

Research Summary

The purposes of this longitudinal-sequential study were: 1) To explain the model and factors affecting subjective well-being (SWB) in the elementary school pupils and their learning behavior and 2) To explain the patterns of the changes on subjective well-being (SWB) in the sequential longitudinal study.

One thousand and thirty-three of the fourth and fifth grade pupils from six schools in Bangkok, Nonthaburi, Samut Prakarn and Samut Sakorn, during the 1003 and 1005 academic year were the sample of this study.

Independent variables in this study were 5 groups of variables as follows: 1) Social Environment, 2) Psychological traits, 3) Psychological state, 4) subjective well-being and 5) Biodata. Dependent variables were responsible learning behavior and the academic achievement. There were 17 variables in this study. These variables were measured using summated rating method. The alpha coefficient of each test was .77 - .86.

The statistical analysis of this study using Path Analysis program, RISREL Version 8.32 program and DOS PRELIS Version 2.72 program.

Results: The results of this study were as follows:

Part 1: The subjective well-being (SWB) model and factors affecting subjective well-being.

1. Factors affecting psychological traits (future orientation and self control (FOSC) of elementary school pupils were family environment (perceived parents' learning support, perceived parents relationship and perceived parents-child relationship). Factors affecting school atmosphere (perceived relationship among children and peers, perceived relationship among children and teachers) affected their psychological traits, while perceived school atmosphere did not affect their psychological traits.

2. Family environment and school atmosphere affected psychological traits directly while perceived school atmosphere toward teaching and learning according to educational reform practices affected psychological traits indirectly through attitudes toward teaching and learning according to educational reform practices.

3. Attitudes toward teaching and learning according to educational reform practices affected subjective well-being (life satisfaction, self-esteem and positive

relation with others) most. Family environment indirectly affected subjective well-being through psychological state (attitudes toward teaching and learning according to educational reform practices), while school atmosphere indirectly affected subjective well-being through attitudes toward teaching and learning according to educational reform practices.

4. Psychological traits directly affected responsible learning behavior of the elementary pupils, while family environment and school atmosphere indirectly affected responsible learning behavior and subjective well-being. School atmosphere directly affected responsible learning behavior through attitudes toward teaching and learning according to educational reform practices. Family environment and school atmosphere affected the achievement of elementary school pupils indirectly through attitudes toward teaching and learning according to the educational reform practices, subjective well-being and responsible learning behavior, while perceived school atmosphere affected achievement indirectly through attitudes toward teaching and learning according to the educational reform practices, subjective well-being and responsible learning behavior.

Part 2: The changes in subjective well-being factors in the longitudinal – sequential study:

1. The follow-up on the influence of family environment on subjective well-being in 4 longitudinal-sequential studies that family environment affected subjective well-being slightly more than school atmosphere. Subjective well-being in the area of life satisfaction decreased continuously. The other two areas of self-esteem and positive relations with others were both increased and decreased. While perceived parents-child relationship with perceived parents relationships affected subjective well-being that was the causal effect of subjective well-being. Perceived parents' support in learning had the most causal impact on subjective well-being in elementary pupils.

2. The follow-up on the influence of family environment on subjective well-being in 4 longitudinal-sequential studies, revealed some changes in subjective well-being. The causal relationship among factors affecting subjective well-being and the changes in subjective well-being were essential for studying factors influencing on subjective well-being. School atmosphere was an important causal factor in predicting subjective well-being of the elementary school pupils.

3. Family environment influenced subjective well-being more than perceived school atmosphere. Perceived parents' learning support and peers' relationship with

3. Family environment influenced subjective well-being more than perceived school atmosphere. Perceived parents' learning support and peers relationship with perceived school atmosphere was the causal factors predicting subjective well-being. .

4. The causal relationship among factors affecting family environment were perceived school atmosphere with the changes in subjective well-being of each pupil. Differences in the changes showed that the model was at the high and highest level of harmony. It proved that the model can be used to study factors influencing the changes in subjective well-being.

5. The consistency of subjective well-being within one semester was higher than within academic year. The consistency of subjective well-being of the same academic year was higher than that of a different academic year.

The findings of this study can be used as the documents for policy planning and the guidelines for enhancing subjective well-being, responsible learning behavior and the achievement of elementary pupils.