CONTENTS

	Page
Acknowledgement	d
Abstract English	e
Abstract Thai	g
Table of Contents	i
List of Tables	k
Table of Pictures	o
Statements of Originality in Thai	p
Statements of Originality in English	q
Chapter 1 Introduction	1
1.1 Background	1
1.2 Research questions	7
1.3 Research objectives	8
1.4 Scope of the research	8
1.5 Operational definition	10
1.6 Research outcomes	KIJ 11
Chapter 2 Review of Literature	sity 12
2.1 Concepts, theories, and principles on human resource deve	elopment 13
2.2 Concepts, theories, and principles on teacher development	ment 22
2.3 Concepts, theories, and principles on physical education	on 47
instruction for health promotion	
2.4 Concepts, theories, and principles on health promotion	n 65
2.5 Research related to physical education teacher develop	oment 84
2.6 Research theoretical framework	91

CONTENTS (CONTINUED)

		Page
Chapter 3	Research Methodology	92
	3.1 Step 1 of the research conduction	93
	3.2 Step 2 of the research conduction	96
	3.3 Step 3 of the research conduction	102
Chapter 4	Results of the Information Analysis	120
	4.1 Result of the study on the context of the needs for physical education teacher's teaching provision competency development model for primary student's health promotion	120
	4.2 Results of constructing and checking quality of the model of physical education teacher's teaching provision competency development for primary student's health promotion	148
	4.3 Results of the study on effectiveness and efficiency the physical education teacher's teaching provision competency development model for primary student's health promotion	153
Chapter 5	Conclusion, Discussion, and Recommendations	167
	5.1 Research conclusion	168
ຄີ	5.2 Discussion of research findings5.3 Recommendations	177 187
References Appendices	opyright [©] by Chiang Mai University II rights reserved	190 198
	Appendix 1 List of Qualified Persons and Experts	199
	Appendix 2 Sample of Manual for Using the Physical Education	203
	Teacher's Teaching Provision Competency Development	
	Model for Primary Student's Health Promotion	
Curriculum	Vitae	209

LIST OF TABLES

		Page
Table 3.1	The result of idea, theory and principle synthesizing and its	96
	conduct in the development model	
Table 3.2	Population and Sample Classified by Affiliating Agency	103
Table 3.3	Mean and Standard Deviation of the Scores on Opinion of	112
	Physical Education Teachers on Learning Exchanging and	
	Lesson Extracting Activities	
Table 4.1	Results of Assessing the Needs for Physical Education	122
	Teacher's Teaching Provision Competency Development	
	Model for Promoting Primary Student's Health on General	
	Condition Analysis	
Table 4.2	Results of Assessing the Needs for Physical Education	123
	Teacher's Teaching Provision Competency Development	
	Model for Promoting Primary Student's Health on Setting Up	
	the Learning Provision Plans	
Table 4.3	Results of Assessing the Needs for Physical Education	126
	Teacher's Teaching Provision Competency Development	
8	Model for Promoting Primary Student's Health on Teaching	
Table 4.4	Results of Assessing the Needs for Physical Education	129
C	Teacher's Teaching Provision Competency Development	
A	Model for Promoting Primary Student's Health on Assessing	
	the Learners	
Table 4.5	Results of Assessing the Needs for Physical Education	131
	Teacher's Teaching Provision Competency Development	
	Model for Promoting Primary Student's Health on Reflection	
	on the Instruction	

LIST OF TABLES (CONTINUED)

		Page
Table 4.6	Summary of the Assessment on the Needs for Physical	133
	Education Teacher's Teaching Provision Competency	
	Development Model for Promoting Primary Student's Health	
Table 4.7	Mean and Standard Deviation of the Scores on Opinion of the	148
	Qualified Persons on Quality of Physical Education Teacher's	
	Teaching Provision Competency Development Model for	
	Promoting Primary Student's Health on Feasibility Aspect	
Table 4.8	Mean and Standard Deviation of the Scores on Opinion of the	149
	Qualified Persons on Quality of Physical Education Teacher's	
	Teaching Provision Competency Development Model for	
	Promoting Primary Student's Health on Feasibility on	
	Appropriateness Aspect	
Table 4.9	Mean and Standard Deviation of the Scores on Opinion of the	150
	Qualified Persons on Quality of Physical Education Teacher's	
	Teaching Provision Competency Development Model for	
	Promoting Primary Student's Health on Feasibility, Validity,	
	and Adequacy Aspect	
Table 4.10	Mean and Standard Deviation of the Scores on Opinion of the	151
ÇI	Qualified Persons on Quality of Physical Education Teacher's	
C	Teaching Provision Competency Development Model for	
Α	Promoting Primary Student's Health on Usefulness Aspect	
Table 4.11	Mean and Standard Deviation of the Scores on Opinion of the	152
	Qualified Persons on Overall Quality of Physical Education	
	Teacher's Teaching Provision Competency Development	
	Model for Promoting Primary Student's Health	

LIST OF TABLES (CONTINUED)

		Page
Table 4.12	Mean and Standard Deviation of the Scores on Physical	154
	Education Teacher's Teaching Provision Competency on	
	Analyzing the General Conditions Before and After Using the	
	Development Model	
Table 4.13	Mean and Standard Deviation of the Scores on Physical	155
	Education Teacher's Teaching Provision Competency on	
	Setting Up the Learning Provision Plan Before and After	
	Using the Development Model	
Table 4.14	Mean and Standard Deviation of the Scores on Physical	156
	Education Teacher's Teaching Provision Competency on	
	Instructional Implementation Before and After Using the	
	Development Model	
Table 4.15	Mean and Standard Deviation of the Scores on Physical	158
	Education Teacher's Teaching Provision Competency on	
	Assessing the Learners Before and After Using the	
	Development Model	
Table 4.16	Mean and Standard Deviation of the Scores on Physical	159
8.	Education Teacher's Teaching Provision Competency on	
Ç1 (Reflecting on the Instruction Before and After Using the	
C	Development Model Chang Mail Wersity	
Table 4.17	Mean and Standard Deviation of the Scores on Overall Physical	160
	Education Teacher's Teaching Provision Competency Before	
	and After Using the Development Model	
Table 4.18	Results of Comparing Mean Scores of Physical Education	161
	Teacher's Teaching Provision Competency Before and After	
	Using the Development Model	

LIST OF TABLES (CONTINUED)

		Page
Table 4.19	Frequency and Percentage of Students on Their Moving,	162
	Physical Exercising, and Sports Playing Behaviors Before and	
	After Using physical Education Teacher's Teaching Provision	
	Competency Development Model	
Table 4.20	Frequency and Percentage of Students on Their Opinion on	163
	Moving, Physical Exercising, and Sports Playing Before and	
	After Using physical Education Teacher's Teaching Provision	
	Competency Development Model	
Table 4.21	Frequency and Percentage of Students on Their Opinion on	164
	Friend, Family Members, and Others Surrounding Them Before	
	and After Using physical Education Teacher's Teaching	
	Provision Competency Development Model	
Table 4.22	Frequency and Percentage of Students Who Had Competency	165
	on Analytic thinking, synthetic thinking, problem solving	
	thinking, and creative thinking Before and After Using	
	physical Education Teacher's Teaching Provision	
	Competency Development Model	
Table 4.23	Mean and Standard Deviation of the Scores on Assessing	166
	Quality of Physical Education Teacher's Teaching Provision	
	Competency Development Model for Promoting Primary	
A	Student's Health	

TABLE OF FIGURES

		Page
Chart 2.1	Research Conceptual Framework on Model for Developing	94
	Instructional Competency of Physical Education Teachers to	
	Promote Primary Student's Health	
Chart 4.1	Model for Developing Instructional Competency of Physical	147
	Education Teachers to Promote Primary Student's Health	
	AI UNIVERSITA	
	ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่	
	Copyright [©] by Chiang Mai University	
	Copyright [©] by Chiang Mai University All rights reserved	

STATEMENTS OF ORIGINALITY

- This thesis had utilized the model and methods of developing physical education teacher's competency on instructional provision for promoting primary student's health using the principles of participatory and friendly development to enable the physical education teachers to organize his or her instruction to assure the student's health on holistic basis
- 2) In order to develop the physical education teachers to have the competency in providing physical education instruction to promote primary education student's health, the processes for developing various aspects of the competency had been presented in this thesis.
- The researcher would like to certify that the contents in this thesis were acquired through the study of the researcher with the advices of the advisors. The research results were derived through the reliable and acceptable resources. The researcher would like to also certify that this thesis or any part of it had not been created to fulfill the requirements for a degree in any institution or for other purpose.

TIG MAI

ลิ**ปสิทธิ์มหาวิทยาลัยเชียงใหม**่ Copyright[©] by Chiang Mai University All rights reserved

ข้อความแห่งการริเริ่ม

- การบลาง เมื่อส่งผลต่อสุขภาพของนักเรียนแบบองค์รวม
- 2) เพื่อเป็นการพัฒนาให้ครูพลศึกษามีสมรรถนะการจัดการเรียนการสอนพลศึกษาเพื่อสร้างเสริม สุขภาพแก่นักเรียนประถมศึกษา กระบวนการพัฒนาสมรรถนะการจัดการเรียนการสอน ด้านต่าง ๆ ได้ถูกนำเสนอไว้ในวิทยานิพนธ์นี้
- สู่วิจัยขอรับรองว่าเนื้อหาในวิทยานิพนธ์ฉบับนี้ เกิดจากการศึกษาค้นคว้าของผู้วิจัยโดยได้รับคำแนะนำจากอาจารย์ที่ปรึกษา ซึ่งผลการวิจัยได้มาจากแหล่งข้อมูลที่มีความน่าเชื่อถือและได้รับการยอมรับ และขอรับรองว่าวิทยานิพนธ์ หรือส่วนหนึ่งส่วนใดของวิทยานิพนธ์ฉบับนี้ไม่ได้ถูกเสนอขอรับปริญญาในสถาบันการศึกษาอื่น หรือเพื่อวัตถุประสงค์อื่น

MAI UNIVE

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่ Copyright[©] by Chiang Mai University All rights reserved