

**Summary of the Research Project
Srinakharinwirot University Research Grant**

Name of the project : Relationships among Child Rearing Practices, School Readiness and School Learning Achievement of Pupils in Prathom Suksa I

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- and
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Research Abstract

“Relationships among Child Rearing Practices, School Readiness and School Learning Achievement of Pupils in Prathom Suksa I”

by

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This study is a sub-project of a longitudinal project to study the relationships among child rearing practices, physical development and psychological development of children from preschool age until they reach their puberty.

The main purpose of this study was to find out how much child rearing practices while being preschoolers and their school readiness could predict their school learning achievement 2 years later.

The specific purposes were divided into three categories. Firstly, it aimed to compare school learning achievement of pupils from different socio-economic and personal background. Secondly, it was to investigate relationships among child rearing practices, school readiness, socio-economic and personal background, and learning achievement of these pupils. Thirdly, it was to search for the high effective predictors which could predict school learning achievement of such pupils two years later.

The sample group consisted of 115 pupils in Prathom Suksa I at the Srinakharinwirot University Elementary School (Prasarnmitr). This particular group had been studied the child rearing practices used to them by their parents and also the school readiness they performed while being preschoolers at age between 56 to 70

months. The instruments used for collecting data were child rearing practices questionnaire, school readiness inventory and school learning achievement record. Data was analyzed by using t-test, analysis of variance, stepwise and enter multiple regression analysis.

Results of the study could be summarized as follows.

Firstly, there were significant differences at .05 level in school learning achievement between pupils from different socio-economic and personal backgrounds (i. e; the differences in sex, father's and mother's levels of education, occupation of father, and family financial earned.) However there were no significant differences in school learning achievement among pupils with different birth orders, number of siblings in the family, condition of mother working out or staying at home, personnel mainly in charge of child rearing practices and parental expectation toward the prospective occupation of their children.

Secondly, there were significant positive correlations at .05 level among each traits of school readiness (personal-social responsiveness, associative vocabulary, concept activation-numerical, concept activation-sensory), Thai language, mathematics, social studies, sciences, educational level of mother, and school learning achievement of the pupils. However, the child rearing practices that put priority emphasis on physical development, emotional-social development, intellectual development and moral development of the child was each found to have no significant correlation with school learning achievement two years later. Moreover, financial status of the family, birth order of the child, number of siblings in the family and educational level of father were found to have no significant correlation with school learning achievement of the pupils at .05 level.

Thirdly, when school learning achievement was used as a criterion variable for prediction, it was found that the effective variable were highly predictable consecutively from mathematics, Thai language, sciences, school readiness in concept activation—sensory and social studies. This result revealed that these five predictors had power in predictability of school learning achievement up to 88.50 percentage totally.

However, when the school learning achievement of the specific subjects was used alone as the criterion variable, i. e., using mathematics, Thai language, sciences and social studies as single criterion variable, it was found that the only one common predictor variable that had influence on the four school learning achievement subjects was school readiness in concept activation—sensory. The result also showed that the school readiness in personal social responsiveness was the most influential predictor on school learning achievement in Thai language. Meanwhile, the school readiness in concept activation—sensory was the most influential predictor on school learning achievement in mathematics, sciences and social studies.