

Abstract

The present study is an attempt to examine educational expectation as achievement orientation among Thai youth. Its objectives are twofold : firstly to study the relationships between social background factors (ie; sex, race, residence, education program) and educational expectation and secondly to construct and test a causal model of educational expectation on the basis of the causal process form of theory construction relevant research findings and the technique of path analysis. In addition, the research was aimed at examing relative contribution of eight factors to the explanation and/or prediction of educational expectation.

A sample of 326 secondary school students was drawn from three schools in Bangkok with known degrees of educational achievement. A set of questionnaires was used to collect the data.

The results showed that sex race residence and education program were not significantly related to educational expectation.

The causal model was composed of nine concept:
(1) educational expectation (2) parental educational encouragement (3) father's occupation (4) father's education (5) family size (6) academic performance (7) peer educational plans (8) teacher's encouragement and (9) school quality.

In testing the causal model of educational expectation as achievement orientation, it was found that parental educational encouragement, father's occupation, academic performance and peer educational plans had direct effects upon educational expectation. By comparing both causal direct effects and indirect effects of this four variables upon educational expectation it was found that father's occupation had the strongest effect. Parental educational encouragement, peer educational plans and academic performance may be regarded to sub-variances. Furthermore educational expectation was partly due to the indirect effect of father's education and school quality through father's occupation, parental educational encouragement, academic performance and peer educational plans. It was also found that these causal model could explain 31 percent of the total variance in educational expectation.