary school level in the network of schools in Wat Bot District 3, Phitsanulok Province. The influences come from learner factors, teacher factors, and family factors. The researcher aims to use the research results as a guideline for developing teaching management in educational institutions. The researcher has proceeded according to the following steps:

Population and sample

The population used in this research was lower secondary school students in the network of Wat Bot 3 schools in Phitsanulok Province, totaling 270 students.

The sample group used in this research was lower secondary school students studying in the first semester of the academic year 2024 from the network of Wat Bot 3 schools in Phitsanulok Province, totaling 5 schools: Yan Naresuan Phatthana Phitthayakhom School, Wat Senas School, Wat Nam Khop School, Kaeng Ban Bang Pakhai School and Wat Nakham School, totaling 152 students, using random sampling of Krejcie & Morgan (1970).

Research Tools

The research instrument used in this research is the data collection on the study of factors affecting the academic achievement in social studies at the lower secondary school level in the network of Wat Bot 3 schools in Phitsanulok Province by using an online questionnaire (in the form of Google Form). The researcher divided the questionnaire into 2 parts:

Part 1: General information of the respondents using a checklist, including gender, age, grade level, school, and social studies results in the previous semester;

Part 2: Questionnaire on factors affecting academic achievement using a 5-level, 3-dimensional rating scale with 66 items, covering the following factors: 1) Student factors; 2) Teacher factors; 3) Family

factors of lower secondary school students in the network of Wat Bosot 3 schools in Phitsanulok Province, which is a 5-level rating scale questionnaire: the most, the most, the most, the most, the least, the least.

Creation and validation of research instruments

1. Study the concepts, theories and related research on the study of factors influencing the academic achievement in social studies at the lower secondary level in the network of schools in Wat Bot District 3, Phitsanulok Province. In preparing the draft questionnaire instrument to be consistent with the objectives and scope of the research, the created questionnaire was presented to the advisor to check and correct it, both in terms of the correctness of the content structure, the appropriateness of the language use and the coverage of the subject to be studied, and then revised according to the advisor's suggestions.

2. The questionnaire was presented to three advisors and experts to review and improve its completeness and accuracy to cover both content structure and appropriateness of language use, to see whether the questionnaire text was in line with the factors to be studied and whether it covered theoretical content that had been studied, analyzed, and defined in the definition of specific terms by experts.

3. The questionnaire was analyzed for content validity and the results of the expert's consideration were used to calculate the IOC (Index of Item Objective Congruence) validity. The data was entered into the expert's IOC analysis table and the index of consistency was calculated to be 0.60-1.00.

Data collection

1. The researcher wrote a letter requesting assistance from the Graduate School, Pibulsongkram Rajabhat University, to request assistance in collecting data from the sample group.

2. The researcher proceeded with sending online questionnaires to the sample population by requesting cooperation from school administrators, teachers, and explaining the purpose of data collection to the sample students in order to obtain realistic results.

3. The researcher collected a total of 152 questionnaires from the online questionnaires to check for completeness. In this data collection, the researcher received 152 responses, or 100 percent, and analyzed the data.

Data Analysis

The questionnaire was used to calculate the mean and standard deviation. It was found that the factor that had the greatest influence on the academic achievement in the subject of social studies at the lower secondary level in the network of schools in Wat Bot District 3, Phitsanulok Province, was the factor of teachers.

Research results

Part 1 General information of the respondent

Table 1 shows general information of the respondents classified by gender, age, grade level, and school.

Status	Sample group	
	Numbers (n)	Percentage
1. Gender		

Status	Sample group	
	Numbers (n)	Percentage
Male	67	44.1
Female	85	55.9
Total	152	100.00
2. Age		
12 years	25	16.4
13 years	40	26.3
14 years	64	42.1
15 years	23	15.1
Total	152	100.00
3. Grade level		
Secondary 1	53	34.9
Secondary 2	46	30.3
Secondary 3	53	34.9
Total	152	100.00
4. Schools		
Yan Naresuan Phatthana Pittayakhom School	88	57.9
Wat Senan School	11	7.2
Wat Nam Khop School	15	9.9
Kaeng Ban Yang Pakay School	16	10.5
Wat Nakham School	22	14.5
Total	152	100.00

From Table 1, it shows that the majority of the respondents were female, 88 people, or 55.9 percent, and 64 people, or 42.1 percent, were 14 years old and were studying in Mathayom 3, 53 people, or 34.9 percent. The majority of the respondents studied at Yan Naresuan Phatthana Pittayakhom School, 88 people, or 57.9 percent.

Table 2 shows the mean and standard deviation of the factors related to the academic achievement in social studies at the lower secondary level in the network of schools in Wat Bot District 3, Phitsanulok Province, as an overall picture.

No	Factors affecting achievement	Statistics (n = 152)			Ating
		\bar{x}	S.D.	Interpretation	
1	student	4.06	0.550	High level	3
2	teaching	4.37	0.478	High level	1
3	Family	4.27	0.596	High level	2
	Total	4.23	0.491	High level	

From Table 2, the results found that the factors related to the academic achievement in social studies at the lower secondary level in the network of schools in Wat Bot District 3, Phitsanulok Province, as a whole, had a mean of 4.23 and a standard deviation of 0.491, which was at a high level. When considering each aspect, it was found that all aspects were at a high level, ranked from highest to lowest mean, as follows: in terms of teachers, the mean was 4.37 and a standard deviation of 0.478, which was at a high level; in terms of families, the mean was 4.27 and a standard deviation of 0.596, which was at a high level; and in terms of students, the mean was 4.06 and a standard deviation of 0.550, which was at a high level.

Discussion

The results of data analysis on the study of factors influencing the achievement in social studies at the lower secondary school level in the network of schools in Wat Bot District 3, Phitsanulok Province, in order to find the real cause of the factors influencing the achievement in social studies, and to be able to use the obtained data as a guideline for developing teaching and learning and organizing appropriate learning activities for students to change their behavior, be more enthusiastic and cooperate in learning, resulting in good efficiency and effectiveness in the future, were overall at a high level. And when considering each aspect separately as follows:

1. In terms of learners, it was found that the factors that influenced the academic achievement in social studies at the lower secondary level in the network of Wat Bot 3 schools, Phitsanulok Province, were at a high level overall. When arranged by average from highest to lowest and considered on a case-by-case basis, the factor that influenced the academic achievement was that students attended classes every time there was a teaching and learning session. The results of this research are consistent with the research of Kusuma Lao-de (2022) who conducted research on the factors that influenced the academic achievement of students studying in the English Business subject group at Valaya Alongkorn Rajabhat University under the Royal Patronage. It was found that learner factors influenced the academic achievement. There was a positive relationship with the academic achievement of students with statistical significance at the 0.05 level and was consistent with the research of Jaiodton, K, Thodsata, O. (2021) who studied the factors that influenced the academic achievement of students at Nakhon Ratchasima College. The results of the study found that the predictive variables that could predict the academic achievement of Nakhon Ratchasima College students have 3 factors: learner factor, followed by equipment/technology factor and teacher factor. This research can be used as a guideline for teachers or those involved in developing learning achievement, activities and teaching and learning processes to promote, support and develop learning achievement, which will be beneficial for improving, promoting or developing intelligence, abilities and various skills, which will lead to the development of the quality of learning achievement development in the future.

2. In terms of teachers, it was found that the factors that influenced the academic achievement in social studies at the lower secondary level in the network of Wat Bot 3 schools in Phitsanulok Province

were at a high level overall. When arranged by average from highest to lowest and considered by each item, the factors that were related to academic achievement in terms of items were found that the items with the highest average, arranged from highest to lowest, were teachers with the most teaching techniques. This research result is consistent with the research of Chanida Yotsali (2016) who conducted research on the factors that influenced the academic achievement of students under the Office of the Primary Educational Service Area 2, Prachuap Khiri Khan, and found that the factor that was most related to academic achievement was teachers. It is also consistent with Nawarat Suksakit (2018) who conducted research on the factors that influenced academic achievement according to the opinions of vocational certificate students in the field of commerce in vocational schools. The results of the research found that the factors related to teachers were at a high level, including encouraging students to work.

3. Family aspect: The study of factors affecting the academic achievement in social studies at the lower secondary school level in the network of Wat Bot 3 schools in Phitsanulok Province found that the overall level was at a high level. When arranged from highest to lowest average and considered each item, the factors related to academic achievement were the family's readiness to support scholarships, parents' behavioral care, not involving students in bad things, and the family's encouragement for students to study at a higher level. The research results were consistent with the research of Phichpatkan Panpuek (2017) who conducted research on factors affecting the academic achievement of secondary school students: a case study of students in opportunity expansion schools under the Phasi Charoen District Office, Bangkok. It was found that family factors and family relationships affect students and their academic achievement. Children lack family readiness, lack warmth, children living with grandparents who cannot read, families living together between father and mother, and students' home environment are involved in learning and affect students' academic achievement. Parents must pay attention to and support students' learning, encourage them to study to their full potential with willingness, provide encouragement and show confidence in students. Including support and sacrificing time to take students to study and gain more knowledge.

Suggestions

1. Implications for Practical

1.1 Student factors: Students must pay attention, be aware of attending classes every time there is teaching and learning, participate in knowledge exchanges, ask teachers questions if they do not understand the content during teaching and learning, and follow up on the results of assigned work. Therefore, advisors should study basic information about students in all aspects. If there is a survey of students individually, this will allow them to know the real information and find solutions that are correct and appropriate for the situation and condition of the students themselves.

1.2 Teacher factors: Teachers should have teaching methods, teaching techniques, and organize a variety of teaching and learning activities that focus on the learners, respond to the needs, abilities, and aptitudes of the learners so that the learners can show their full potential, and give the

students an opportunity to participate in the learning method, as well as inform the learning results, follow up on problems, provide support, and provide advice/a system for taking care of and helping the learners.

1.3 Family factors, educational institutions and teachers should go to the area to follow up, coordinate and talk to the parents of students regularly to discuss various problems in terms of academic results, activities that students must join with the educational institution in terms of consultation and requesting cooperation, visit homes, follow up on students to encourage parents to pay attention, including explaining and clarifying the advantages of supporting students to learn more in things that students like and are interested in, supporting students' special abilities and supporting students to learn more in things that they like, are interested in and are good at in subjects that students do not understand, so that parents understand and help promote and support students in various aspects .

2. Recommendations for future research

2.1 An experimental study should be conducted to develop a teaching model for social studies in order to find out which teaching model is most effective.

2.2 Research should be conducted on the problems and obstacles of students, factors that influence the achievement in social studies, in order to know the problems and obstacles to improve and develop them.

2.3 It is necessary to study the development model for passing on academic achievement at the lower secondary level in the network of schools in Wat Bot 3 District, Phitsanulok Province.

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