



A COMPARATIVE STUDY OF HIGH SCHOOL STUDENTS' PERCEPTION
TOWARDS SCHOOL ENVIRONMENT ACCORDING TO THEIR
DEMOGRAPHICS AT AN INTERNATIONAL SCHOOL IN BANGKOK

Zhen Yu

I.D. No. 6019514

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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BANGKOK

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ABSTRACT

I.D. No.: 6019514

Key Words: STUDENTS' PERCEPTION, SCHOOL ENVIRONMENT,
DEMOGRAPHICS, INTERNATIONAL SCHOOL IN BANGKOK

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The main purpose of this research study was to compare the significant differences of high school students' perceptions towards school's professional development according to their gender, nationality, grade and years of studying at an International School in Pracha Uthit, Bangkok, Thailand. A total of 90 students from grade 10 to 12 got involved in this study. The researcher adapted the questionnaire based on Kate (2005) which used to students' perception towards school environment of 6 indicators including health policies, physical environment, social environment, school-community relation, personal skill building, and access to health services at the selected international school. Then the data was analyzed using Frequency and Percentage, Mean and Standard Deviation), One-way ANOVA, and Independent samples t-test. The study found the overall level of high school students' perceptions towards school environment at this international school were regarded as high, particularly, the highest perception was for Health Policies, and the lowest perception was for School-community Relations. No significant differences in the students' perceptions towards school environment according to their gender and grade were identified,

however, significant differences of the students' perception towards school environment between Non-Thai students and Thai students; between the students studying at the international school of Bangkok for 1-3 years and 10 years and above were determined. The study provided the recommendations for students, teachers, administrators and parents on how to maintain and improve the healthy school environment policies and strategies by the end of study.



Field of Study: Educational Administration

Student's signature.....

Graduate School of Human Sciences

Advisor's signature

Academic Year 2018

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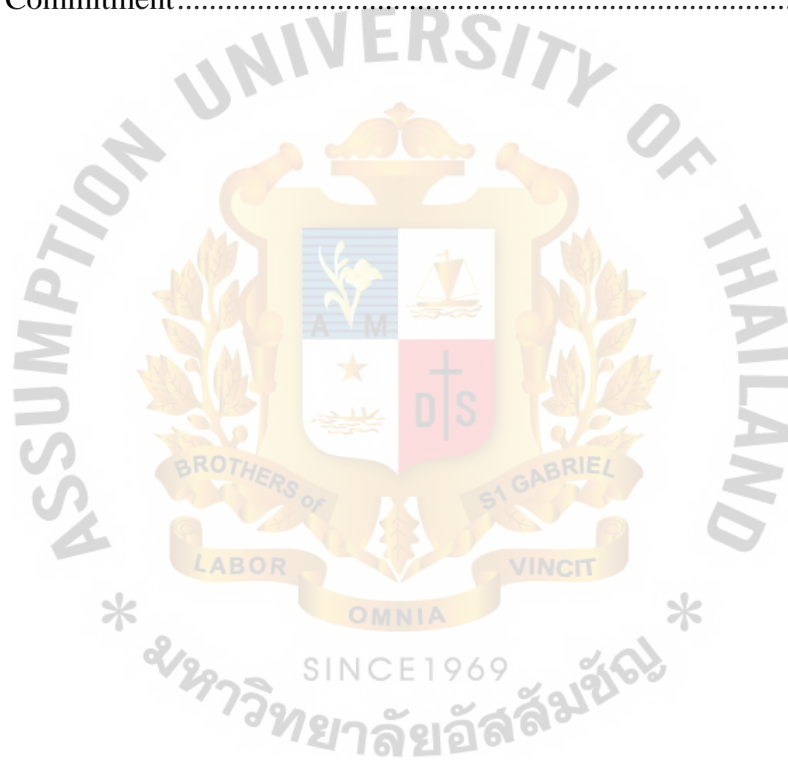
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CHAPTER I

INTRODUCTION

This chapter introduces the study through the background of this study, statement of the problem, research question, research objective, and research hypothesis. It also includes the theoretical framework, conceptual framework, scope of the study, limitation of study, definitions of terms, and significance of the study.

Background of the Study

Research concerned about the school environment has proved as a very important topic in the school education field, as students, teachers, administrators, and parents to some degree are all living in the school environment as a kind of school input, which may influence the school output (Naftaly, 1981). Previous studies from different countries in the world had been conducted for this regard.

Samdal, Wold and Bronis (1999) conducted a study in Europe to analyze school-age children's health behavior and found that school environment affected students' and teachers' performance. In Australia, Bell & Amanda (2007) found that school environment could assist students' learning and social interaction, those young students had a good learning experience in a good school environment. In New Zealand, Sheerin and Bruce (2008) supported, if a new school was to be built, the Ministry of Education had set up a Committee to discuss with designers and construction companies to guide the school's environmental quality and facilities. In 2010, Majra & Gur (2010) from India studied the school environment, and they found the students are not strongly satisfied with the school environment and health facilities; which caught the attention of school leaders and

government officials even. The above studies apparently proved that many countries in the world have begun to attach importance to the school environment, continuous innovation and development, in order to provide students with a good learning and communicative environment.

In recent years, the whole society starts to get more and more attention on the education environment, especially school environment (Bullard, 2010). School environment studies were important, however, in Thailand, this kind of studies concerned with the school environment are still very limited. In fact, Thailand has a lot of international schools, private or bilingual schools. According to The International Schools Association of Thailand (ISAT), there are 128 member schools currently, many of them are located in Bangkok city and assembled in the down town areas. All these international schools are working under the supervision of the Ministry of Education (MOE), and they compete with each other in terms of students' enrollment, teachers' recruitment and school effectiveness. Most of these International Schools in Bangkok are working hard and trying to provide healthy and effective school environment for their stakeholders. Thus, the stakeholders' perception towards the school environment deserves more studies and investigation in those international school of Bangkok.

Statement of the Problem

As stated in the above part, it is very important to know the stakeholder's perception towards the school environment, while in Thailand, there has been no previous study carried out based on the stakeholder's perception towards school environment in the international schools, neither based on the teachers' perception, nor on the students' perception. In fact, this researcher felt that the students' perspective towards the school environment should be focused since they are directly learning in the school environment.

With this idea and many years of working experiences, this researcher decides to investigate the students' perception and demographics in the international school that is quite popular in Bangkok. The researcher plans to assess the high school students' perception towards the school's environment, and to compare their perception according to their demographics in this International School of Bangkok. It was the primary concern of this researcher, and also got great support and confirmation from the international school leaders.

The researcher also believed conducting this study could not only assess the students' perception but also help the school to get more enlightening ideas and feedbacks based on the survey assessment.

Research Questions

The followings were the research questions for this study:

- 1) What are the students' demographics including gender, grade, nationality, years of study at the international school of Bangkok?
- 2) What is the students' perception towards school environment at the international school of Bangkok?
- 3) Are there any differences on the students' perception towards school environment according to their gender, grade, nationality, years of study at the international school of Bangkok?

Research Objectives

This research was conducted for the following objectives:

- 1) To identify the students' demographics including their gender, grade, nationality, and years of study at the international school of Bangkok.

- 2) To identify the students' perception of school environment at the international school of Bangkok.
- 3) To compare the significant differences on the students' perception towards school environment according to their gender, grade, nationality, and years of study at the international school of Bangkok.

Research Hypothesis

There are significant differences on the students' perception towards school environment according to their gender, grade, nationality, and years of study at the international school of Bangkok.

Theoretical Framework

The theoretical framework of the study was mainly based on the Health Promoting School model (Mary, Vivian, and David, 1999), in order to study participants' perceptions of the school environment.

Health Promoting School (HPS) model was developed by World Health Organization (Mary, Vivian, and David, 1999). HPS model concerned the school Health Promotion is to learn the school and the community need to work together; it can provide a positive experience and the promotion structure for the students, to protect the health of students and teachers. This includes formal and non-formal health curriculum in order to establish a healthy and safe school environment. Thus, efforts to promote health and needs to provide proper medical care, family involvement and broad community participation should be focused as one primary tasks of school management.

The HPS model measured the 6 essential indicators that are following (Mary, Vivian, and David, 1999):

- ***Healthy School Policies:*** Healthy school policies are through the planning, development and implement measures to provide health protection and improved health.
- ***School's Physical Environment:*** School's physical environment including the construction of the school and all its content includes the physical structure, infrastructure, furniture, and chemical and biological agents in the use and; On a school's location; And the surrounding environment that including air, water and material contact with children, and the nearby land use, roads and other dangers.
- ***School's Social Environment:*** The school social environment includes the school's own environment, the school's social relations and the school's cultural environment, in which principals, administrators, teachers, students and parents are function and interaction.
- ***School-community Relations:*** School-community relations are the various individuals, groups, undertakings and institutions that invest in the welfare and vitality of public schools and their communities.
- ***Teachers' Skill:*** The process of school's participants needs to assess the school cultural and make sure their have right skills to achieve in the school. And the right skills to promote the success at work depend on how teachers use skills to improve the quality of work or learning quality.
- ***Access to Health Services:*** Access to health services is to enable students, teachers and staff to benefit from the country's health-care system through

health services. Access to comprehensive health services can lead to a healthy quality of life.

The school offers convenient links family interaction affect teachers and local community youth behavior (McBride, Midford & Cameron, 1999). Students as the most important participants in school, their perception of these 6 indicators including health policy, physical environment, social environment, school-community relation, personal skill building, and access to health services are also important in terms of building the healthy and effective school environment.

Conceptual Framework

This study tried to identify the students' demographics toward the international school of Bangkok, especially to identify the high school students' perception toward the environment of the international school of Bangkok, and to compare the differences between the students' demographics and their perception of school environment at the international school of Bangkok, based on six indicators of Health Promoting School (HPS) model (Mary, Vivian and David, 1999).

For the above purposes, the independent variables of this study are the students' demographics towards school environment; and the dependent variables, are the students' perception towards on school environment including the health policies, social environment, physical environment, school-community relation, personal skill building, and access to health services.

Figure 1 below is the conceptual framework for this study, which explains the study's variables and the design of the study purposes.

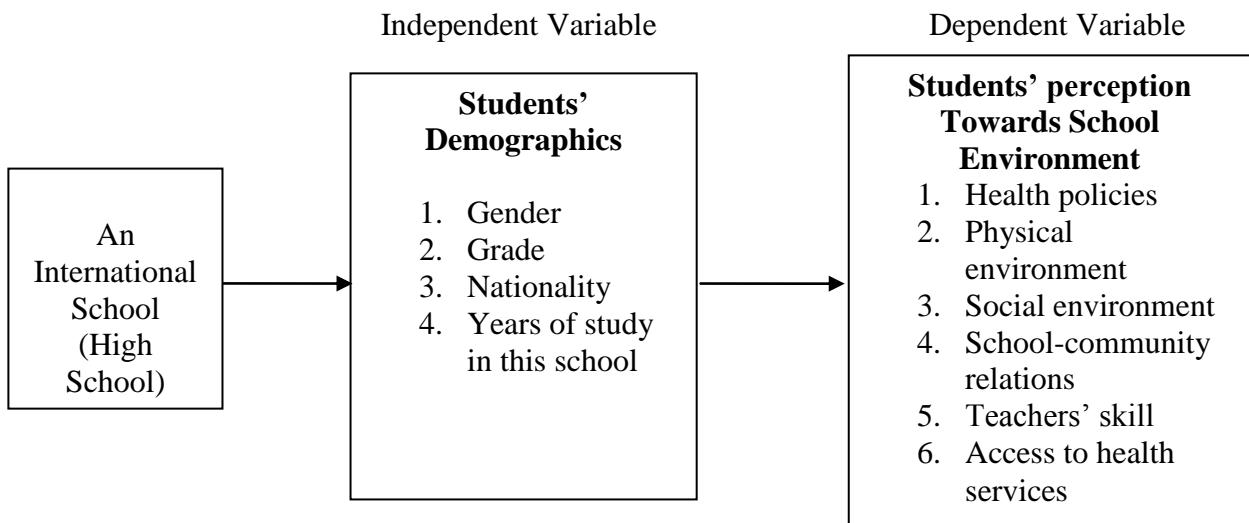


Figure 1. Conceptual framework of this study

Scope of the Study

In this research, researcher aimed to identify the students' demographics and students' perception, and compare the difference from the 90 high school students' perception towards high school in an international school of Bangkok from Grade 10 to 12 in the academic year of 2018.

The students' demographics in this study only included their gender, grade, nationality, and years of study at the international school of Bangkok.

The study only focused on the 6 indicators as the main sub-variable concerned with school environment, which includes health policies, physical environment, social environment, school-community relation, teachers' skill, and access to health services in the international school of Bangkok.

Definitions of Terms

The following terms were defined and used in this study, they were:

Students: referred to the high school students in the sample school from grade 10 to 12.

Students' demographics: referred to the high school students' gender, nationality, and years of study at the international school of Bangkok. Questionnaire Part I of this study surveyed these.

- **Gender:** referred to boy or girl student.
- **Nationality:** referred to the student's nationality, including Thai and Non-Thai.
- **Grade:** refers to the student' grade level, including grade 10, grade 11 and grade 12.
- **Years of Study** referred to how long the student is studying at this international school, including 1-3 years, 4-6 years, 7-9 years, 10 years and above.

Students' Perception towards School Environment: referred to the students' opinion, feelings, and attitudes in school provides a quality education environment. In this study, the school environment was assessed by using the HPS model, including 6 essential indicators that were: the school health policy, social environment, physical environment, school-community relation, personal skill building, and access to health services.

- **Health Policies:** referred to the school specifies the measures that bind the teacher, the institutions, organizations, services and sanitation systems together specified criteria to prevent disease or reduce morbidity. It is recommended that the health system would also have health effects. Q1-8 in the questionnaire part II measured this indicator.
- **Physical Environment:** referred to the school for the students' health on the campus environment, the activity space in the school and it included the indoor and outdoor area. In short, the school physical environment relates to the school's architectural design and planning, which should take into account the design, lighting

environment, color, safety, and environmental effects. Q9-13 in the questionnaire part II measured this indicator.

- **Social Environment:** referred to the school has the discipline practices to promote moral and ethical consciousness, the programs and carries out cultural-related activities for students, the programs for parents to promote their skills and need, the school has support for students with special needs, and participants' opinions are involved in the school decision-making. Q14-19 in the questionnaire part II measured this indicator.

- **School-Community Relation:** referred to the relationship between the school and community. In the school-community relations, teachers should maintain a positive attitude, and maintain contact and communication with parents. Q20-23 in the questionnaire part II measured this indicator.

- **Teachers' Skill:** referred to teachers' ability to improve in their job and be excellence in performance. Teachers demonstrate their skills at work and can become the backbone of organizational optimization. As a teacher of the organization, it is necessary to ensure that the success of the skills is based on the organization's culture at work. Q24-29 in the questionnaire part II measured this indicator.

- **Access to Health Services:** referred to the school supply the health services to teachers and students. The best health outcomes by access health care. Access to health services includes health insurance and the setting up of infirmaries to meet patient needs. Q30-34 in the questionnaire part II measured this indicator.

Significance of the Study

Conducting this study would provide some fundamental information about the school environment for the school students, parents, and teachers to concern more with improving the school environment. It would also benefit the future researchers.

Firstly, the school environment study should be beneficial to the students directly, as the school environment may concern the students' total development including their physical health and mental health, to some degree, this study can help providing solid information for the students' growth in a healthy and happy learning.

The study would benefit the school parents in the way that the parents can start to know the indicators of school environment through students' perceptions and meanwhile feel assured about the school learning conditions and environment.

Surely, the study would also help the school teachers to realize the importance of the school environment and it is beneficial for them to start considering how to building the healthy school environment and setting up teaching in a more effective learning environment.

Meanwhile, this research would also benefit the future researchers in the way of providing a simple study findings for them to refer to, and they are also encouraged to collect more data on testing the school environment and teachers' and parents' perceptions of the school environment in different countries with more sampling schools. As there are so many international schools in Bangkok, the findings of this study may help other international school teachers and leaders to realize and understand the significance of school environment as well.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the previous and relevant literature or theories which relate to this study. This chapter consists of a few sections, as follows:

- Healthy School Environment Model,
- Social-Ecological Theory,
- Previous Studies on School Environment,
- Background of the Selected International School at Bangkok
- Summary of Reviewed Literature

Healthy School Environment

Schools play a role in health promotion is not a new concept. In the early 1950s, the world health organization (WHO) has established a method for young people to improve their health. At first, is to put the health education into the school in an all-round way. They discuss file (Mary, Vivian, and David, 1999) health promoting broad concepts and measures are put forward. In addition, a report by the Canadian Lalonde (1974) proposed a healthy pattern, healthcare- oriented society. Later, the world health organization (WHO) integrated the conference in the 1980 s thought, clarified the nature of the health, healthy control and the process of improving health (World Health Organization, 1999). Until now, many professionals recognized concept of health education, the interactions with other health promoting ingredients (Downi, Fyfe and Tannahill, 1990; Young & Whitehead, 1993).

Towards the development of the health promoting school, in the whole world, the school is responsible for providing a healthy environment for students and teachers of the school. Of course, provided by the health information directly affects their health behavior. Different countries follow different goal setting health promotion, but in certain regions HPS need to meet the demand of community (Deschesnes and Rowling, 2003). The school has the nature of education environment, health and education opportunities for students. Of course, also includes the teacher's health. School physical environment is important, more need to strengthen the education of social relations, thus forming the health promotion of psychological society. Through the development of social relations and the sense of belonging, and improve the relationship between the teacher. In order to promote health, a school must have some functions are following:

First, the schools need to accept the teacher health and health promotion model. Second, school need to recognize the health promotion is beneficial to the health of the teachers. Third, schools need to develop policies, methods, strategies and methods based on health promotion. At last, schools need to evaluate the process of health promotion.

The HPS Model (1986) has been developed as a global strategy for strengthening school health, thereby improving the health of teachers and students.

HPS contained six important indicators as follows:

The first indicator was health policy, which focused on the school's health promotion policies, checking if any health education programs are developed that can bring biological, ecological and social perspectives on a healthy environment in the educational organization.

The second indicator was physical environment, which concerned on the student's activity space in the school, including both the indoor and outdoor area. At indoor area, teachers have the autonomy to set up the classroom physical environment, such as the classroom table and desk arrangement and the decoration of the classroom as the physical environment for the students' learning.

The third indicator was social environment, which not only included the current physical environment, but also concerned the school culture, social relations and the ways of internal and external communication in the school community.

The fourth indicator was school-community relation, which focused on how to use the school settings effectively to strengthen the teachers and students of communication and support. At the same time, the school was expected to develop community relation through the existing human and community resources for health promotion.

The fifth indicators concerned with teachers' skill, it in fact emphasized on how schools and communities to provide information and education to develop teachers' skills in personal health and to improve life skills in the living environment.

The last indicator concerned the school's access to health services, which expected the schools should establish various access to promote healthy development projects require the participation of health services.

The above six indicators as the essence of HPS approach were used in many countries as it examined the school's basic environment particularly in terms of the school's health environment, whoever in the school community, including the school staff, parents, and other related people could experience it (Young & Whitehead, 1993).

Health Promoting School (HPS) Model

As mentioned in the last section, the HPS Model (Mary, Vivian, and David, 1999) has been developed as a global strategy for the creation and maintenance of healthy school surroundings and environments.

The creation of healthy environments is another basic component of school health promotion model and involves two different and complementary dimensions:

- **Physical dimension.** It refers to the physical environment in which teaching and learning take place, which must guarantee minimum conditions of safety and environmental sanitation—water, sanitary services—conducive to the health, well-being, and development of the maximum potential of children and other members of the educational community. The conditions of the physical environment at school, the conditions supporting the care of the environment, and the policies related to its use—e.g., smoke-free spaces, types of food sold in the school cafeteria— can have a powerful reinforcing or contradictory effect on other health promotion messages fostered in the school setting (Ippolito & Cerqueira, 2002).
- **Psychosocial dimension.** A Health-Promoting School aims to foster a climate of interaction that is harmonious, kind, respectful of human rights, equitable, and free from any form of violence among its members, through the teaching of tolerance, democracy, and solidarity. There is increasing evidence on the enormous impact of the quality of the psychosocial microclimate in the classroom—harmonious relations, absence of fights, formation of peer groups—on the academic performance of students and the performance of the teachers themselves.

Delivery of health and nutrition services and active life activities. There is a long history of health service delivery in the school setting in the Region of the Americas. Over the years, approaches and models in this regard have been characterized by enormous variation from country to country, reflecting changes in public health trends and the different ways in which nations have moved forward in the reform of their health systems. The “school hygiene” model, derived from European experiences at the beginning of the last century, evolved into school programs that included wide vaccination campaigns and health education topics, and subsequently into the design of more comprehensive interventions in which health and education became active partners in the achievement of common objectives and goals (Meresman, Bundy, and Cerqueira, 2001).

The delivery of health and nutrition services, and active life activities for schoolchildren should be organized according to the policies, mechanisms, models and relevant contents responding to the needs of students, and resources allocated in each case—country, region, or municipality—for the healthcare of the population in general. In this regard, a Health-Promoting School (Cerqueira, 1996):

- Guides the educational community to ensure that schoolchildren have timely access to all prevention actions—including immunization, vision and hearing screening, oral health, mental health, and counseling—and disease treatment, food, and nutrition services to which they are entitled to within the mechanisms anticipated in the current health system;
- Organizes, in conjunction with the network of services available locally, the direct delivery of health services—including food, nutrition, and active life services—within the school setting, should this be deemed appropriate and in accordance with the established policies, the current model for the delivery of

health services, the resources available for this purpose, and the socio-cultural context;

- Supervises the quality and timeliness of health services—including food, nutrition, and active life services—received by the students and other members of the educational community.

Social-Ecological Theory

Social ecology theory is an evolving paradigm, it describes the big picture on the relationship between human being and the environment as a whole, because of this reason, this researcher also reviewed the social ecology theory here in this part for the better understanding of the people and environment in the social perspectives.

Bronfenbrenner (1979) provided an overall framework to solve multiple areas of research, including the school environment at the same time. It was originally used effects research. Now, the social ecological theory has been applied to analysis of multiple areas in a specific environment, which need to solve the children's mental health professional school counseling and community mental health interventions. Thus, social ecological theory needs long-term background and research from the public health and psychology.

Social ecology theory is the study of social relations, according to Bronfenbrenner's (1979) framework, in the school environment was composed microsystem, mesosystem, ecosystem, and macro-system. These four subsystems in the social ecosystem, could be assessed together to identify the students' and teachers' satisfaction or perceptions towards the school environment.

The four subsystems details were explained as follows:

Firstly, microsystem was a system closet to the relationship between persons in which they have direct contact.

Secondly, mesosystem was the interactions between the different roles of participants at school such as the relation between the teachers and parents.

Thirdly, ecosystem was a setting that a teacher in the school and community communication with others in the life and work.

Lastly, macro-system was used to regulate the school policies, laws and regulations, in the education structure.

The Bioecological Model (BM) was one of the systematic approaches, which could be used to consider the relationship between the person and the environment. And it could also help explain how the problems occur in the social environment, resulting in "social event". Nowadays, scholar also could use the Bioecological Model to study the school problems, such as teaching pressure (Miller, 2002).

The factors of Bioecological Model also concerned the school health and environment, as it may the influence teachers' welfare and school policy in the long-term thinking. The Bioecological Model was the advanced version and evolution of social ecological system, it was not static, but with the passage of time changing. For example, the school administrator may let the teacher participate in the health plan and related health activities regularly. It was also suggested to create a healthy working environment could improve the teacher's work efficiency, students' learning effectiveness, and provide happiness intervention, as Kelloway & Day (2005) mentioned.

The Bioecological Model of workplace health and well-being management was showed in the Figure 2 as following:

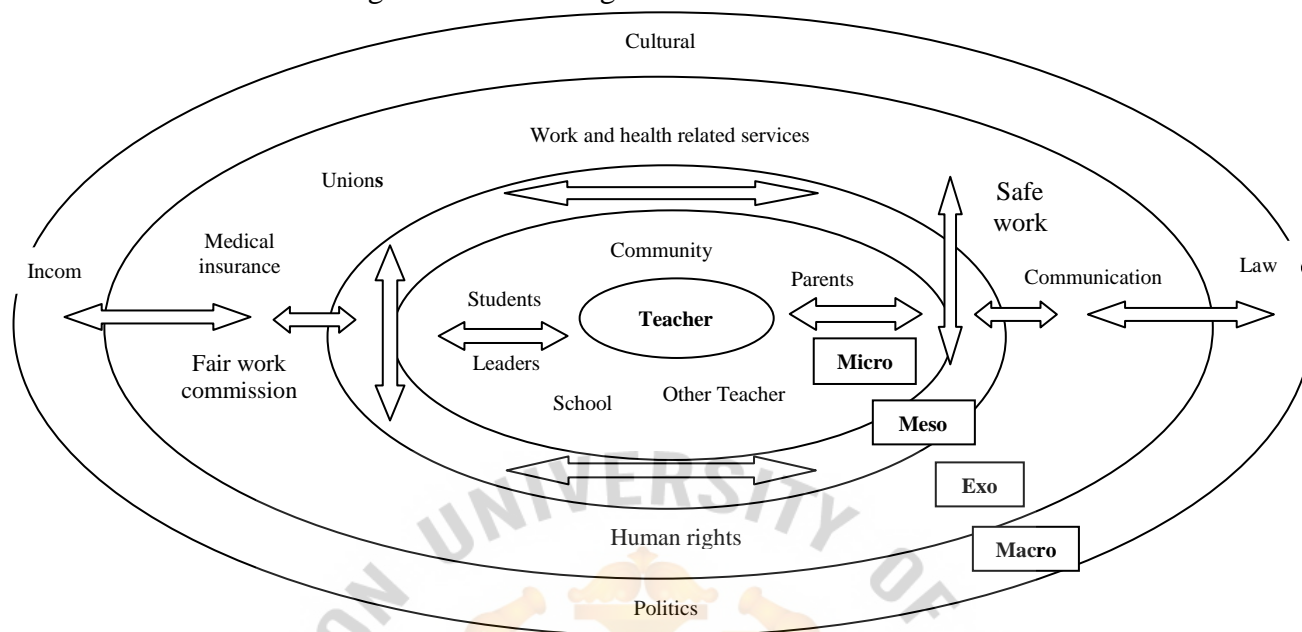


Figure 2. The Bioecological Model of Workplace health and well-being management

Source from: Bronfenbrenner's (1979) *The Ecology of Human Development: Experiments by Nature and Design*, 57

Previous Studies on School Environment

There were quite a few studies conducted in the concerns of school environment in different countries, but all of them were focused on the teachers' perceptions towards the school environment. The previous researchers focused on teachers' perception as to improve teachers' professionalism and their finding could include as the following:

In the earlier study, Nebor (1984) had mentioned the role of teachers and students in the social environment shows that "positive" was very important because the teacher is the pillar of the educational system, and suggested the school to develop policies, to intervene, and implement the policy continuously.

Into the 21st century studies, Bogler (2001) stated for the purpose of cultivating a better school environment, the principals and teachers could share beliefs and values of the school, to better promote the communication between the principal and staff, promote the cooperation of employees in the work, to the achievement of hard work. In order to shape an idea or positive school environment, the school leadership and staff's cooperation and sharing, was very necessary and crucial for the teachers and students in the face of the school environment satisfaction effect.

Kate (2005) suggested the HPS model also provided an approach to make the teachers working in a happy and healthy environment, thus reduce the working pressure. She believed the HPS method could be regarded as an effective management mode, to promote a healthy working environment. Such as evaluating the teacher's health, absenteeism and injury ratio, the school will provide a measure of the school environment. At the same time, Kate also verify the relationship between school environment, teachers' job stress and job commitment, as shown in Figure 4 below:

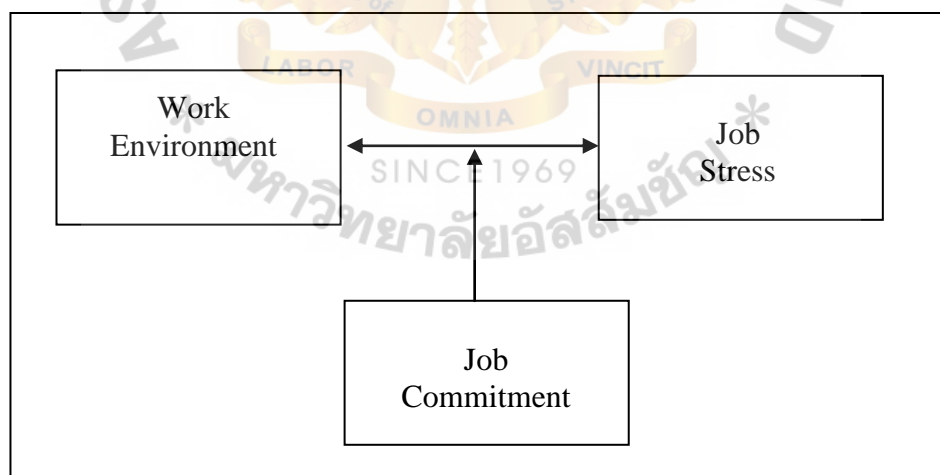


Figure 4. The Relationship between the Work Environment, Job Stress and Commitment

According to Kate (2005), using the HPS variable in the model to the teacher to investigate, including health policies, physical environment, social

environment, school, community function, the personal skill building, and access to health services. Through the six indicators, Kate investigated the teachers' attitudes of the school environment. She also found that the school environment of health services and school community relations were not as good as the means were quite low.

Later, Moore (2012) also studied the school environment and its relationship with the teachers' satisfaction. Her results also showed that the school environment in the United States to the public-school teacher satisfaction played a vital role. When the school environment was positive cases, the teachers' satisfaction could be reduced, so the teacher awareness of positive educational environment was very important for this regard. Her research also recommended that besides teachers' perception, the students' perception and even the community towards the school environment deserved further studying.

Moore (2012) focused on teachers' stress and satisfaction in working at school environment in the States. Florida and Colorado and Nevada legislation to reform the teacher's office. According to Moore, teachers' perceptions of school environment seriously affected the community of schools, students and school climate. Teacher working in high levels of stress, would lead to the backwardness and reduce students' motivation, at the same time, if teachers burden too many responsibilities and roles in their work, may result in negative emotions, which was difficult to improve student performance.

Another study conducted by Stewart (2016) pointed out that the conceptualization of the classroom social environment required the school to develop the relevant health theory into all learning activities, as well as to establish the access to students with preventative health services through school-based management.

More recently, Ruilian (2017) has conducted a study to determine the teachers' perception towards school environment according to their demographics at Zhaotong experimental primary school. The study found that the total 156 teachers' perception towards school environment were positive. She found there was a significant difference of teachers' perception towards school environment among teachers according to different grade level at Zhaotong experimental primary school.

From all the above studies, teachers' perceptions of school environment were assessed, their satisfaction and concerns with the school environment were evaluated from many aspects, including the working pressure, community relations, schools and government system, and the teacher's self-control and personal skills. However, none of the previous studies are conducted with the students' perception towards the school environment though many researchers mentioned this in their recommendations. Moreover, currently neither any studied concerning with the school environment was conducted in the schools of Thailand, nor concerning with the students' perception of the school environment. As one of important stakeholders, students feeling, attitudes and perception about the school environment were very direct and important, as it may help the school leaders and teachers to better understand how to improve the school environment or building a healthy school climate. The researcher felt the lack of studies from the students' perspectives may be due to the consideration of maturity of students towards the survey understanding. In fact, the high school students are from age 16-18 years old already, this researcher believed that investigating the high students with this age range, should be able to reflect their real perceptions towards the school environment and help the school teachers or leaders to know how to improve the school environment building to some degree, thus, this study was

conducted in the selected international school at Bangkok, and the following part would explain more about the selected international school for this study.

Previous Studies on Students' Perception in International School of Bangkok

No previous study focusing on students' perception towards the school environment in intentional schools of Bangkok was conducted, however there were a few studies investigating the students' perceptions in different international schools of Bangkok towards different issues. Since these studies also reported the students demographic profiles and compared the students' perception with their grade, age, nationality and years of learning at the international schools of Bangkok, the researcher felt to review their findings were necessary and valuable for understand the international school students' demographics and the comparative design of this study.

Among those studies that were mentioned, Robert (2010) started a study to investigate the students' perception towards the learning materials when studying ESL social studies then to record, and to compare their perceptions towards the academic exercises in social study subject according to the gender, age and years of learning at Saint Joseph School in Bangkok, which is also an international school in Thailand. Robert found that students who stay at the international school for different length showed different perceptions towards the social study academic exercises. The one stayed at the school longer would be more positive than the one stayed for a short time.

Han (2015) also studied high students' perceptions towards learning strategies from the international school at Bangkok. According to the demographic findings of Han in the international school that she studies, the number of Grade 12 students was reported as the least, while the number of Grade 10 students was the most. Han (2015)

also found that students' perceptions towards learning strategies from the international school at Bangkok were significant different according to their nationalities, in the way that Non-Thai students had higher perception than the Thai students in the international school that she studied.

Moreover, as for the students' demographics in the international school of Thailand, another researcher Weila (2017) explained in her study for school leadership behaviors that the ratio of boy and girl students was quite equal as the school administrators also tried to keep the balance of it.

Andrej (2013) conducted a cross-cultural study and implied that different culture played an important part in people's perception, thus, people from different nationalities may also have different perceptions towards the same issue. Meanwhile, The Interface Theory of Perception (Hoffman, 2006) also pointed that perceptual set was concerned with the active nature of perceptual processes and clearly there would be a difference cross-culturally in the kinds of factors that affect perceptual set and the nature of the effect. The interdisciplinary concept of perception is complex and has many layers (Freeman, 1991).

Background of the Selected International School at Bangkok

According to The International Schools Association of Thailand (ISAT), there are 128 member schools currently, many of them are located in Bangkok city and assembled in the down town areas. All these international schools are working under the supervision of the Ministry of Education (MOE), and they compete with each other in terms of students' enrollment, teachers' recruitment and school effectiveness. International Schools in Bangkok are competing hard to provide healthy and effective school environment for their customers.

The selected International School of Thailand was founded in 2001 at the time, this school has five campuses and uses the Singapore (Primary) and UK courses (Secondary- High school) as the basis for the teaching model. This current study will be conducted to the high school students, as they are the most mature ones compared with other kids in the school. The high school students are in the age of 16-18 years, and usually studying at this international school for a longer time, comparing with the other students.

The School Curriculum

The school's junior and high school is based on curriculum Cambridge IGCSE system. In 2020, the high school will renew the International Diploma (IPDP) while retaining the original “AS” and “A” level courses, which will ensure that students have the opportunity to contact and choose a challenging and infinite A course that desires and develops space. These courses are designed to follow local and global developments, and put into account the current life and needs of student learning, and are the most effective and successful school curriculum in the world today. The school provides students with a range of learning topics, whether it is small class teaching at IGCSE and A level, or teaching in all subjects, all of which are “mastered and escorted by a high-level professional team of teachers”. These are important qualifications to ensure that the school's students enter the world's prestigious universities and colleges.

Student Activities at the School

Extracurricular activities are an important part of the school's curriculum. After daily study and life, the school provides a variety of extracurricular activities for

student; including basketball, badminton, football, swimming, table tennis, volleyball, dance, drama, choir, robotics, English debates, etc., this approach effectively balances the student's personal interests with the needs of the course objectives. The school also regularly organizes and conducts various sports and sporting events to compete with international schools in Bangkok or elsewhere.

Secondary School Teachers

At the high school level, the school has nearly 50 full-time teachers from the United Kingdom, the United States, Singapore, Australia, Canada, China and other countries. All teachers have professional teaching qualifications, many of whom not only have higher education backgrounds such as doctors and masters, but also have certain achievements in their own professional disciplines.

High School students

At the high school level, there are 90 high school students including different nationalities from the United Kingdom, the United States, Australia, Singapore, South Korea, Japan, Malaysia, Indonesia, the Philippines, China, and Thailand. The vast majority of high school students are between the ages of 16 and 18. The number of male and female students is similar.

Boarding House

Starting in August 2016, the school introduced boarding houses to the secondary school district. Students who were boarding here could fully experience the unique and unique campus life of this school in a “home away from home” environment.

More and more students and parents were aware of the meaning of the two sets of words provided in boarding education: “family at home” and “friends in school”. The school wished the students there could enjoy taking three meals a day together, participating in social or cultural activities, and learning and discovering all the novelty beyond campus, so that the students would appreciate the value of collectivism and health school environment.

The boarding school staff and instructor teachers guided and helped the children to form independent personality and living habits, allowing and providing opportunities for them to learn and care in a challenging and challenging environment. Besides, the school also tried to promote the students’ own development of morality and intelligence. Various opportunities were generated and given for the purpose of developing a variety of cultural and linguistic backgrounds and for developing the social and living abilities of students living at home and abroad.

The School Community

For pursuing cultural appreciation, mutual respect and understanding in conjunction with individuals and communities, the school established a school community. The School community encouraged the students to participate in and understand different school and social environments; as to reach out to different leaders, people and things around them. The school strived to inculcate important social awareness for students, create opportunities to understand society and people and things, and build a sense of responsibility with them. Students learned the importance of society, developed relationships locally and in a wider area to understand the importance of transcending school and family relationships.

All in all, as one of well-known international schools in Bangkok, the school administrators and teachers already tried their best to cultivate the healthy school environment for each student. The school leadership team also hoped to know the students' perception towards the current school environment, however, no study was conducted in this field, so this researcher got school leaders' support to do this study in the process.

Summary of the Reviewed Literature

School environment is important for school development, it will influence the life of students and teachers. A good school environment may support the students to have a happy learning and health in school life, to reduce the teachers stress, and to assist the better interpersonal relationship in the school community, and to influence the students learning achievement to some degree.

In this part, the researcher reviewed the theories about the school environment, such as the HPS model, Bronfenbrenner's Social-Ecological Theory, and previous studies on school environment. The HPS model was used to assess the students' perception including health policies, physical environment, social environment, school-community relation, personal skill building, and access to health services in school environment. The Bronfenbrenner's Social-Ecological Theory mentioned about the relationship between the person and environment in the microsystem, mesosystem, eco-system, and macro-system. The review of previous studies may help better understand the teachers' perception towards the school environment, as well as the necessity of investigation of the students' perception towards the school environment as most previous studies recommended to study the students' perception towards the school environment.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research methodology including research design, the population, the research instrument, data collection, data analysis, and summary of the research process.

Research Design

In this research, the primary objective was to survey and compare students' perception toward the school environment in the international school of Bangkok according to students' demographics in the selected international school of Thailand.

In order to achieve the above purpose, the researcher used a quantitative design based on the questionnaire, which was composed of two parts. By the use of part I, the researcher wanted to identify the students' demographics including their gender, grade, years of study at the international school of Bangkok. By the use of part II, the researcher planned to investigate and compare the students' perception towards the six indicators including the health policies, social environment, physical environment, school-community relation, teacher skill and access to health service of school environment in the selected international school.

Population

This study was conducted in an international school of Bangkok, especially with the high school students, in the academic year of 2018. The entire population of students from Grade 10 to Grade 12 in this international school were used as the participants, which were 90 students, as the school registration office record of year 2018 showed.

The following Table 1 showed the number of students from each grade in the high school department. The researcher distributed the questionnaire to all 90 students. Each student was required to fill in one questionnaire and return it to the researcher for this study.

Table 1. *Population of Students in the Selected International School*

Grade level	The Number of students
G10	38
G11	37
G12	15
Total	90

Research Instrument

For conducting this research, the researcher used the questionnaire based on the HPS Model (1986).

In the part I of questionnaire aimed to survey the students' demographics, including their gender, grade, nationality and years of study at the international school of Bangkok.

In the part II of questionnaire was to determine the students' perceptions on the school environment. The questionnaire had 34 questions, concerning the 6 important indicators of school environment.

In details, Question 1 to 8 are focusing on the health policies, about healthy food, controlling alcohol use, tobacco and illicit drug use, sun protection, drug management, first aid and emergency management, controlling disease transmission, reducing accident risk, behavior management, and school basic policy planning.

Question 9 to 13 were focusing on the physical environment, about environmental road safety, environmental hazards to teachers and students, recovery and

reduction of waste, care and improvement of school facilities, ventilation and noise reduction strategies.

Question 14 to 19 were focusing on the social environment, about moral and ethical awareness, interpersonal communication skills planning and activities, student participation in school decision-making, support for students with special needs, cultural, religious and racial diversity, programs for parents and caregivers.

Question 20 to 23 were focusing on the school-community relation, about participation in local community-based organizations to provide programs or services, schools to encourage children to participate actively in local community curricula activities, and to involve parents or extended families in all school activities to raise awareness among local communities of school-based health promotion initiatives.

Question 24 to 29 were focusing on the teachers' skill, about develop a comprehensive health curriculum, integrate developmental relevant health theory into all learning activities for all school years, provide sufficient time each week to provide development-related health promotion activities for all students, teachers can obtain adequate and timely professional development, provision of appropriate and adequate teaching resources for teachers, to provide information, resources and services to support the personal health, well-being and lifestyle needs of staff.

Question 30 to 34 were focusing on the access to health services, about regular counseling and support services for children with severe social, emotional or behavioral problems, provision of counseling and support services for children with chronic diseases, basic health promotion and counseling services for staff, regularly provide information to all members of the school community on school and / or community health and support services.

In the part II of questionnaire, score representing the level of students' perception towards the International school environment, with its scale, interpretation and range are listed in the following Table 2:

Table 2. *Score Representing the Level of Teachers' Perception towards School Environment*

Arrangement Level	Score	Scale	Interpretation
Strongly Disagree	1	1.00-1.50	Very Negative
Disagree	2	1.51- 2.50	Negative
Neutral	3	2.51- 3.50	Neutral
Agree	4	3.51- 4.50	Positive
Strongly Agree	5	4.51- 5.00	Very Positive

Source from: Ruilian, Z., (2017) A Comparative Study of Teachers' Perception towards School Environment According to Their Demographics at Zhaotong Primary School, Yunnan Province, China, 36

Validity and Reliability of the Instrument

In this study, the researcher adapted a questionnaire of 34 items under 6 indicators of teachers' perception towards school environment based on the study of Kate (2005). The previous researcher, Kate (2005) conducted had used this questionnaire in her study to assess the teachers' perception toward school environment, and the reliability of her questionnaire as Cronbach's Alpha was .88. Ruilian (2017) also used this questionnaire to survey the primary school teachers' perception in Yunnan province of China, her report of the overall questionnaire reliability reached .89.

However, since this study assessed the high school students' perception towards the international school' environment, the original teachers' questionnaire were adjusted and

rewording based on the students' perspective, though the majority items are kept, the ways of writing each item were slightly adjusted for the easier and better understanding in the student's way. Therefore, this researcher also did a pilot test for the adapted questionnaires since some items were adjusted a bit from the original one. The researcher used 30 of Grade 9 students in the same school to do the pilot test so as to test the reliability of the questionnaire firstly, the alpha value as the pilot test showed was .71. Then, this researcher started to distribute the mass questionnaire to the real targeted students, which were the Grade 10-12 students in this selected international school. The researcher also reported the Cronbach's Alpha values for both the pilot test and main study in the following Table 3.

Table 3. *Cronbach's Alpha values for both the pilot test and main study*

Cronbach's Alpha values for each indicator	Ruilian (2017)	The pilot test	The main study
1. Health Policies	.91	.74	.80
2. Physical Environment	.90	.71	.84
3. Social Environment	.87	.70	.78
4. School-Community Relation	.88	.69	.76
5. Teacher Skill	.90	.79	.83
6. Access to Health Service	.86	.74	.82
Overall	.89	.71	.80

Meanwhile, since the English proficiency skills of the Grade 10-12 students in the selected international schools are quite good, the questionnaires used the English version directly.

Collection of Data

In this study, the researcher had requested the permission from the Principal of the selected international school at Bangkok since May 16th, 2018. After the research proposal was approved by the committee members, this researcher firstly distributed 30 questionnaires to Grade 9 students for the pilot test in November 10th, 2018. Since the pilot test was proved reliable and effective, then the mass distribution were delivered to the Grade 10-12 students during November 11th to December 12th, 2018.

The researcher distributed the questionnaires to all 90 high school students, by the end of data collection, 86 out of 90 (95.6% targeted population) students completed and returned the questionnaires. During this process, the classroom teachers and school administrators also assisted the researcher, which was greatly appreciated.

Data Analysis

After the data from the high school students in the international school in Bangkok, Thailand, this researcher used a statistical tool to analyze and interpret the data based on each objective.

For the first objective, Frequency and Percentage were used to identify the students' demographics in the selected international school.

For the second objective, Means and Standard Deviations were used to identify the students' perception toward school environment in the selected international school.

For the third objective, Independent Samples t-test was used to compare the students' perception towards school environment according to their gender and nationality; then One-way ANOVA was used to compare the students' perception towards school environment according to their gender, grade, and years of study at the international school of Bangkok. When the significant F-test value less than 0.05, the researcher would use Post Hoc

tests to compare more about the students' perception towards school environment between different groups.



Table 4

Summary of the Research Process

Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To identify the students' demographics including their gender, grade, nationality, years of study at the international school of Bangkok.	90 high school students from G10 – G12 in the international school	Questionnaire Part I	Frequency, Percentage
2. To identify the students' perception of school environment of the international school of Bangkok.		Questionnaire Part II	Mean, Standard Deviation
3. To compare the students' perception of school environment according to their gender, grade, nationality, and years of study at the international school of Bangkok.			Independent Samples t- test, (two-tailed), One-way ANOVA Post Hoc test

CHAPTER IV

RESEARCH FINDINGS

This chapter display research finding and interpretation of the data obtained by 86 (95.6% targeted population) respondents who completed the questionnaires. The researcher personally explained and asked students to complete the survey which with 6 indicators by the 12nd December, 2018 at the international school in Bangkok.

Data analysis and research finding were presented based on the research objectives of this study as follows,

- 1) To identify the students' demographics including their gender, grade, nationality, and years of study at the international school of Bangkok.
- 2) To identify the students' perception of school environment at the international school of Bangkok.
- 3) To compare the significant differences on the students' perception towards school environment according to their gender, grade, nationality, and years of study at the international school of Bangkok.

Research Objective One

Research objective one was to identify the students' demographics including their gender, grade, nationality, and years of study at the international school of Bangkok.

The research findings about students' gender, grade, nationality, and years of study at the international school of Bangkok were shown from Table 5 to Table 9.

Table 5

*The Numbers of Students at the International School of Bangkok**Categorized by Gender*

Gender	Number	Percentage
Boy	44	51.2
Girl	42	48.8
Total	86	100.0

Table 5 above presented gender of the respondents. The results showed that, among 86 students, 44 (51.2%) of respondents were boys; 42 (48.8%) were girls. Therefore, the number of boys was more than that of girls.

Table 6

*The Numbers of Students at the International School of Bangkok**Categorized by Grade*

Grade	Number	Percentage
Grade 10	38	44.2
Grade 11	34	39.5
Grade 12	14	16.3
Total	86	100.0

Table 6 above presented grade of the respondents. 44.2% of students (38) were learning in Grade 10, 39.5% of students (34) were learning in Grade 11 while 16.3% (14) were in Grade 12. The result showed that the least number of students were from Grade 12 and the most students were from Grade 10.

Table 7

*The Numbers of Students at the International School of Bangkok**Categorized by Nationality*

Nationality	Number	Percentage
Thai	65	75.6
Non-Thai	21	24.4
Total	86	100.0

Table 7 presented the findings of respondents' nationality. The result showed that, out of 86 students, 65 students (75.6%) were Thai while 21 students (24.4%) were Non-Thai. The result indicated that the number of Thai students was more than Non-Thai.

Table 8

*The Numbers of Students at the International School of Bangkok**Categorized by years of study at the international school of Bangkok*

Years of Study at the School	Number	Percentage
1-3 years	23	26.7
4-6 years	25	29.1
7-9 years	15	17.4
10 years and above	23	26.7
Total	86	100.0

Table 8 above presented the numbers of students categorized by years of study at the international school of Bangkok. The years of study of respondents was grouped into four groups: 1 – 3 years, 4 – 6 years, 7 – 9 years and 10 years and above. The result showed that

26.7% of respondents were study at the international school of Bangkok for 1 – 3 years, 29.1% of students were study in the target school for 4 – 6 years, 17.4% of students were study in the target school for 7 – 9 years and 26.7% were 10 years and above. According to the research finding, there was the biggest proportion of students who were study at the international school of Bangkok for 4 – 6 years while students who were study at the international school of Bangkok for 7 – 9 years were the smallest. Therefore, the majority of respondents were students who were study at the international school of Bangkok for 4 – 6 years.

Research Objective Two

Research objective Two was to identify the students' perception of school environment at the international school of Bangkok.

To identify the students' perception towards school environment, the researcher used a students' perception towards school environment questionnaire with 34 questions including 6 indicators which were as follows:

1. ***Health Policies*** from Question 1 to 8,
2. ***Physical Environment*** from Question 9 to 13,
3. ***Social Environment*** from Question 14 to 19,
4. ***School-community Relations*** from Question 20 to 23,
5. ***Personal Skill Building*** from Question 24 to 29,
6. ***Access to Health Services*** from Question 30 to 34.

The findings of research objective 2, for each indicator, were presented in the following Table 9 to Table 14 respectively.

Table 9

Students' Perceptions towards School Environment for Involvement in the area of Health Policies at the international school of Bangkok (n=86)

Health Policies (Indicator 1)	Mean	SD	Interpretation
1. My school promotes the healthy food.	3.78	.71	High
2. My school forbids the use of alcohol, tobacco, and illicit drugs.	4.37	.77	High
3. My school has sun protection facilities.	3.81	.98	High
4. My school has student medications policies.	3.80	.82	High
5. My school has the first aid, emergency or critical incident response management (including regular rehearsals).	3.95	.78	High
6. My school has the policies to control and safe management of HIV/ AIDS, Hep C and other blood-borne diseases.	3.22	1.02	Moderate
7. My school has the policies to reduce accident and injury risk.	3.95	.78	High
8. My school has the policies of behavior management (e.g. truancy and bullying).	4.21	.81	High
Total	3.89	.46	High

Table 9 indicated the total mean scores of *Indicator 1*, students' reflection in term of their overall perceptions on school environment at the international school of Bangkok. The total mean score of health policies was 3.89, in the range of 3.51-4.50, was regarded as "high" for school environment involvement at the area of health policies.

Among eight question items in Indicator 1, the highest students' perception towards school environment involvement the area of health policies was item 2 of "My school forbids the use of alcohol, tobacco, and illicit drugs" (4.37), the lowest students' perception towards school environment involvement the area of health policies is item 6 of "My school has the policies to control and safe management of HIV/ AIDS, Hep C and other blood-borne diseases" (3.22).

Table 10

Students' Perceptions towards School Environment for Involvement in the area of Physical Environment at the international school of Bangkok (n=86)

Physical environment (Indicator 2)	Mean	SD	Interpretation
9. My school promotes road safety in school grounds and immediate environs e.g. by supporting police in local traffic speed-reducing measures.	3.83	.86	High
10. My school has the minimization of injury hazards to students and teachers in playground, classrooms and office e.g. ergonomic seating, safe play equipment, training for use of sports resources.	3.93	.76	High
11. My school provides recycling practices.	3.34	1.08	Moderate
12. My school improves school facilities and grounds regularly, for example, painting murals, planting and caring for gardens.	3.90	.85	High
13. My school has strategies for adequate ventilation, lighting, heating/cooling, and noise reduction.	3.65	.96	High
Total	3.73	.62	High

Table 10 indicated the total mean scores of *Indicator 2*, students' perceptions towards school environment involvement in the area of physical environment. The total mean scores of physical environment was 3.73, in the range of 3.51-4.50, was interpreted as "high" according to the scale interpretation criteria.

From five question items of *Indicator 2*, the highest teachers' perception towards school environment involvement the area of physical environment was item 10 of "My school has the minimization of injury hazards to students and teachers in playground, classrooms and office e.g. ergonomic seating, safe play equipment, training for use of sports resources"(3.93), the lowest students' perception towards school environment involvement the area of physical environment is item 11 of "My school provides recycling practices" (3.34).

Table 11

Students' Perceptions towards School Environment for Involvement in the area of Social Environment at the international school of Bangkok (n=86)

Social Environment (Indicator 3)	Mean	SD	Interpretation
14. My school has the discipline practices to promote moral and ethical consciousness.	3.91	.73	High
15. My school has the programs and activities to develop and support positive interpersonal communication skills.	3.90	.80	High
16. In my school, my and my parents' opinions are concerned by the school leaders.	3.41	.83	Moderate
17. My school has the support, resources or programs for students with special needs.	3.59	.95	High
18. My school recognizes the cultural, religious and ethnic diversity (e.g. availability of appropriate food; exhibitions; cultural festivals).	4.01	.77	High
19. My school provides the programs for parents and caregivers to promote their skills and other needs (e.g. literacy, parenting skill, drug education).	3.13	.90	Moderate
Total	3.66	.51	High

Table 11 indicated the total mean scores of *Indicator 3*, students' perceptions towards school environment involvement in the area of social environment. The total mean scores of social environment were 3.66, in the range of 3.51-4.50, were interpreted as "high" according to the scale interpretation criteria.

Within six question items of *Indicator 3*, the highest students' perception towards school environment involvement the area of social environment is item 18 of "My school recognizes the cultural, religious and ethnic diversity (e.g. availability of appropriate food; exhibitions; cultural festivals)" (4.01), the lowest students' perception towards school environment involvement the area of social environment is item 19 of "My school provides the programs for parents and caregivers to promote their skills and other needs (e.g. literacy, parenting skill, drug education)"(3.13).

Table 12

Students' Perceptions towards School Environment for Involvement in the area of School-Community Relations at the international school of Bangkok (n=86)

School-community Relations (Indicator 4)	Mean	SD	Interpretation
20. My school involves the local community organizations, including health and non-health services, in delivery of programs or services to school.	3.38	.84	Moderate
21. My school develops the curriculum activities that encourage children's active involvement in the local community.	3.63	.78	High
22. My parents and or extended families participate all school activities (e.g. school meetings and school cultural activities).	3.03	1.35	Moderate
23. My school takes initiatives to raise local community awareness about school-based health (e.g. through the local media, school open days, newsletters).	3.16	.85	Moderate
Total	3.30	.63	Moderate

Table 12 indicated the total mean scores of *Indicator 4*, students' perceptions towards school environment involvement in the area of school-community relations. The total mean scores of school-community relations were 3.30, in the range of 2.51-3.50, were interpreted as "moderate" according to the scale interpretation criteria.

Among four question items in Indicator 1, the highest students' perception towards school environment involvement the area of school-community relations is item 21 of "My school develops the curriculum activities that encourage children's active involvement in the local community" (3.63), the lowest teachers' perception towards school environment involvement the area of school-community relations is item 22 of "My parents and or extended families participate all school activities (e.g. school meetings and school cultural activities)" (3.03).

Table 13

Students' Perceptions towards School Environment for Involvement in the area of Teachers' Skill at the international school of Bangkok (n=86)

Teachers' skill (Indicator 5)	Mean	SD	Interpretation
24. My school develops a comprehensive health curriculum that emphasizes developmentally appropriate practical skills in preventative personal health behaviors (e.g. oral hygiene).	3.34	.76	Moderate
25. My school develops the relevant health theory into all learning activities for all school years.	3.21	.87	Moderate
26. My school provides sufficient time each week to develop relevant health enhancing activities for all students (e.g. physical activity, social skills).	3.56	.92	High
27. My school's teachers have access to adequate and timely Professional development specifically relevant to their roles in health education and promotion (e.g. in-service courses).	3.41	.76	Moderate
28. My school provides appropriate and adequate teaching resources for teachers to support their roles in health education and promotion.	3.40	.82	Moderate
29. My school provides the information, resources and services to support the personal health, welfare and lifestyle needs of staff (e.g. access to quit smoking programs; staff sporting competitions).	3.36	.91	Moderate
Total	3.38	.54	Moderate

Table 13 indicated the total mean scores of *Indicator 5*, students' perceptions towards school environment involvement in the area of teachers' skill. The total mean scores of personal skill building were 3.38, in the range of 2.51-3.50, were interpreted as "moderate" according to the scale interpretation criteria.

Within six question items of *Indicator 5*, the highest students' perception towards school environment involvement the area of teachers' skill is item 26 of "My school provides sufficient time each week to develop relevant health enhancing activities for all students (e.g. physical activity, social skills)" (3.56), the lowest students' perception towards school

environment involvement the area of teachers' skill is item 25 of "My school develops the relevant health theory into all learning activities for all school years"(3.21).

Table 14

Students' Perceptions towards School Environment for Involvement in the area of Access to Health Services at the international school of Bangkok (n=86)

Access to Health Services (Indicator 6)	Mean	SD	Interpretation
30. Regularly, my school has the access to students to school-based preventative health services (e.g. immunization programs, health screenings, and oral health care).	3.14	1.00	Moderate
31. My school has the access to counseling and support services for children with acute social, emotional or behavioral problems.	3.64	.87	High
32. My school has the access to counseling and support services for children with chronic medical conditions (e.g. asthma, diabetes, epilepsy).	3.31	.94	Moderate
33. My school has the access to basic health promotion and counseling services for staff (e.g. Employee Assistance Programs, health benefits schemes).	3.48	.82	Moderate
34. Regularly, My school provides information about school-based and/or community-based health and support services to all members of the school community (students, staff, and families).	3.47	.88	Moderate
Total	3.41	.62	Moderate

Table 14 indicated the total mean scores of **Indicator 6**, students' perceptions towards school environment involvement in the area of access to health services. The total mean score of access to health services were 3.41, in the range of 2.51-3.50, were interpreted as "moderate" according to the scale interpretation criterions.

From five question items of Indicator 6, the highest students' perception towards school environment involvement the area of access to health services is item 31 of "My school has the access to counseling and support services for children with acute social,

emotional or behavioral problems” (3.64), the lowest students’ perception towards school environment involvement the area of access to health services is item 30 of “Regularly, my school has the access to students to school-based preventative health services (e.g. immunization programs, health screenings, and oral health care)”(3.14).

Table 15

Summary of Overall Students’ perceptions towards School Environment at the international school of Bangkok (n=86)

Students’ perception	Mean	SD	Interpretation
1. Health policies	3.89	.46	High
2. Physical environment	3.73	.62	High
3. Social environment	3.66	.51	High
4. School-community relations	3.30	.63	Moderate
5. Teachers’ skill	3.38	.54	Moderate
6. Access to health services	3.41	.62	Moderate
Total	3.56	.42	High

Table 15 showed the overall result of the mean score of six indicators for students’ perceptions towards school environment at the international school of Bangkok was 3.56, in the range of 3.51- 4.50. According to scale interpretation criteria, the result was interpreted as students had high perceptions towards their school environment at the international school of Bangkok.

Table 15 also showed the detailed information about total mean scores of students’ perceptions towards school environment at the international school of Bangkok for each indicator. The total mean scores from the high to low were: Health Policies (3.89) as the highest, Physical Environment (3.73), Social Environment (3.66), Teachers’ Skill (3.38), Access to Health Services (3.41), and School-community Relations (3.30) as the lowest.

Research Objective Three

Research objective three was to compare the significant differences of the students' perception towards school environment according to their gender, grade, nationality, and years of study at the international school in Bangkok.

For this objective, researcher used independent samples t-test to analyze and compare means for students' perception of school environment according to their gender and nationality at the international school of Bangkok and One-way ANOVA was utilized to analyze and compared means for students' perception of school environment according to their grade and years of study at the international school of Bangkok. Research findings were presented in following Table 16 to Table 20.

Table 16

Comparison of students' perceptions towards school environment at the international school of Bangkok according to gender

Gender	N	Mean	S.D	t	Sig. (2- tailed)
Boy	44	3.52	.36	.943	.349
Girl	42	3.60	.47		

Table 16 above showed the comparison of students' perceptions towards school environment according to their gender at the international school of Bangkok. Based on the research objectives of this study and the findings of pervious researchers, this researcher set up the research hypothesis, "There is a significant difference in the students' perceptions towards school environment at the international school of Bangkok according to their gender". According to the findings of data analysis of this study in the above table, it was shown that the probability significant value was .349, which was more than .05 at the .05

level of significance. Therefore, this result was interpreted as there was no significant difference in the students' perceptions towards school environment according to their gender at the international school of Bangkok.

Table 17

Comparison of students' perceptions towards school environment at the international school of Bangkok according to grade

Grade	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.515	2	.258	1.484	.233
Within Groups	14.401	83	.174		
Total	14.916	85			

Table 17 above indicated the comparison of students' perceptions towards school environment according to their grade at the international school of Bangkok. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There is a significant difference in the students' perceptions towards school environment at the international school of Bangkok according to their grade". According to the findings of data analysis of this study in the above table, it was shown that the probability significant value was .233, which was more than .05 at the .05 level of significance. Therefore, this result was interpreted as there was no significant difference in the students' perceptions towards school environment according to their grade at the international school of Bangkok.

Table 18

Comparison of students' perceptions towards school environment at the international school of Bangkok according to nationality

Nationality	N	Mean	SD	t	Sig. (2- tailed)
Thai	65	3.50	.41	2.26	.027
Non-Thai	21	3.73	.40		

Table 18 above showed the comparison of students' perceptions towards school environment according to their nationality at the international school of Bangkok. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There is a significant difference in the students' perceptions towards school environment at the international school of Bangkok according to their nationality". According to the findings of data analysis of this study in the above table, it was shown that the probability significant value was .027, which was less than .05 at the .05 level of significance. Therefore, this result was interpreted as there was a significant difference in the students' perceptions towards school environment according to their nationality at the international school of Bangkok, and the mean scores showed Non-Thai students had higher perception towards the Thai students.

Table 19

Comparison of students' perceptions towards school environment at the international school of Bangkok according to years of study at the school.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.609	3	.536	3.305	.024
Within Groups	13.307	82	.162		
Total	14.916	85			

Table 19 above indicated the comparison of students' perceptions towards school environment according to their years of study at the international school of Bangkok. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There is a significant difference in the students' perceptions towards school environment at the international school of Bangkok according to their years of study at the international school of Bangkok". According to the findings of data analysis of this study in the above table, it was shown that the probability significant value was .024, which was less than .05 at the .05 level of significance.

According to the findings of data analysis of this study in Table 19, the researcher continued to use the Post Hoc Tests to recheck the significant value of students' perception towards school environment according to their years of study at the international school of Bangkok. The Post Hoc tests data analysis result shows in Table 20 below, based on the mean difference and the significant values between each pair, the results showed that the significant differences of the students' perception towards school environment only existed between the students studying at the international school of Bangkok for 1-3 years and 10 years and above.

Table 20

Multiple comparison of students' perceptions towards school environment according to their years of study at the international school of Bangkok (n=86)

Years of study at the school (I)	Years of study at the school (J)	Mean Difference (I-J)	Sig.
1-3 years	4-6 years	.222	.309
	7-9 years	.273	.252
	10 years and above	.362	.031
4-6 years	7-9 years	.050	.985
	10 years and above	.139	.697
7-9 years	10 years and above	.088	.931

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this chapter, the researcher presents a brief review of research objectives, hypothesis, and research methodology, and also the research findings, conclusion of this research, discussion and recommendations for the selected school and future study.

Firstly, the purpose of this study was to survey the demographic profile of students, their perceptions towards school environment and to compare the students' perceptions according to their demographics such as gender, grade, nationality, years of study at an international school in Bangkok.

The researcher conducted the research at an international school in Bangkok. A total of 90 questionnaires were distributed to G10-12 students, 86 students answered and returned, the valid returned rate was 95.6%.

This research had three objectives and they were as follows:

- 1) To identify the students' demographics including their gender, grade, nationality, and years of study at an international school in Bangkok.
- 2) To identify the students' perception of school environment at an international school in Bangkok.
- 3) To compare the significant differences on the students' perception towards school environment according to their gender, grade, nationality, and years of study at an international school in Bangkok.

This research had one hypothesis: there are significant differences significant differences on the students' perception towards school environment according to their gender, grade, nationality, and years of study at an international school in Bangkok.

As this study was designed as a quantitative and comparative study, descriptive statistics and comparative method was used to determine the research objectives. A questionnaire that contained two parts, Part I for surveying demographics of students and Part II for investigating students' perceptions, which was used as instrument for this study to evaluate students' perceptions. A total of 90 questionnaires were distributed to all the high school students at an international school in Bangkok, and the data was collected by this researcher with 95.6% valid returned rate.

Finding

1. The students' demographics including gender, grade, nationality, and years of study at the international school in Bangkok.

1.1 **Gender:** The research findings for gender showed that there were 44 boys (51.2%) and 42 girls (48.8%) at an international school in Bangkok.

1.2 **Grade:** According to the findings, 38 students (44.2%) were learning in Grade 10, 34 students (39.5%) were learning in Grade 11 while 14 students (16.3%) were in Grade 12 at an international school in Bangkok.

1.3 **Nationality:** The research findings showed that, out of 86 students, 65 students (75.6%) were Thai while 21 students (24.4%) were Non-Thai at an international school in Bangkok.

1.4 **Years of study at the international school in Bangkok:** The findings pointed out that 26.7% of students were studying at an international school in Bangkok for 1 – 3 years, 29.1% of students were studying in the target school for 4 – 6 years, 17.4% of students were studying in the target school for 7 – 9 years and 26.7% were 10 years and above.

2. The students' perceptions towards school environment in selected school.

- 2.1 The total mean scores of students' perception towards school environment at an international school in Bangkok were 3.56, in the range of 3.51 – 4.50. This result was interpreted as students had high perceptions towards their school environment.
- 2.2 In terms of students' perceptions for six indicators, the total mean scores from the high to low were: Health Policies (3.89) as the highest, Physical Environment (3.73), Social Environment (3.66), Teachers' Skill (3.38), Access to Health Services (3.41), and School-community Relations (3.30) as the lowest.

3. Students' perceptions toward school environment according to their demographics: gender, grade, nationality, and years of study at the international school in Bangkok.

- 3.1 **Gender:** Based on the findings of data analysis, the probability of significant value between students' perceptions and their gender was .349. As the significant value of gender was more than the .05 level of significant, there was no significant difference in the students' perceptions towards school environment according to their demographics: gender at an international school in Bangkok.
- 3.2 **Grade:** Based on the findings of data analysis, the probability of significant value between students' perceptions and their grades was .233. As the significant value of grade was more than the .05 level of significant, there was no significant difference in the students' perceptions towards school environment according to their demographics: grade at an international school in Bangkok.
- 3.3 **Nationality:** According to the findings of data analysis, the probability of significant value between students' perceptions and their nationality was .027. There was a significant difference in the students' perceptions towards school environment

according to their nationality at the international school of Bangkok, and the mean scores showed Non-Thai students had higher perception towards the Thai students.

3.4 Years of study at an international school in Bangkok: According to the findings of data analysis, the probability of significant value between students' perceptions and their years of study at an international school in Bangkok was .024. The results showed that the significant differences of the students' perception towards school environment only existed between the students studying at the international school of Bangkok for 1-3 years and 10 years and above.

Conclusion

The following conclusions were drawn from the findings derived by data analysis of this study.

Generally, the demographic profiles of the high school students at the international school of Bangkok showed the number of boy students was similar to girl students. Among them, most of the students were in Grade 10 and the students in Grade 12 were the least. More Thai students than Non-Thai students were there at this international school in Bangkok, most of them were studying there for 4 – 6 years, the ones studying for 7 – 9 years were the least.

Overall, high school students' perceptions towards school environment at this international school were regarded as high, particularly, the highest perception was for Health Policies, the lowest perception was for School-community Relations.

The study found no significant differences in the students' perceptions towards school environment according to their gender and grade at an international school in Bangkok. However, significant differences of the students' perception towards school environment between Non-Thai students and Thai students; between the students

studying at the international school of Bangkok for 1-3 years and 10 years and above were existing.

Discussion

The demographic profiles of the high school students as found by this study at the international school showed the ratio of boy and girl students was similar, Grade 10 students were the most, and Grade 12 students were the least. Thai students were more than Non-Thai students, and most of them were studying there for 4 – 6 years, the ones studying for 7 – 9 years were the least. This described profiles were very similar to the high school students' profiles as previous researcher reported for the international school in Bangkok (Han, 2015; Weila, 2016). Han (2015) also reported in her study that in the international school that she studies, the Grade 12 students were the least, Grade 10 were the most. Weila (2017) concluded in her study at the international school in the same area that the ratio of boy and girl students was quite equal as the school administrators also tried to keep the balance of it.

This study found the level of high school students' perceptions towards school environment at this international school were regarded as high, which is consistence with the study of Ruilian (2015), though she conducted the study to investigate the teachers' perception towards school environment in Yunna Zhaotong Primary school, her finding also revealed the overall level of the teachers' perception towards school environment was high. Moreover, the same to Ruilian's (2015) study, the highest perception was towards *Health Policies*, the lowest perception was towards *School-community Relations*.

Particularly in each indicator, the lowest students' perception scores reflected that the students felt not very sure in the following areas: including the school's

policies to control and safe management of HIV/AIDS, Hep C and other blood-borne diseases; the school's recycling practices, the school's programs for parents and caregivers to promote their skills and other needs (e.g. literacy, parenting skill, drug education); whether the school developed the relevant health theory into all learning activities for all school years; and whether the school had the access to students to school-based preventative health services (e.g. immunization programs, health screenings, and oral health care. The reasons for why students had relatively lower perception towards the above issues, may be because the school didn't do much activities in terms of letting the students learn how to avoid the specific diseases, involving the parents to promote their skills, preventative health services as this researcher working as the teacher in the school also didn't notice much of school's activities in this field.

A study carried out by Nebor (1984) found the role of teachers and students in the social environment shows that "positive" is very important because the teacher is the pillar of the educational system, and suggested the school to develop policies, to intervene, and implement the policy continuously.

Another study conducted by Stewart (2016), also supported this study's finding, as it was pointed that the conceptualization of the classroom social environment required the school to develop the relevant health theory into all learning activities, as well as to establish the access to students with preventative health services through school-based management.

Moreover, this study found no significant differences in the students' perceptions towards school environment according to their gender and grade at an international school in Bangkok. But significant differences of the students' perception towards school environment between Non-Thai students and Thai

students; between the students studying at the international school of Bangkok for 1-3 years and 10 years and above were existing.

In terms of these findings, most previous researcher conducted studies at international schools in Bangkok also revealed the different perceptions of students compared with the students' nationalities and years of learning at the school, though none directly investigate the students' perceptions towards school environment at the international schools in Bangkok. Han (2015) also found Thai and Non-Thai students' perceptions towards learning strategies from the international school at Bangkok were significant different. The study of Robert (2010) conducted with the international school students in Bangkok about their perceptions towards the academic exercises in social study subject, also proved that students who stay at the international school for different length showed different perceptions towards the social study academic exercises. The one stayed at the school longer would be more positive than the one stayed for a short time, as Robert (2010) confirmed, it was also true in this study. A cross-cultural study conducted by Andrej (2013) also implied that different culture played an important part in people's perception, thus, people from different nationalities may also have different perceptions towards the same issue. Meanwhile, The Interface Theory of Perception (Hoffman, 2006) also pointed that perceptual set was concerned with the active nature of perceptual processes and clearly there would be a difference cross-culturally in the kinds of factors that affect perceptual set and the nature of the effect. The interdisciplinary concept of perception is complex and has many layers (Freeman, 1991). The possible reason for why Thai and Non-Thai students' perceptions towards learning strategies from the international school at Bangkok were significant different according to the researcher's experiences of teaching at this international school was, because most Thai students were very

familiar with the international school environment, they knew Thailand had many different international schools, they liked to compare with their Thai friends who studying in different international schools, and by the comparison, they had more expectations for their own school environment. While the non-Thai students, they were foreigners studying as boarding students at this school, they don't have too much information from the other international schools, so they didn't compare often, were easier to be satisfied with the current environment. This also was supported and reflected by the other significant finding of this study, namely, the students studying for 1-3 years and those studying for 10 years and above at this school had significant different perceptions towards the school environment, the newly coming students, they didn't have too many friends, and wouldn't compare too much with other schools, they were trying to fit the school environment firstly, but when they stayed for 10 years or up, they knew many information about their own school and other international school in Thailand, they then would like to compare and some even may move out to another school. This phenomena were happening often as the school administrators mentioned, and this researcher experienced as well.

Recommendations

Recommendation to School

The school is one of the main roles to provide the healthy learning environment for the student. The school should provide a favorable health environment for the students, especially focusing on: building the school's policies to control and safe management of HIV/ AIDS, Hep C and other blood-borne diseases; always implementing the recycling practices in the school; setting up various programs for parents and caregivers to promote their skills and other needs (e.g. literacy, parenting

skill, drug education); developing the relevant health theory into all learning activities for all school years; and establishing access to students to school-based preventative health services (e.g. immunization programs, health screenings, and oral health care. School also should also realize students of different nationalities and of different learning years, try to understand their needs for the school environment, so as to improve the school's environmental construction and practices. As the study implied Thai students and students who stayed at this international school longer were likely to have higher expectation from the school environment, thus, the school administrators should be aware of this and keep on doing good service and managerial work for the local and old students.

Recommendation to Teachers

Teachers should try to understand different students' needs for the school environment. They not only to understand their own needs but also to understand the needs of students, because the teacher can first understand the behavior and feelings of students. Meanwhile, working together with the school administrators to cultivate the better school environment, at least the classroom environment; to understand the needs of students especially the students from different nationalities and those stayed at the school for more years, as well as their parents' expectation from the school environment, so that help the school to maintain and enhance the healthy environment.

Recommendation to Parents

Parents should be the first time to understand the children in school, through the feedback to the children, to understand the impact of the school environment on the

child, the school raised the lack of environmental problems, urge the school to enhance the environment for children to create a good learning environment.

Recommendation to Students

Students are the first beneficiaries of a good school environment, and the school environment was closely linked to the health and performance of students. They should promptly reflect their own ideas and the school's environmental problems to the teacher or parents, so that the school administrators and teachers could correct the changes in time, which may assist the students to enjoy their learning and life in school more. The school should investigate and concern the students of different nationalities and those who stayed at the school for longer time to understand their needs and expectation for the school environment maintenance and innovation.

Recommendation to Future researchers

This study seemed to be the first one trying to investigate the high school students' perceptions of school environment at the international school of Bangkok, so it may have some limitations in terms of the school selections and sample size, since this study used only one international school, and involved with the high school students participation only. The future studies can also explore more deeply and largely in terms of the schools numbers and students size. Meanwhile, since the teachers' view is related to the improvement of the school environment, students, parents and school administrators may also have different views on the development of the school environment, so the future researchers should try to emphasize different target group's perception on school environment as well. For this regard, further study was recommended to focus on the different views of the stakeholder in the school

environment. Future research can be mixed quantitative and qualitative methods, interviews and surveys could go together to understand different point-views of the stakeholders at the school.



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Questionnaire
for
Students' Demographics and Perception towards School Environment
in an international school of Bangkok

Part I: Students' Demographics

■ Please tick ✓ the related box according to your real information.

- Gender:

Boy

Girl

- Grade Level:

Grade 10

Grade 11

Grade 12

- Nationality:

Thai

Non-Thai

- Years of study at this school:

1-3years

4-6years

7-9years

10 years and +

Part II: Students' perception towards school environment

- Please read the following information clearly before you start answering in the questionnaire.

Part 2 contains 6 sections, with 34 questions altogether. Based on your own perception, please complete **all** questions by circling the number on the rating scale that is most true for your school **at present**.

Section 1-6 are about the extent of the activities that have been actively initiated in your school during the **past 12 months** or are well established and ongoing in the school environment.

- 1 = Strongly Disagree (SD)
 2 = Disagree (D)
 3 = Neutral (N)
 4 = Agree (A)
 5 = Strongly Agree (SA)

Indicator 1: Health policies

No.	Statement about school environment	SD	D	N	A	SA
1	My school promotes the healthy food.	1	2	3	4	5
2	My school forbids the use of alcohol, tobacco, and illicit drugs.	1	2	3	4	5
3	My school has sun protection facilities.	1	2	3	4	5
4	My school has student medications policies.	1	2	3	4	5
5	My school has the first aid, emergency or critical incident response management (including regular rehearsals).	1	2	3	4	5
6	My school has the policies to control and safe management of HIV/ AIDS, Hep C and other blood-borne diseases.	1	2	3	4	5
7	My school has the policies to reduce accident and injury risk.	1	2	3	4	5
8	My school has the policies of behavior management (e.g. truancy and bullying).	1	2	3	4	5

Indicator 2: Physical environment						
No.	Statement about school environment	SD	D	N	A	SA
9	My school promotes road safety in school grounds and immediate environs, for example, by supporting police in local traffic speed-reducing measures.	1	2	3	4	5
10	My school has the minimization of injury hazards to students and teachers in playground, classrooms and office, for example, ergonomic seating, safe play equipment, training for use of sports resources.	1	2	3	4	5
11	My school provides recycling practices.	1	2	3	4	5
12	My school improves school facilities and grounds regularly, for example, painting murals, planting and caring for gardens.	1	2	3	4	5
13	My school has strategies for adequate ventilation, lighting, heating/cooling, and noise reduction.	1	2	3	4	5
Indicator 3: Social environment						
No.	Statement about school environment	SD	D	N	A	SA
14	My school has the discipline practices to promote moral and ethical consciousness.	1	2	3	4	5
15	My school offers the programs and activities to develop and support positive interpersonal communication skills.	1	2	3	4	5
16	In my school, my or my parents' opinions about the environment are concerned by the school leaders.	1	2	3	4	5
17	My school has the support, resources or programs for students with special needs.	1	2	3	4	5
18	My school recognizes the cultural, religious and ethnic diversity (e.g. availability of appropriate food; exhibitions; cultural festivals).	1	2	3	4	5
19	My school provides the programs for parents and caregivers to promote their skills and other needs (e.g. literacy, parenting skill, drug education).	1	2	3	4	5

Indicator 4: School-community relations						
No.	Statement about school environment	SD	D	N	A	SA
20	My school involves the local community organizations, including health and non-health services, in delivery of programs or services to school.	1	2	3	4	5
21	My school develops the curriculum activities that encourage children's active involvement in the local community.	1	2	3	4	5
22	My parents, or extended families participate all school activities (e.g. school meetings and school cultural activities).	1	2	3	4	5
23	My school takes initiatives to raise local community awareness about school-based health (e.g. through the local media, school open days, newsletters).	1	2	3	4	5
Indicator 5: Teachers' skill						
No.	Statement about school environment	SD	D	N	A	SA
24	My school develops a comprehensive health curriculum that emphasizes developmentally appropriate practical skills in preventative personal health behaviors (e.g. oral hygiene).	1	2	3	4	5
25	My school develops the relevant health theory into all learning activities for all school years.	1	2	3	4	5
26	My school provides sufficient time each week to develop relevant health enhancing activities for all students (e.g. physical activity, social skills).	1	2	3	4	5
27	My school's teachers have access to adequate and timely professional development specifically relevant to their roles in health education and promotion (e.g. in-service courses).	1	2	3	4	5
28	My school provides appropriate and adequate teaching resources for teachers to support their roles in health education and promotion.	1	2	3	4	5
29	My school provides the information, resources and services to support the personal health, welfare and lifestyle needs of staff (e.g. access to quit smoking programs; staff sporting competitions).	1	2	3	4	5

Indicator 6: Access to health services						
No.	Statement about school environment	SD	D	N	A	SA
30	Regularly, my school has the access to students to school-based preventative health services (e.g. immunization programs, health screenings, and oral health care).	1	2	3	4	5
31	My school has the access to counseling and support services for children with acute social, emotional or behavioral problems.	1	2	3	4	5
32	My school has the access to counseling and support services for children with chronic medical conditions (e.g. asthma, diabetes, epilepsy).	1	2	3	4	5
33	My school has the access to basic health promotion and counseling services for staff (e.g. Employee Assistance Programs, health benefits schemes).	1	2	3	4	5
34	Regularly, my school provides information about school-based and/or community-based health and support services to all members of the school community, including: students, staff, and families).	1	2	3	4	5

******Thanks a lot for your participation.******

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BIOGRAPHY

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