

RESEARCH TITLE: DEVELOPING STUDENTS' READING, WRITING AND  
THINKING SKILLS AND PROMOTING READING  
HABITS BY USING STRATEGIC PARTNERSHIP NETWORKS  
OF HUAY KAPI SCHOOLS IN THE 2013-2014 ACADEMIC  
YEARS

RESEARCHER: WIWATCHAI SRIWIPAT, DIRECTOR OF BAN HUAY KAPI  
SCHOOL CHONBURI EDUCATIONAL SERVICE AREA ZONE 1

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ABSTRACT

The research objectives are as follows 1) to develop students' reading, writing and thinking skills, and to promote their reading habit by using strategic partnership networks of Huay Kapi School in the 2013-2014 academic years, 2) to study the level of the quality of the participation of people involving in partnership networks, 3) to study students' reading, writing and thinking skills, 4) to study student's reading habit, 5) to study the students' achievement, and 6) to study the students, teachers, parents and School Board's satisfaction on the development of reading, writing and thinking skills by using strategic partnership networks. The target group consisted of 286 students studying in Prathomsuksa 4-6, 286 parents, 41 teachers and 13 members of School Board in the 2013 academic year, and 261 students studying in Prathomsuksa 4- 6, 261 parents, 38 teachers and 13 members of School Board in the 2014 academic year. There were two kinds of the instrument. The first was questionnaire of 5 level rating scale and the second was the record for screening students' abilities in reading, thinking and writing classified by actual quality and actual record of achievement in education at all levels, covering 8 core subjects, and the record of the test results of the Ordinary National Educational Test (O-NET) of Prathomsuksa 6. Consequently, there were 7 sets of records which were tested for reliability whose values were between .885-.945. SPSS Version 18 was employed for data analysis. The statistics used for data analysis consisted of percentage, mean, and standard deviation.

The results of the study

1. From the program to develop students' reading, writing and thinking skills by using strategic partnership networks of Huay Kapi School in the 2013-2014 academic years, in 2013 the teachers found that the quality of the program was at the high level. The mean was the highest ( $\mu=3.64$ ,  $\sigma=0.66$ ). The students found that the quality of the program was at

the moderate level ( $\bar{X}=3.36$ , S.D.= 0.93). In addition, the parents found that the program's quality was at the low level, and the mean was the lowest ( $\bar{X}=3.32$ , S.D.= 0.87). In 2014, the teachers found that program's quality was at the high level. The mean was the highest ( $\mu=4.48$ ,  $\sigma=0.56$ ). The parents found that the program's quality was at the high level ( $\bar{X}=4.36$ , S.D.= 0.51). The students found that the program's quality was also at the high level, but its mean was the lowest ( $\bar{X}=4.23$ , S.D.= 0.61). The findings agreed to the hypothesis.

2. From the study of the quality level of the participation in the program to develop students' reading, writing and thinking skills by using strategic partnership networks of Huay Kapi School in the 2013-2014 academic years, in the 2013 academic year the students agreed that their participation in the program was moderate and its mean was the highest ( $\bar{X}=3.39$ , S.D.= 0.78). Next, the parents also thought that their participation in the program was moderate ( $\bar{X}=3.20$ , S.D.= 0.89). The teachers agreed that their participation in the program was at the moderate level, but its mean was the lowest ( $\mu=3.05$ ,  $\sigma=0.78$ ). In the year 2014, it was found that the students agreed that they participated in the program at the high level and its mean was the highest. Next, the parents also agreed that their participation in the program was at the high level ( $\bar{X}=4.15$ , S.D.= 0.92). The teachers agreed that their participation in the program was at the high level and its mean was the lowest ( $\mu=4.00$ ,  $\sigma=0.75$ ). The results were consistent with the hypothesis.

3) From the results of screening students' abilities in reading, thinking and writing according to set of learning standard identified in the curriculum of Ban Huay Kapi School, the findings were as follows:

**In the 2011** academic year, 113 students of Prathomsuksa 1-6 (19.86 %) had good result. 273 students or 47.98 % had moderate result. 183 students or 32.16 had low result which needed improvement. In the 2012 academic year, 179 students of Prathomsuksa 1-6 (32.55 %) had good result. This showed the students improved by 12.69 %. 281 students or 51.09 % had moderate results. This showed that the students improved by 3.11%. 90 students or 16.36 % of the students had low result which needed improvement. This showed that there were fewer students who needed improvement and the number of the students who needed improvement went down by 15.8 %. This was consistent with the hypothesis.

**In the 2013** academic year, 179 students of Prathomsuksa 1-6 (32.55 %) had good result. 281 students or 51.09 % had moderate result. 90 students or 16.36 % had low result

which needed improvement. In the 2014 academic year, 216 students of Prathomsuksa 1-6 (38.50 %) had good result. This showed the students improved by 5.95 %. 314 students or 55.97 % had moderate results. This showed that the students improved by 4.88%. 31 students or 5.53 % of the students had low result which needed improvement. This showed that there were fewer students who needed improvement and the number of the students who needed improvement went down by 10.83%. This was consistent with the hypothesis.

4) From the students, teachers and parents' opinion on the results of the study of the students' reading habit of Ban Huay Kapi School in the 2013-2014 academic years, it was found that the students' reading habit was generally at the moderate level ( $\bar{X}=3.48$ , S.D.=0.70). When each type of behavior in the list was considered, it was found that the students spent their free time on reading or searching information from the library at least two hours a week and this type of behavior was found the most ( $\bar{X}=3.89$ , S.D.=0.81). Next, the students could choose variety of suitable books and this type of behavior was also at the **high level** ( $\bar{X}=3.65$ , S.D.=0.78). Moreover, the students' ability to summarize the knowledge or get the concept from what they read was at the moderate level and its mean was the lowest ( $\bar{X}=3.29$ , S.D.=0.63). In the 2014 academic year, it was found that in general student's reading habit was at the high level ( $\bar{X}=4.48$ , S.D.=0.82). When each type of behavior in the list was considered, it was found that the students could choose variety of suitable books and this type of behavior was also at the highest level ( $\bar{X}=4.62$ , S.D.=0.70). This was followed by the ability of the students to use the Internet, TV and VCD and the eagerness to participate in the activities to promote their reading habits and these two types of behavior were equally perceived at the high level ( $\bar{X}=4.55$ , S.D.=0.80) and ( $\bar{X}=4.55$ , S.D.=0.82). The fact that the students could be bold to speak, to have assertive behavior and to express their opinions was at the high level and its mean was the lowest ( $\bar{X}=4.34$ , S.D.=0.87). The results were consistent with the hypotheses.

5. From the study of educational achievement and the students' results of Ordinary National Educational Test (O-NET) of Ban Huay Kapi School in the 2013-2014 academic years, the findings were as follows:

5.1 From the comparison of the students' achievement among 8 core subjects of Ban Huay Kapi School in the 2013-2014 academic years, the students' achievement of every core subject passed **set of learning standard** which was 70 percent or over and the students' academic achievement rose by 1.4 percent. The achievement of Thai subject rose by

0.66 percent. The achievement of mathematics subject rose by 0.93 percent, science by 2.23 percent, social studies by 2.92 percent, foreign languages by 2.77 percent, and careers and technology by 0.57 percent. However, health and physical education went down by 0.46 percent and arts went down by 2.09 percent. These findings were consistent with the hypotheses.

5.2 From the results of Ordinary National Educational Test (O-NET) of Prathomsuksa 6 in the 2013-2014 academic years, the result of every core subject decreased by 0.09 percent. The mean of the result of science went down by 0.1 percent. Social studies went down by 9.92 percent, foreign languages by 9.41 percent, careers and technology by 0.5 percent, and arts by 4.61 percent. However, the mean of the result of Thai subject rose by 0.56 percent, mathematics by 14.36 percent and health and physical education by 8.89 percent. These results were consistent with the hypothesis.

6. From the study of the satisfaction of the teachers, the students, the parents, and School Board of Basic Education on the program to develop reading, writing and thinking skills and to promote reading habit by using strategic partnership networks of Huay Kapi School in the 2013-2014 academic years, the finding were as follows:

In the 2013 academic year, considering each involving group, the researcher found that the parents' satisfaction was at the moderate level and its mean was the highest ( $\bar{X}=3.32$ , S.D.= 0.87). This was followed by the teacher group ( $\mu=3.31$ ,  $\sigma= 0.77$ ) and the School Board of Basic Education whose mean was the lowest ( $\bar{X}=3.16$ , S.D.= 0.68). In the 2014 academic year, considering each involving group, the researcher found that the students' satisfaction was at the high level and its mean was the highest ( $\bar{X}=4.45$ , S.D.= 0.80). This was followed by the School Board of basic education whose satisfaction was at the high level and by the teachers whose satisfaction was at the high level, but its mean was the lowest ( $\mu=4.30$ ,  $\sigma= 0.85$ ). These results were consistent with the hypothesis.

## **Suggestions**

### **1. The suggestions for the application of the results of the study**

1.1 In order to develop reading, writing and thinking skills and to promote reading habit, the school administrator should screen the students' abilities based on annual set learning standard and indicators . This will lead to the solution to the problems and the development which is suitable for their growth and grade.

1.2 The school administrator should study the principles, concept, and theories concerning mutual administrative strategy and encourage learners' potential individually or in group for their sustainable development. This is because reading, writing and thinking skills are important background for survival and they are also the tools for searching knowledge in various fields of study.

### **2. The suggestions for further researches**

2.1 There should be the research to improve the model to develop students' competency of reading, writing, and thinking skills.

2.2 There should be the study of the relationship among students' reading, writing, thinking, reading habit and the development of the achievement in the dimension of either Ordinary National Educational Test (O-NET) or Program for International Student Assessment (PISA).