

Indicators of Quality Classroom Management for Happy Learning of Students in Secondary School

ตัวบ่งชี้การบริหารห้องเรียนคุณภาพเพื่อการเรียนรู้อย่างมีความสุขของนักเรียนในโรงเรียนมัธยมศึกษา

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Abstract

The research aimed to study the indicators of the quality classroom management for happy learning of the secondary school students. The research was conducted in three states. Stage one synthesized the components and indicators based on documentary study and an interview of experts. Seven experts examined and validated the content of components and indicators. Stage two evaluated the indicators and presented them to seven experts to evaluated suitability and possibility. They were then analyzed to find means, standard deviation of each indicator. The indicators were then corrected based on the recommendations by experts. Stage three analyzed confirmatory components of indicators. The samples were 500 teachers of the secondary schools under the Office of the Secondary Education Service Area 29. They were derived by a multistage random sampling. The research instruments were an interview, an evaluation, and an indicator verification form Statistics were means, standard deviation and an analysis of confirmatory components.

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The research findings were as follows.

1) The quality classroom management consisted of the following: 1) classroom management comprised (1) classroom atmosphere with 20 indicators and (2) a teacher's characteristics with 20 indicators; 2) learning management consisted of the following: (1) suitability of the lesson with 8 indicators, (2) learning and teaching activity with 10 indicators, (3) learning and teaching media with 12 indicators, (4) measurement and evaluation with 5 indicators.

2) The indicators were found to be suitable and possible at the highest level ($\bar{X} = 4.72, 4.59$). Considering individual issues, the classroom management was suitable and possible at the highest level ($\bar{X} = 4.85, 4.61$). Learning management were suitable and possible at the highest level ($\bar{X} = 4.91, 4.74$) 3). It was also found that the model in measuring the quality classroom management was in conformity with empirical data with $\chi^2 = 2156.369$, $df = 1672$, $p = .056$, $CFI = 0.996$, $TLI = 0.990$, $RMSEA = 0.033$, $SRMR = 0.035$ และ $\chi^2 / df = 1.289$.

Keywords: Indicators, Quality Classroom Management, Happy Learning, Secondary Schools.

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาตัวบ่งชี้การบริหารห้องเรียนคุณภาพเพื่อการเรียนรู้อย่างมีความสุขของนักเรียนในโรงเรียนมัธยมศึกษา การดำเนินการวิจัยออกแบบเป็น 3 ขั้นตอนคือ ขั้นตอนที่ 1 การสังเคราะห์องค์ประกอบและตัวบ่งชี้ ใช้การศึกษาเอกสารและการสัมภาษณ์ผู้ทรงคุณวุฒิ เพื่อกำหนดเป็นกรอบแนวคิดในการวิจัยและพัฒนาตัวบ่งชี้ แล้วให้ผู้เชี่ยวชาญ 7 คน พิจารณาตรวจสอบความเหมาะสมเชิงเนื้อหาขององค์ประกอบและตัวบ่งชี้ ขั้นตอนที่ 2 การประเมินตัวบ่งชี้ เสนอให้ผู้เชี่ยวชาญ จำนวน 7 คน ประเมินความเหมาะสมและความเป็นไปได้ของตัวบ่งชี้ด้วยแบบประเมิน นำมาวิเคราะห์ด้วยการหาค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานในแต่ละตัวบ่งชี้ แล้วปรับปรุงตามความคิดเห็นและข้อเสนอแนะของผู้เชี่ยวชาญ และ ขั้นตอนที่ 3 การวิเคราะห์องค์ประกอบเชิงยืนยันของตัวบ่งชี้ ตัวอย่างเป็นข้าราชการครูในโรงเรียนมัธยมศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 29 จำนวน 500 คน ได้มาโดยการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้ในการวิจัย ประกอบด้วยแบบสัมภาษณ์ แบบประเมินความเหมาะสมและความเป็นไปได้ของตัวบ่งชี้ และแบบตรวจสอบตัวบ่งชี้ ข้อมูลใช้การวิเคราะห์เนื้อหา สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์องค์ประกอบเชิงยืนยันด้วยโปรแกรม Mplus ผลการวิจัยพบว่า 1) ผลการสังเคราะห์องค์ประกอบและตัวบ่งชี้ พบว่า การบริหารห้องเรียนคุณภาพเพื่อการเรียนรู้อย่างมีความสุขของนักเรียน ประกอบด้วย 2 ด้าน คือ 1) ด้านการบริหารจัดการชั้นเรียน ประกอบด้วย 2 องค์ประกอบ ได้แก่ (1) บรรยากาศในชั้นเรียน มีตัวบ่งชี้เดียว 20 ตัว (2) คุณลักษณะของครู มีตัวบ่งชี้เดียว 20 ตัว และ 2) ด้านการจัดการเรียนรู้ ประกอบด้วย 4 องค์ประกอบ ได้แก่ (1) ความเหมาะสมของบทเรียน มีตัวบ่งชี้เดียว 8 ตัว (2) การจัดการเรียนการสอน

มีตัวบ่งชี้เดียว 10 ตัว (3) สื่อการเรียนการสอน มีตัวบ่งชี้เดียว 12 ตัว (4) การวัดและประเมินผลการเรียนรู้ มีตัวบ่งชี้เดียว 5 ตัว (2) ผลการประเมินตัวบ่งชี้ โดยภาพรวม มีความเหมาะสมและความเป็นไปได้ อยู่ในระดับมากที่สุด ($\bar{X} = 4.72, 4.59$) และเมื่อพิจารณาเป็นรายประเด็นสำคัญคือ ตัวบ่งชี้ของด้านการบริหารจัดการชั้นเรียน มีความเหมาะสมและความเป็นไปได้ อยู่ในระดับมากที่สุด ($\bar{X} = 4.85, 4.61$) และตัวบ่งชี้ของด้านการจัดการเรียนรู้ มีความเหมาะสมและความเป็นไปได้ อยู่ในระดับมากที่สุด ($\bar{X} = 4.91, 4.74$) 3) ผลการตรวจสอบตัวบ่งชี้ด้วยการวิเคราะห์องค์ประกอบเชิงยืนยันอันดับสาม พบว่า โมเดลการวัดการบริหารห้องเรียนคุณภาพเพื่อการเรียนรู้อย่างมีความสุขของนักเรียนในโรงเรียนมัธยมศึกษา พบว่า มีความสอดคล้องกลมกลืนกับข้อมูลเชิงประจักษ์ โดยมีค่า $\chi^2 = 2156.369$, $df = 1672$, $p = .056$, $CFI = 0.996$, $TLI = 0.990$, $RMSEA = 0.033$, $SRMR = 0.035$ และ $\chi^2/df = 1.289$ จึงสรุปได้ว่ามีองค์ประกอบและตัวบ่งชี้ 2 ด้านคือ 1) ด้านการบริหารจัดการชั้นเรียน 40 ตัวบ่งชี้ ประกอบด้วย 2 องค์ประกอบ ได้แก่ (1) บรรยากาศในชั้นเรียน (2) คุณลักษณะของครู และ 2) ด้านการจัดการเรียนรู้ 35 ตัวบ่งชี้ ประกอบด้วย 4 องค์ประกอบ ได้แก่ (1) ความเหมาะสมของบทเรียน (2) การจัดการเรียนการสอน (3) สื่อการเรียนการสอน (4) การวัดและประเมินผลการเรียนรู้

คำสำคัญ : ตัวบ่งชี้, การบริหารห้องเรียนคุณภาพ, การเรียนรู้อย่างมีความสุข, โรงเรียนมัธยมศึกษา

Introduction

Education is a key foundation in an individual's learning. Personnel resources are very important to society. Society presently attaches importance to the educational quality. Happy learning can enhance efficiency and pleasure in learners' learning (Srikhet 2014). Having been happy, children are in strong position to live a happy and peaceful life. They are aware that the common interest should come before theirs. In addition, they are enthusiastic to learn new things. Most importantly, they are willing and voluntary to create things useful to the society and country as a whole (Chatkup, 2001). Happy learning can greatly affect a child's quality and mental aspect. According to Loveless, students were proud of their own capability. They were happy with what they had learned. They appreciated working with others and held that what they had learned was relevant to their life (Loveless, 2009). A teacher also plays a vital role as far as learners' learning is concerned. Thus, it is imperative that teachers have to know their students well, which will make it easier for them to make an appropriate learning plan to maximize the benefits for their students. Panchalam (2016) viewed that a teacher had to understand his or her students in order to make a positive decision regarding teaching and learning.

The classroom quality is very important. Students as individuals hold different attitudes and views. The classroom organization has to be arranged in such a way that it is favorable to all students (Oliver, 1992). Gamlem and Munthe (2014) conducted a study on the classroom quality in the secondary level and found that the classroom can have an effect on positive thinking, participation in learning, good learning atmosphere, and interaction between teachers and students. Having a common goal between the teacher and the students can have an effect on learning quality. The knowledge and understanding-oriented learning process can make learners more disciplined in their learning and they are able to apply acquired knowledge to various situations. Wayne and Garrison (2004) found that potential in organizing learning and teaching could clearly have a better or worse effect on students' learning achievement. A good classroom management can make a great contribution to learners. Furthermore, a favorable classroom environment, students are more enthusiastic and more motivated to learn. The more motivated they are, the more successful they become in learning.

Because of educational changes, teachers have to play more roles and shoulder more duties. Furthermore, schools are required to implement many new policies. Being overburdened, schools fail to enforce more effective administration. The social expectations cannot be fulfilled especially in terms of the educational quality. The researcher interested in the concept of the quality classroom management for happy learning of learners wants to conduct a detailed study of the concept and develop the indicators in light of the administration and management of the classroom. It is expected that the results from the present study can be used to manage education to achieve the set goals.

Research Methods

Objective

To study the indicators of the quality classroom management for happy learning of secondary school students

Conceptual Framework

Based on documents and research works, key issues were determined as the conceptual framework in the development of indicators. Two indicators were acquired. 1) Classroom management comprised the following: classroom atmosphere, a teacher's characteristics; 2) Learning management comprised the following a suitable lesson, a teaching and learning management, learning media and measurement and evaluation (Wangpasit, 2014; Hamre and Pianta, 2007; Kounin, 1990).

Research Methodology

Research methodology was divided into three stages.

Stage one synthesized the indicators of the quality classroom management was the stage in which concepts, theories and related documents were studied; experts were interviewed to analyzed and synthesize the indicators. The details in this stage were as follows.

1. The key informants used in the work were as follows.

1.1 The key informants used for the interview were ten experienced experts on the quality classroom management. Key informants include three university teachers in education, one educational administrator, three school administrators, two supervisors and one teacher.

1.2 The key informants used to validate the content validity were seven experts on the development of the quality classroom management for happy learning of secondary school students.

2. The research methods were undertaken as follows.

2.1 Documents, concepts, theories and related research were studied and synthesized. As for the classroom management, there were two components: 1) classroom atmosphere and a teacher's characteristics; 2) learning management comprising a suitable lesson, a learning and teaching management, learning media, measurement and evaluation.

2.2 The quality classroom management was analyzed and synthesized and used as the conceptual framework to develop indicators for the quality classroom management. Focus was on the following: 1) concepts and related theories of the indicator development, 2) research related to the indicator development, 3) concepts and theories related to the classroom management, 4) research related to the classroom management, 5) concepts and theories related to learning activities and 6) research related to learning activities.

2.3 A conceptual framework was analyzed, synthesized and presented to develop the indicators of the quality classroom management.

2.4 Experts were interviewed concerning the classroom management and learning activities by means of an in-depth interview to obtain key issues on the development of the quality classroom management.

2.5 Documents and results of the expert interview were analyzed and synthesized as the indicators.

2.6 The content of the indicators was validated in the following procedures.

1) Seven experts examined the face validity by considering congruence, comprehensiveness of the components and indicators.

2) Indicators were corrected according to the advice given by experts and only those of index of item objective were selected with a range from 0.71 – 1.00.

3) The indicators were corrected as recommended and improved as the indicators for the quality classroom management.

3. The research instruments were a record, documentary analysis and synthesis, and structured interviews.

Stage two was an evaluation of indicators. It was concerned with suitability and possibility of the indicators of the quality classroom management. The details were as follows.

1. The key informants used to evaluate suitability and possibility of the indicators of the quality classroom management were seven experts.

2. To evaluate suitability and possibility of the indicators in question, the procedures were as follows.

2.1 Seven experts evaluated the suitability and possibility of the indicators of the quality classroom management for happy learning of the students at the secondary level.

2.2 The indicators of the quality classroom management were improved and perfected.

3. The research instrument was an evaluation of suitability and possibility.

Stage three analyzed affirmative components of the indicators to validate the indicators on the basis on the empirical data.

1. The samples used were determined by following the principle of Bentler and Chou (1987). According to the principle, there should be at least 5 - 20 individuals per parameter in the confirmative components. The present research had 83 parameters. The concept was based on 75 observable variables, 8 endogenous latent variables, and 1 exogenous latent variable. Thus, 500 individuals were determined to analyze the confirmative components. The samples were derived from school administrators and teachers from the secondary schools under the jurisdiction of the Office of the Secondary Education Service Area 29. The sample size was determined by a multistage random sampling with 500 people.

There 500 respondents were selected using Statistical Sampling Methods as follows:

Step 1. Random 1 area by using the drawing from the Office of the Secondary Education Service Area in the northeastern region of 16 area. Get the Office of the Secondary Educational Service Area 29.

Step 2. Random selection of 20 schools in the Office of Secondary Educational Service Area 29.

Step 3. Random teachers by using drawing, and purposive sampling for school administrators in 20 secondary schools under the Office of Secondary Educational Service Area 29, each affiliated with 25 people in each school, the total number of 500 which 500 questionnaires were completed (100%).

2. The research analyzed the confirmatory components of the indicators of the quality classroom management to affirm the indicators. The components were grouped according to the third-order confirmatory factor analysis in order to analyze a conformity of the linear structured model and empirical data by Mplus 7.30.

3. The research instrument was questionnaire for verification the indicators of the quality classroom management for happy learning of the students in the study those of research instrument of item objective were selected with a range from 0.71 – 1.00 and had reliability value of .92.

Results

The development of the indicators for the quality classroom management can be summarized in the following sections.

1. The quality classroom management for happy learning of the secondary school students can be described as follows. The quality classroom management consisted of the following. 1) Classroom management comprised 2 components and 40 indicators: (1) classroom atmosphere had 20 indicators, (2) a teacher's characteristics had 20 single indicators. 2) Learning management had 4 components and 35 indicators: (1) a suitable lesson with 8 single indicators, (2) learning and teaching activity with 10 single indicators, (3) teaching and learning media with 12 indicators and (4) measurement and evaluation with 5 indicators.

2. The indicators were evaluated as suitable and possible at the highest level ($\bar{X} = 4.72, 4.59$). As regards individual issues, indicators of the classroom management were suitable and possible at the highest ($\bar{X} = 4.85, 4.61$), the indicators of the learning management were found to be suitable and possible at the highest level ($\bar{X} = 4.91, 4.74$).

3. With the confirmatory components of the indicators analyzed, it was found that there was an accordance with empirical data considering the following patterns: classroom atmosphere as latent variables and indicators from 1 to 20 as observable variables; a teacher's characteristics as latent variables and indicators from 1 to 20 as observable variables; a suitable lesson as a latent variable and indicators from 1 to 8 as observable variables; learning and teaching activity as a latent variable and indicators from 1 to 10 as observable variables; teaching and learning media as latent variables and indicators from 1 to 12 as observable variables; measurement and evaluation as latent variables and indicators from 1 to 5 as observable variables; classroom management as a latent variable, and classroom atmosphere, a teacher's characteristics were observable variables; quality classroom management as a latent variable, and classroom management, learning management as observable variables. The findings could be observed from the Chi-square with no statistical significance ($\chi^2=2156.369$, $df= 1672$, $p= .056$, $CFI = 0.996$, $TLI = 0.990$, $RMSEA = 0.033$, $SRMR = 0.035$, and $\chi^2/df = 1.289$). It could be concluded that there were two indicators: 1) classroom management had 2 components and 40 indicators and 2) learning management had 4 components and 35 indicators. Therefore the model was suitable to be used in the classroom management for happy learning of the secondary school students as shown in the table and figure below.

Table 1 Parameter and Statistics in measuring the quality classroom management for happy learning of the secondary school students

| observable variables | Statistics of analysis of confirmatory components | | | | |
|--|---|-------|--------|--------|-------|
| | β | SE | Z | FS | R^2 |
| Analysis of first ranked components | | | | | |
| Classroom Atmosphere Variables (CLA) | | | | | |
| Indicator 1 (CLA1) | 0.701 | 0.022 | 31.637 | 0.101 | 0.491 |
| Indicator 2 (CLA2) | 0.758 | 0.022 | 34.397 | -0.073 | 0.575 |
| Indicator 3 (CLA3) | 0.778 | 0.021 | 36.386 | 0.030 | 0.572 |
| Indicator 4 (CLA4) | 0.653 | 0.033 | 19.855 | -0.063 | 0.605 |
| Indicator 5 (CLA5) | 0.739 | 0.025 | 29.803 | 0.120 | 0.427 |
| Indicator 6 (CLA6) | 0.729 | 0.026 | 27.781 | 0.099 | 0.547 |
| Indicator 7 (CLA7) | 0.773 | 0.022 | 34.774 | 0.084 | 0.531 |
| Indicator 8 (CLA8) | 0.773 | 0.022 | 34.774 | -0.161 | 0.597 |

Table 1 Continue

| observable variables | Statistics of analysis of confirmatory components | | | | |
|---|---|-------|--------|--------|----------------|
| | β | SE | Z | FS | R ² |
| Indicator 9 (CLA9) | 0.715 | 0.026 | 27.177 | 0.117 | 0.511 |
| Indicator10 (CLA10) | 0.620 | 0.032 | 19.533 | -0.030 | 0.385 |
| Indicator 11 (CLA11) | 0.740 | 0.025 | 29.931 | 0.100 | 0.548 |
| Indicator 12 (CLA12) | 0.833 | 0.018 | 47.196 | 0.260 | 0.693 |
| Indicator 13 (CLA13) | 0.852 | 0.016 | 52.061 | 0.684 | 0.725 |
| Indicator 14 (CLA14) | 0.716 | 0.027 | 26.443 | -0.277 | 0.513 |
| Indicator15 (CLA15) | 0.717 | 0.027 | 26.840 | -0.036 | 0.514 |
| Indicator 16 (CLA16) | 0.779 | 0.021 | 36.652 | -0.064 | 0.606 |
| Indicator 17 (CLA17) | 0.757 | 0.022 | 34.218 | 0.110 | 0.573 |
| Indicator 18 (CLA18) | 0.635 | 0.033 | 19.381 | 0.032 | 0.403 |
| Indicator 19 (CLA19) | 0.798 | 0.020 | 40.057 | -0.124 | 0.636 |
| Indicator 20 (CLA20) | 0.740 | 0.026 | 28.234 | 0.338 | 0.547 |
| Teacher's Characteristics Variables (ATT) | | | | | |
| Indicator1 (ATT1) | 0.803 | 0.020 | 39.182 | 0.019 | 0.645 |
| Indicator 2 (ATT2) | 0.751 | 0.025 | 30.588 | -0.118 | 0.564 |
| Indicator 3 (ATT3) | 0.752 | 0.024 | 30.726 | 0.145 | 0.566 |
| Indicator 4 (ATT4) | 0.801 | 0.021 | 37.473 | 0.164 | 0.641 |
| Indicator 5 (ATT5) | 0.832 | 0.017 | 49.233 | 0.082 | 0.692 |
| Indicator 6 (ATT6) | 0.768 | 0.024 | 31.946 | 0.131 | 0.590 |
| Indicator 7 (ATT7) | 0.820 | 0.018 | 44.339 | 0.111 | 0.673 |
| Indicator 8 (ATT8) | 0.762 | 0.024 | 31.896 | 0.154 | 0.580 |
| Indicator 9 (ATT9) | 0.660 | 0.033 | 20.049 | 0.002 | 0.436 |
| Indicator 10 (ATT10) | 0.669 | 0.032 | 20.777 | 0.063 | 0.447 |
| Indicator 11 (ATT11) | 0.733 | 0.026 | 28.376 | 0.247 | 0.538 |
| Indicator 12 (ATT12) | 0.772 | 0.023 | 33.291 | 0.118 | 0.595 |
| Indicator 13 (ATT13) | 0.763 | 0.023 | 33.217 | -0.239 | 0.583 |
| Indicator 14 (ATT14) | 0.728 | 0.027 | 27.059 | 0.048 | 0.530 |
| Indicator15 (ATT15) | 0.683 | 0.030 | 22.792 | 0.079 | 0.467 |
| Indicator16 (ATT16) | 0.683 | 0.031 | 21.829 | -0.010 | 0.467 |

Table 1 Continue

| observable variables | Statistics of analysis of confirmatory components | | | | |
|------------------------------------|---|-------|--------|--------|----------------|
| | β | SE | Z | FS | R ² |
| Indicator 17 (ATT17) | 0.778 | 0.022 | 34.785 | -0.032 | 0.605 |
| Indicator 18 (ATT18) | 0.778 | 0.023 | 33.780 | 0.107 | 0.605 |
| Indicator 19 (ATT19) | 0.649 | 0.034 | 19.220 | 0.037 | 0.422 |
| Indicator 20 (ATT20) | 0.710 | 0.029 | 24.226 | 0.032 | 0.504 |
| Lesson Suitability Variables (LEP) | | | | | |
| Indicator 1 (LEP1) | 0.765 | 0.025 | 30.413 | 0.146 | 0.585 |
| Indicator 2 (LEP2) | 0.696 | 0.030 | 23.581 | -0.017 | 0.484 |
| Indicator 3 (LEP3) | 0.800 | 0.021 | 37.257 | 0.108 | 0.640 |
| Indicator 4 (LEP4) | 0.792 | 0.022 | 35.949 | 0.213 | 0.627 |
| Indicator 5 (LEP5) | 0.735 | 0.027 | 26.925 | -0.095 | 0.540 |
| Indicator 6 (LEP6) | 0.751 | 0.025 | 30.413 | 0.136 | 0.564 |
| Indicator 7 (LEP7) | 0.836 | 0.019 | 44.325 | 0.209 | 0.699 |

Table 1 Continue

| observable variables | Statistics of analysis of confirmatory components | | | | |
|--|---|-------|--------|--------|----------------|
| | β | SE | Z | FS | R ² |
| Indicator 8 (LEP8) | 0.807 | 0.021 | 38.551 | 0.406 | 0.652 |
| Teaching and Learning Activity Variables (INS) | | | | | |
| Indicator 1 (INS1) | 0.668 | 0.029 | 22.979 | -0.101 | 0.447 |
| Indicator2 (INS2) | 0.751 | 0.024 | 30.877 | 0.160 | 0.563 |
| Indicator 3(INS3) | 0.827 | 0.019 | 44.399 | 0.172 | 0.684 |
| Indicator 4 (INS4) | 0.802 | 0.021 | 39.078 | -0.002 | 0.643 |
| Indicator 5 (INS5) | 0.768 | 0.023 | 34.021 | 0.038 | 0.675 |
| Indicator 6 (INS6) | 0.776 | 0.022 | 34.885 | 0.228 | 0.601 |
| Indicator 7 (INS7) | 0.753 | 0.025 | 30.314 | -0.057 | 0.567 |
| Indicator 8(INS8) | 0.790 | 0.021 | 37.341 | 0.003 | 0.625 |
| Indicator 9 (INS9) | 0.830 | 0.018 | 46.691 | 0.121 | 0.690 |
| Indicator 10 (INS10) | 0.807 | 0.020 | 41.332 | 0.101 | 0.652 |
| Learning and Teaching Media Variables (MEI) | | | | | |
| Indicator 1 (MEI1) | 0.831 | 0.019 | 44.188 | 0.260 | 0.690 |
| Indicator 2 (MEI2) | 0.814 | 0.020 | 41.309 | 0.137 | 0.663 |
| Indicator 3 (MEI3) | 0.750 | 0.026 | 28.699 | 0.092 | 0.563 |
| Indicator 4 (MEI4) | 0.784 | 0.023 | 34.762 | 0.093 | 0.615 |
| Indicator 5 (MEI5) | 0.758 | 0.026 | 29.500 | 0.008 | 0.575 |
| Indicator 6 (MEI6) | 0.727 | 0.026 | 28.234 | 0.298 | 0.529 |
| Indicator 7 (MEI7) | 0.708 | 0.029 | 24.669 | -0.051 | 0.502 |
| Indicator 8 (MEI8) | 0.760 | 0.024 | 31.109 | 0.181 | 0.578 |
| Indicator 9 (MEI9) | 0.665 | 0.030 | 21.843 | -0.224 | 0.443 |
| Indicator 10 (MEI10) | 0.687 | 0.030 | 22.569 | 0.134 | 0.472 |
| Indicator 11 (MEI11) | 0.676 | 0.032 | 21.384 | 0.146 | 0.457 |
| Indicator 12 (MEI12) | 0.716 | 0.027 | 26.286 | 0.070 | 0.513 |

Table 1 Continue

| observable variables | Statistics of analysis of confirmatory components | | | | |
|--|---|-------|---------|--------|----------------|
| | β | SE | Z | FS | R ² |
| Learning Measurement and Evaluation (EVA) | | | | | |
| Indicator 1 (EVA1) | 0.858 | 0.015 | 56.599 | 0.699 | 0.736 |
| Indicator 2 (EVA2) | 0.737 | 0.026 | 28.740 | -0.336 | 0.544 |
| Indicator 3 (EVA3) | 0.829 | 0.018 | 46.629 | -0.245 | 0.687 |
| Indicator 4 (EVA4) | 0.905 | 0.011 | 79.736 | 1.357 | 0.818 |
| Indicator 5 (EVA5) | 0.921 | 0.011 | 86.572 | 1.093 | 0.848 |
| Analysis of second ranked components | | | | | |
| Classroom Management Components (CLM) | | | | | |
| Classroom atmosphere (CLA) | 0.853 | 0.016 | 53.502 | -0.007 | 0.727 |
| Teacher's Characteristics (ATT) | 0.991 | 0.002 | 495.529 | -0.005 | 0.981 |
| Learning Management Components (LEM) | | | | | |
| Lesson Suitability Variables (LEP) | 0.942 | 0.009 | 99.314 | -0.006 | 0.887 |
| Learning and teaching activity (INS) | 0.989 | 0.003 | 329.667 | -0.001 | 0.978 |
| Learning and Teaching Media (MEI) | 0.975 | 0.006 | 173.964 | 0.001 | 0.951 |
| Learning Measurement and Evaluation Variables (EVA) | 0.776 | 0.024 | 32.373 | 0.009 | 0.602 |
| Analysis of third ranked components | | | | | |
| Classroom Management Variables (CLM) | 0.914 | 0.010 | 89.763 | -0.002 | 0.835 |
| Learning Management Variables (LEM) | 0.998 | 0.004 | 249.540 | -0.001 | 0.995 |
| $\chi^2 = 2156.369$, df = 1672, p = .056, CFI = 0.996, TLI = 0.990, RMSEA = 0.033, SRMR = 0.035 | | | | | |

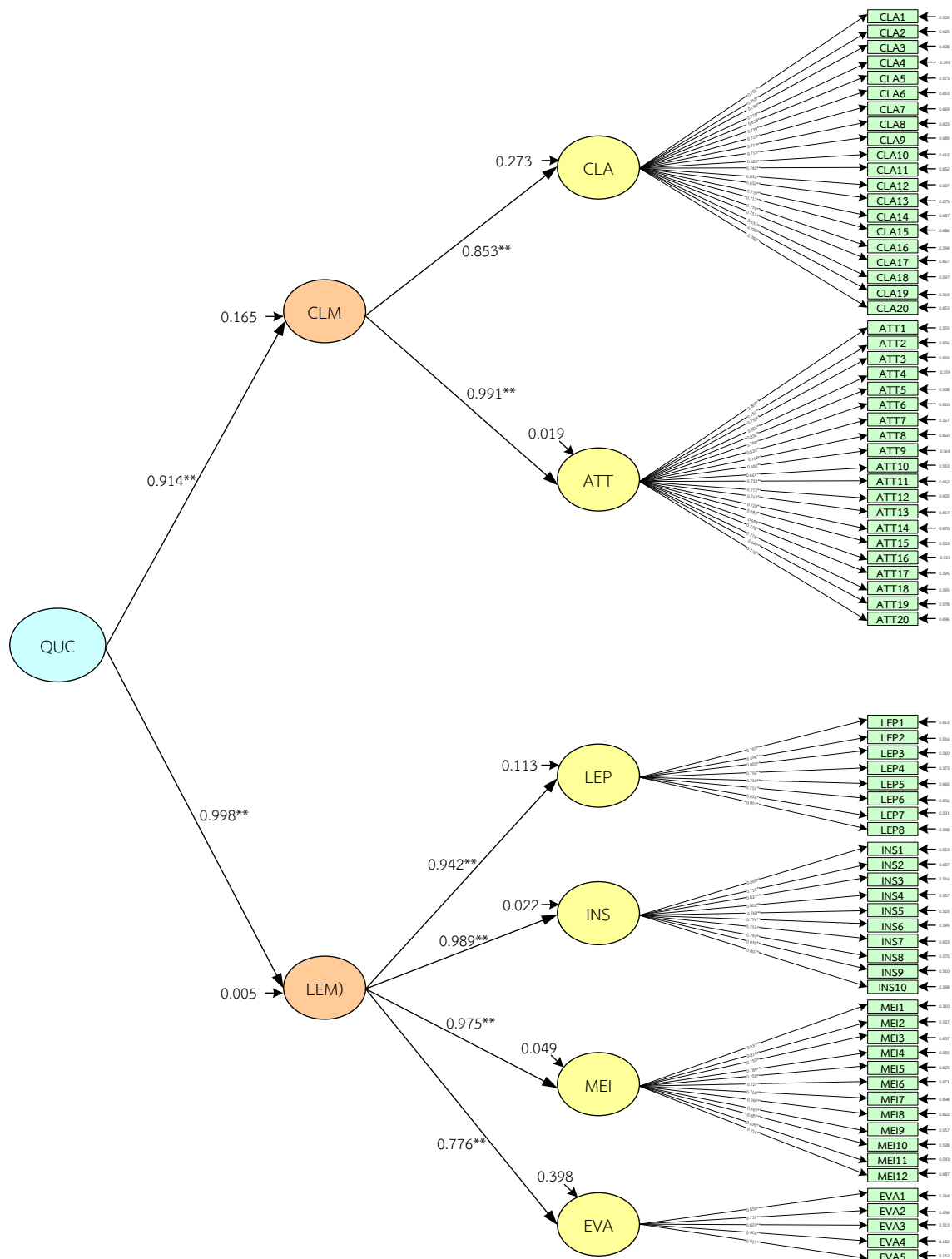


Figure 1 Model of Measuring the Quality Classroom Management for Happy Learning of the Secondary School Students

Discussion

1. The indicators of the quality classroom management consisted of the following.

1) Classroom management had 2 components and 40 indicators including classroom atmosphere, a teacher's characteristics. 2) Learning management consisted of 4 components and 35 indicators including a suitable lesson, Learning and teaching activity, teaching and learning media and learning measurement and evaluation. The indicators were related to the classroom management which aimed to improve and develop the environments and teachers in line with the favorable learning atmosphere, and learning activities so that students were well equipped with knowledge, able to have a life-long learning, well prepared with skills to live a quality life, and to communicate and use technology appropriately and effectively. In addition, students were expected to be disciplined and volunteer-minded. The expectation described was similar to the concept proposed by Runjaroen (2002), who conducted a research on states and problems of administration and management of basic education in Thailand. According to Runjaroen (2002), the schools were expected to carry out the following: 1) they should organize the environment favorable to learning and enhance morals in learners at all levels. 2) They should prepare a variety of learning sources and have learning equipment adequately available for learners and for life-long learning process. 3) Schools prepare learning sources sufficiently for teachers and personnel. 4) Schools should have environments pleasant, beautiful and safe. Similarly, Uengjaroen (2009) explained that the components of happy learning could be categorized into three: learning and teaching, personnel and environment. Likewise, Podgursky (2001) said that a teacher was the one who organized the classroom activity for students to develop their knowledge, academic skills and practice.

2. Considering the indicator evaluation, it was found that they were suitable and possible at a high level. As for individual aspects, classroom management was suitable and possible at the highest level. Learning management were suitable and possible at the highest level. Based on the evaluation results, the indicators of the quality classroom management were the following: classroom management in relation to the classroom atmosphere and a teacher's characteristics; learning management in relation to a lesson suitability, a learning and teaching activities, learning and teaching media and learning measurement and evaluation. Apparently, these factors could affect the way students learned. Thus it was deemed highly necessary to support and promote the school executives and teachers to play a vital part in developing the learners' quality to maximize effectiveness. The finding was in accordance with the concept advanced by Kounin (1990). Kounin studied the classroom atmosphere favorable

to learning and found that a teacher's behavior had a profound effect on students' learning. Thus, it was imperative that a teacher should be dynamic all the time in the classroom, he or she should be capable of taking a good care of the classroom and he or she should be able to maintain students' attention. In a similar fashion, Pedota (2007) briefly said that with the classroom strategies properly employed, the classroom atmosphere would be disciplined and favorable to learning. Favorable classroom could be constructive to students. They would be highly motivated and committed to their learning. The concept was similar to that of Innoi (2016) who studied "Factors that affect the avidity for learning behavior of the undergraduate students at King Mongkut's Institute of Technology Ladkrabang (KMUTL): The path analysis." and found that the sample has the avidity for learning behavior at mean as a high level. Due to, this sample has been promoted by various factors, as well as, obviously, the result of factors analysis that affect the avidity for learning behavior at a high level in all variables by sorting out the most are as follows: the support of family, the learning motivation, the learning resources, and the support of curriculum and teaching activities.

3. As for the indicators of the quality classroom management for happy learning, it was found that there was a conformity with empirical data. The indicators could be divided into two. 1) Classroom management comprised classroom atmosphere and teacher's characteristics. 2) Learning management consisted of a lesson suitability, learning and teaching activity, learning and teaching media, learning measurement and evaluation. The indicators were crucial to the quality classroom management and happy learning of students. The finding was consistent with the concept of Wangpasit (2014), who conducted a study of the components and behaviors indicative of happy learning of the primary students. The researcher found three components: 1) learners were able to learn and achieve the goal as planned, 2) there was a good relationship between learners and others concerned, and 3) environment was favorable to learning. The finding was in accordance with Hamre and Pianta (2007) who referred to the framework of a classroom management. The framework consisted of the following: 1) interaction to promote social and emotional roles of children, 2) setting a target, time management and activity organization, 3) interaction affecting a child's learning and advanced thinking skills. The concept was similar to that of Pumchang (2560) who studied "Factor Analysis of Happy workplace of Thai Educational Institutions" and found that there were nine components leading to happiness: mental happiness, social happiness, financial happiness, brain happiness, family happiness, physical happiness, discipline-based happiness, cultural happiness and happiness from relaxation.

Recommendations

Recommendations for Application

1. The indicators of the quality classroom management for happy learning of the secondary school students can be applicable in the school administration, which can be beneficial to both schools and students.

2. Proper attention should be given to the states and context of the schools. The indicators should be properly studied in line with the policy of the school educational management.

Recommendations for Further Research

1. The indicators of the quality classroom management should be used for more efficient research and administration.

2. A comparative study can be conducted on the use of the quality classroom management in the schools in other levels.

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