

CONTENTS

	Page
Acknowledgement	c
Abstract in English	d
Abstract in English	f
List of Tables	h
List of Figures	q
List of Symbols	r
Statement of Originality	t
Chapter 1 Introduction	1
1.1 Background and Significance of the Problem	1
1.2 Research Question	6
1.3 Purposes of the study	6
1.4 Scope of Study	7
1.5 Definitions of Terms	8
1.6 Educational Advantage	9
Chapter 2 Literature Review	10
2.1 Teacher's role to promote lifelong learning skills	12
2.2 Research and the development of evaluation form	42
2.3 Related research	68
2.4 The Research Concept	83

CONTENTS (CONTINUED)

	Page
Chapter 3 Research Methodology	83
Part 1 Analyzing factors and indicators	86
Population and Samples	89
Research Instruments	93
Data Collection	93
Data Analysis	93
Part 2 Developing the evaluation model	96
Population and Samples	100
Research Instruments	100
Data Collection	101
Data Analysis	101
Part 3 Testing and finding quality of evaluation model	102
Population and Samples	104
Research Instruments	105
Data Collection	105
Data Analysis	105
Chapter 4 Result Analysis	108
Part 1 Result of analyzing factors and indicators	109
Part 2 Result of developing the evaluation model	152
Part 3 Result of the tryout to examine quality of evaluation model	171

CONTENTS (CONTINUED)

	Page
Chapter 5 Research Methodology	200
5.1 Conclusion	202
5.2 Discussion	212
5.3 Recommendations	218
References	221
Appendix	
Appendix A List of experts	241
Appendix B Instrument	248
Appendix C Manual of evaluation model	256
Appendix D Sample analysis Model of relationship teachers' roles and Sample analysis of G-Coefficient	277
Curriculum Vitae	290

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

LIST OF TABLES

	Page
Table 2.1 Analysis Lifelong Learning skill from education sector’s policy and related research	21
Table 2.2 Analysis of Teacher’s Role in Learning Support from the Academic Institutes’ Policy and Related Study	26
Table 2.3 Synthesis Compositions and Indicators of Teachers’ Roles to Promote Lifelong Learning Skills of Students at the Basic Education Level from the Academic Institutes’ Policy and Related Study	29
Table 3.1 Population and samples employed to collect the data of survey	90
Table 3.2 Number and percent of samples in collecting survey to Construct Validity (Exploratory Factor Analysis)	91
Table 3.3 Number and percent of samples in relational model analysis of factors and indicators regarding teacher’s roles to promote Lifelong Learning skills	92
Table 3.4 The names of school, sizes, numbers of participants using the model, subjects and grade level	104
Table 4.1 The relationship of teachers’ roles to promote Lifelong Learning skills of students	110
Table 4.2 Factors analysis results of teachers’ role to promote Lifelong Learning skills of students	111
Table 4.3 Factor loading of teachers’ roles to promote Lifelong Learning skills of students	112
Table 4.4 The relationship of Lifelong Learning skills of students	115
Table 4.5 Average, standard error, and correlation coefficient of the observable indicators in study plan model	117
Table 4.6 Average, standard error, and correlation coefficient of the observable indicators in learning support and setting atmosphere for learning model	119

LIST OF TABLES (CONTINUED)

	Page
Table 4.7 Average, standard error, and correlation coefficient of the observable indicators in teachers' attributes model	121
Table 4.8 Average, standard error, and correlation coefficient of the observable indicators in Observing, Monitoring, and Assessment model	123
Table 4.9 Average, standard error, and correlation coefficient of the observable indicators in class management model	124
Table 4.10 Average, standard error, and correlation coefficient of the observable indicators in Lifelong Learning skills of students model	126
Table 4.11 Average, standard error, and correlation coefficient of the observable indicators in teachers' roles to promote Lifelong Learning skills of students at the basic educational level model	130
Table 4.12 Result of verifying the validity of the model of relationship of teachers' roles to promote Lifelong Learning skills of students	136
Table 4.13 Result of analyzing the correlation between variables and statistical analysis on the model of relationship of teachers' roles to promote Lifelong Learning skills of students	139
Table 4.14 Factors loading and number of indicators from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	145
Table 4.15 Factors loading and number of indicators of setting up study plan obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	146
Table 4.16 Factors loading and number of indicators of learning support and setting atmosphere for learning obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	147
Table 4.17 Factors loading and number of indicators of class management obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	148

LIST OF TABLES (CONTINUED)

	Page
Table 4.18 Factors loading and number of indicators of observing, monitoring, and assessment obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	149
Table 4.19 Factors loading and number of indicators of teachers' attributes obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	150
Table 4.20 Factors loading and number of indicators of Lifelong Learning skills obtained from the model of relationship of teachers' roles to promote Lifelong Learning skills of students	151
Table 4.21 Structure of the evaluation form for teachers' roles to promote Lifelong Learning skills of students	158
Table 4.22 Average, Standard Deviation and the opinion of the experts to the evaluation model for teachers' roles to promote Lifelong Learning skills of students	163
Table 4.23 Average, Standard Deviation and the opinion of the experts on the utility of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	164
Table 4.24 Average, Standard Deviation and the opinion of the experts on the feasibility of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	165
Table 4.25 Average, Standard Deviation and the opinion of the experts on the propriety of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	166
Table 4.26 Average, Standard Deviation and the opinion of the experts on the accuracy of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	167

LIST OF TABLES (CONTINUED)

	Page
Table 4.27 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in overall	172
Table 4.28 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in setting study plan aspect	173
Table 4.29 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in learning support and setting atmosphere for learning aspect	174
Table 4.30 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in class management aspect	175
Table 4.31 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in observing, monitoring, and assessment aspect	176
Table 4.32 Average, Standard Deviation and evaluation results of teachers' roles to promote Lifelong Learning skills of students in teachers' attributes aspects	177
Table 4.33 Average, Standard Deviation and evaluation results of Lifelong Learning skills of students	178
Table 4.34 Average, Standard Deviation and the testers' satisfaction of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	179
Table 4.35 Average, Standard Deviation and the testers' satisfaction in the utility of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	180

LIST OF TABLES (CONTINUED)

	Page
Table 4.36 Average, Standard Deviation and the testers' satisfaction in the feasibility of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	181
Table 4.37 Average, Standard Deviation and the testers' satisfaction in the propriety of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	182
Table 4.38 Average, Standard Deviation and the testers' satisfaction in the accuracy of the evaluation model for teachers' roles to promote Lifelong Learning skills of students	183
Table 4.39 Results of the comparison of Known group' score and General group' score in evaluating teachers' roles to promote Lifelong Learning skills of students by applying Mann-Whitney U test	184
Table 4.40 Rater Agreement Index: RAI by schools, schools size, and evaluated persons	187
Table 4.41 Reliability of evaluation results of teachers' roles to promote Lifelong Learning skills of students	188
Table 4.42 Reliability of evaluation results of teachers' roles in setting study plan to promote Lifelong Learning skills of students	189
Table 4.43 Reliability of evaluation results of teachers' roles in learning support and setting atmosphere for learning to promote Lifelong Learning skills of students	190
Table 4.44 Reliability of evaluation results of teachers' roles in class management to promote Lifelong Learning skills of students	191

LIST OF TABLES (CONTINUED)

	Page
Table 4.45 Reliability of evaluation results of teachers' roles in observing, monitoring, and assessment to promote Lifelong Learning skills of students	192
Table 4.46 Reliability of evaluation results of teachers' roles in teachers' attributes to promote Lifelong Learning skills of students	193
Table 4.47 Reliability of evaluation results of Lifelong Learning skills of students	194

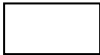

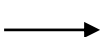


ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

LIST OF FIGURES

	Page
Figure 2.1 The model of the relationship of elements and indicators regarding the role of Teachers' Roles to Promote Lifelong Learning Skills of Students from document synthesis and related research	41
Figure 2.2 Steps of research and development	43
Figure 2.3 The form of teaching research and development of Walter Dick, Lou Carey, and James Carey	44
Figure 2.4 The relationship of the guideline to develop assessment model	49
Figure 2.5 Error separation in G-Theory	65
Figure 2.6 The Research Concept	83
Figure 3.1 The conceptual framework of research process in overall image	85
Figure 3.2 Details in the 1 st part of research process was to analyze factors and indicators	86
Figure 3.3 Details of the second part of doing research, to develop the evaluation model	96
Figure 3.4 Details of the third part of doing research, to try out and find quality of the evaluation model	102
Figure 4.1 Study Plan Model	118
Figure 4.2 Learning Support and Atmosphere for Learning Model	120
Figure 4.3 Teachers' Attributes Model	122
Figure 4.4 Observing, Monitoring, and Assessment Model	123
Figure 4.5 Class Management Mode	125
Figure 4.6 Lifelong Learning skills of Students Model	127
Figure 4.7 Model of relationship of teachers' roles to promote Lifelong Learning skills of students at the basic educational level	140
Figure 4.8 The evaluation model for teacher's roles to promote Lifelong Learning skills of students at the basic educational level	153
Figure 4.9 Evaluation Process	157

LIST OF SYMBOLS

	Observable variable
	Latent variable
	Cause and effect relationship
\bar{x}	Mean
S.D.	Standard deviation
n	Number of sample
p	Probability of value
χ^2	Chi-Square
GFI	Goodness of fit index
AGFI	Adjusted Goodness of fit index
RMR	Root Mean Square Resident
RMSEA	Root Mean Square Error of Approximation
DF	Degree of freedom
R^2	Coefficient prediction
P	Each teacher
I	Evaluated by each question indicators
R	The different sets of raters
R:P	The raters of each evaluated teachers
IR:P,e	Evaluated persons of each rater and the unsourced sampling error
G-Coefficient	Generalizability Coefficient
Life	Factor of lifelong learning skills
Instru	Factor of setting study plan
Support	Factor of learning support and setting atmosphere for learning
Atmos	Factor of setting atmosphere for learning
Manage	Factor of class management
Assess	Factor of observing, monitoring, and assessment

LIST OF SYMBOLS (CONTINUED)

Teacher	Factor of teachers attributes
Life _{1..13}	Indicator of factor of lifelong learning skills
Instru _{1..11}	Indicator of factor of setting study plan
Support _{1..6}	Indicator of factor of learning support and setting atmosphere for learning
Atmos _{1..5}	Indicator of factor of setting atmosphere for learning
Manage _{1..4}	Indicator of factor of class management
Assessment _{1..5}	Indicator of factor of observing, monitoring, and assessment
Teacher _{1..9}	Indicator of factor of teachers attributes

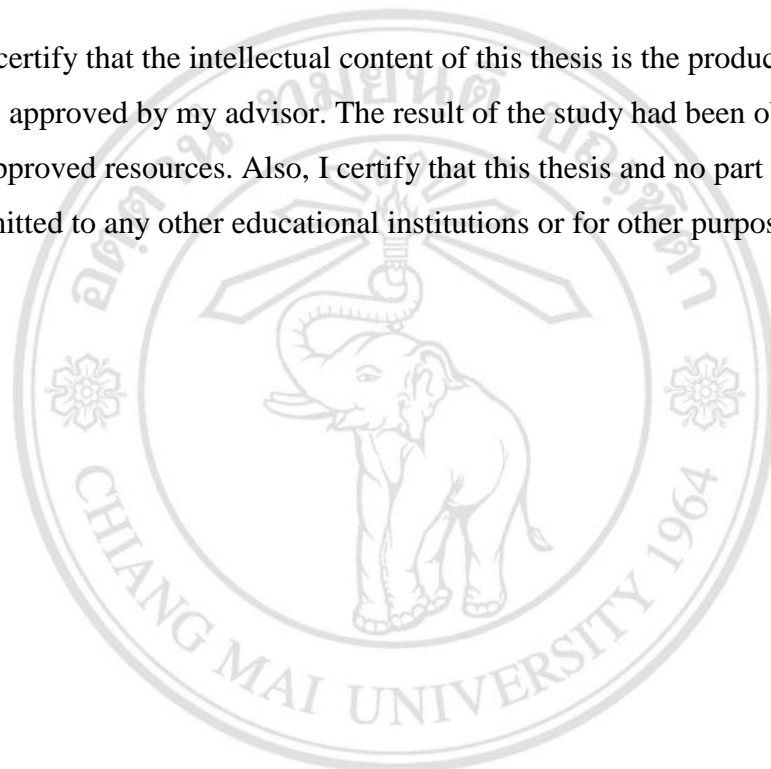


ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

STATEMENT OF ORIGINALITY

This thesis presents factors and indicators of teachers' roles to promote Lifelong Learning skills of students at the basic educational level and the evaluation model for teachers' roles to promote Lifelong Learning skills of students at the basic educational level which is qualified in both theories and practical application.

I hereby certify that the intellectual content of this thesis is the product of my own work which is approved by my advisor. The result of the study had been obtained from reliable and approved resources. Also, I certify that this thesis and no part of this have not been submitted to any other educational institutions or for other purposes.



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved

ข้อความแห่งการริเริ่ม

วิทยานิพนธ์นี้ได้นำเสนอองค์ประกอบและตัวบ่งชี้เกี่ยวกับบทบาทครูในการส่งเสริมทักษะการเรียนรู้ตลอดชีวิตของนักเรียนระดับการศึกษาขั้นพื้นฐาน และนำเสนอรูปแบบการประเมินบทบาทครูในการส่งเสริมทักษะการเรียนรู้ตลอดชีวิตของนักเรียนระดับการศึกษาขั้นพื้นฐาน ซึ่งเป็นรูปแบบที่มีคุณภาพทั้งในเชิงทฤษฎีและเชิงการนำไปใช้

ผู้วิจัยขอรับรองว่าเนื้อหาในวิทยานิพนธ์ฉบับนี้ เกิดจากการศึกษาค้นคว้าของผู้วิจัยโดยได้รับคำแนะนำจากอาจารย์ที่ปรึกษา ซึ่งผลการวิจัยได้มาจากแหล่งข้อมูลที่น่าเชื่อถือและได้รับการยอมรับ และขอรับรองว่าวิทยานิพนธ์ หรือส่วนหนึ่งส่วนใดของวิทยานิพนธ์ฉบับนี้ไม่ได้ถูกเสนอขอรับปริญญาในสถาบันการศึกษาอื่น หรือเพื่อวัตถุประสงค์อื่น

The logo of Chiang Mai University is a circular emblem. In the center is a detailed illustration of an elephant standing and facing left. Above the elephant is a traditional Thai umbrella (parasol). The entire emblem is enclosed within a circular border. The text 'CHIANG MAI UNIVERSITY 1964' is written in a circular path around the inner edge of the border. There are decorative floral motifs on either side of the elephant.

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved