



Appendix

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Research instruments

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Questionnaire of general conditions, problems, and methods of career education for highland and remote area schools

Description

1. The purpose of this questionnaire is to study general conditions, problems and methods of career education for highland and remote area schools. The questionnaire consists of two following parts:

Part 1: Basic information of the questionnaire respondents

Part 2: Basic information of career education for highland and remote area schools

Part 3: General conditions, problems, and methods of career education for highland and remote area schools, divided into the six aspects as follows;

1. The use of potential of the area for career education
2. The participation and the creation of educational development network
3. Resource and learning resource management
4. Curriculum development
5. Learning and teaching management
6. Supervision, tracking, and assisting

2. Results obtained from this research will be useful for administrators and concerned persons to use as a guideline for the provision of career education for highland and remote area schools. The researcher would like to ask for your kind corporation to provide accurate answers and please answer every question for the complete of this questionnaire. There is no right or wrong answer, the data obtained from you will be treated as confidential information and will not have any impact at all on you.

Thank you for your kind corporation

Supachoke Piyasan

Researcher

Part 1: Basic information of the questionnaire correspondents

Instruction: Please mark / in the box [] in front of the information that matches your basic information

1. Gender Male
 Female
2. Your age Lower than 30 years old
 30-40 years old
 41-50 years old
 51-60 years old
3. Roles in practice Administrator
 Academic leader
 Career and technology teacher
4. Period of working at this educational institution
 1-3 years
 4-6 years
 7-9 years
 10 years up
5. Your highest educational degree
 Lower than bachelor's degree
 Bachelor's degree, majored in.....
 Master's degree, majored in.....
 Doctorate degree, majored in.....

Part 2: Basic information of career education for highland and remote area schools

1. School's basic information
 - 1.1 School name.....
 - 1.2 Classes on offered
 Kindergarten to Prathomsuksa 6
 Kindergarten to Matthayomsuksa 3 Others.....
 - 1.3 Total number of students.....persons
 - 1.4 Total number of teachers and personnel.....persons

2. The conditions of education provided in schools

- Basic education, emphasizing careers
- Basic education in general, not emphasizing careers (Skip to part 3)

3. The provision of career education (can answer more than 1 answer)

- Agricultural career
- Food and home economics
- Handicraft
- Performance arts and music
- Services
- Technical career
- Others (Please specify).....

4. Classes on offer for career education (can answer more than 1 answer)

- Prathomsuksa 1-3
- Prathomsuksa 4-6
- Matthayomsuksa 1-3
- Matthayomsuksa 4-6

5. Curriculum and subject management (can answer more than 1 answer)

- Separate from the curriculum
- Include in the curriculum, which;
 - Include in the career and technology course
 - Set up as an additional course according to the curriculum structure
- Set up as activities for learner development (school club)

Part 3 General conditions, problems, and methods of career education for highland and remote area schools.

Instruction: Please mark in the box that matches your opinion as follows.

5 means highest level of operation sequence/ problem sequence

4 means high level of operation sequence/problem sequence

3 means moderate level of operation sequence/problem sequence

2 means low level of operation sequence/problem sequence

1 means lowest level of operation sequence/problem sequence

1. The usage of the potential of the area for career education

1.1 General conditions and problems of career education for highland and remote area schools

Issues	Operation Sequences					Problem Sequences				
	5	4	3	2	1	5	4	3	2	1
1. Education, information survey, career resources, potential analysis of the area for the provision of career education										
2. The application of potential of the area, location, climate, and landscape for the provision of career education										
3. The application of distinctive potential of natural resources for career education										
4. The application of distinctive culture available in the area for the provision of career education										
5. The application of distinctive potential of ways of life and occupations of the area for the provision of career education										
6. The application of distinctive potential of human resources and local wisdom of the area for the provision of career education										

1.2 Methods of using the potential of the area for career education for highland and remote area schools.

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2. Participation and creation of networks for career education development

2.1 General conditions and problems of career education for highland and remote area schools

Issues	Operation Sequences					Problem Sequences				
	5	4	3	2	1	5	4	3	2	1
1. Coordination and creation of participation with school personnel for career education										
2. Coordination and creation of participation with parents in the school service area for career education										
3. Coordination and creation of participation with local organizations with the school for career education										
4. Coordination and creation of participation with educational institutes, vocational colleges, universities, or governmental sectors for career education										
5. Coordination and creation of participation with private organizations or foundations for career education										

Issues	Operation Sequences					Problem Sequences				
	5	4	3	2	1	5	4	3	2	1
6. Coordination and creation of participation for the preparation of a career education development plan										
7. Coordination and creation of participation for setting up a curriculum for career education										
8. Coordination and creation of participation with other organizations for the purpose of learning resources for career education										
9. Coordination and creation of participation for lecturers providing knowledge to students for career education										
10. Coordination and creation of participation for the support of materials, durable articles, and budgets for career education										
11. Coordination and creation of participation for assessment of career education										

2.2 Methods for participation and creation of networks for career education development of for highland and remote area schools.

3. The aspect of resource and learning resource management

3.1 general conditions and problems of career education for highland and remote area schools

Issues	Operation Sequences					Problem Sequences				
	5	4	3	2	1	5	4	3	2	1
1. Setting up school's policy for career education										
2. Setting up school's development plan for career education										
3. The preparation of school's work structure for career education										
4. Appropriate personnel allocation for career education										
5. Personnel development for career education										
6. The support of materials, equipment, and durable articles for career education										
7. Preparation of operation rooms or school shops for career education										
8. School's monitoring for career education										

3.2 Methods for resource and learning resource management of career education for highland and remote area schools.

4. The aspect of curriculum development

4.1 General conditions and problems of career education for highland and remote area schools

Issues	Operation Sequences					Problems Sequences				
	5	4	3	2	1	5	4	3	2	1
1. Setting up learners' quality target for career education										
2. Setting up vision for career education										
3. Setting up curriculum structure for career education										
4. Selection of context for curriculum for career education										
5. Development of career and technology subjects for career education										
6. Preparation of additional course description for career education										
7. Preparation of explanation for club activities for career education										
8. Preparation of learning and teaching plan for career education										
9. Setting up learning and teaching methods for career education										
10. Setting up guidelines of measurement and assessment for career education										

4.2 Methods for curriculum development of career education for highland and remote area schools.

5. The aspect of learning and teaching

5.1 General conditions and problems of career education for highland and remote area schools

Issues	Operation Sequences					Problem sequences				
	5	4	3	2	1	5	4	3	2	1
1. Public relations and creation of understanding about career teaching and learning for students										
2. Preparation of appropriate schedule for career teaching and learning										
3. Allow learners to choose career base on their interest and skills										
4. The provision of both theoretical and practical teaching and learning										
5. Teaching and learning using outside school lecturers or local wisdom										
6. Teaching and learning using learning sources within community or local areas										
7. Teaching and learning using entrepreneurs										
8. Teaching and learning in a form of career camp										
9. Short course teaching and learning										
10. Teaching and learning by allowing students to produce and sell products										
11. Teaching and learning by letting students do as a career project										
12. Teaching and learning by practicing entrepreneurship skills										
13. Teaching and learning with the provision of job training at actual entrepreneurs										
14. Assessment that focuses on actual performances										

5.2 Methods for the learning and teaching management for career education for highland and remote area schools.

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6. The aspect of supervision, tracking and assisting

6.1 General conditions, problems, and management methods of career education for highland and remote area schools

Issue	Operation Sequences					Problem Sequences				
	5	4	3	2	1	5	4	3	2	1
1. Supervision planning for the trail and providing help for career education										
2. Supervision process for the development of administration for career education										
3. Supervision process for the development of curriculum for career education										
4. Supervision process for the development of personnel's teaching ability										
5. Supervision for the development of cooperation and network for career education										
6. Supervision process for the development of measurement and assessment for career education										

6.2 Methods for the supervision, tracking and assisting of career education for highland and remote area schools.

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Interview guideline

General conditions, problems, and methods for career education of the highland and remote area schools that had good performance

Name-Surname of the interviewee.....

Date/Month/Year that the interview was conducted..... Time.....Location.....

Part 1: Basic information of the interviewee

Instruction: Please mark / in the box [] in front of the information that matches your basic information

1. Gender

[] Male

[] Female

2. Age

[] Lower than 30 years olds

[] 30-40 years old

[] 41-50 years old

[] 51-60 years old

3. Role in practice

[] Administrator

[] Academic leader

[] Career and technology teacher

4. Period of working at this educational institution

[] 1-3 years

[] 4-6 years

[] 7-9 years

[] 10 years up

5. Your highest educational degree

[] Lower than Bachelor's degree

[] Bachelor's degree, majored in.....

[] Master's degree, majored in.....

[] Doctorate degree, majored in.....

Part 2: Basic information of career education for highland and remote area schools

1. School's basic information

1.1 School name.....

1.2 Classes on offered

[] Kindergarten to Prathomsuksa 6

[] Kindergarten to Matthayomsuksa 3

[] Others.....

1.3 Total number of students.....persons

1.4 Total number of teachers and personnel.....persons

2. The conditions of education provided in schools

[] Basic education, emphasizing careers

[] Basic education in general, not emphasizing careers (Skip to part 3)

3. The provision of career education (can answer more than 1 answer)

[] Agricultural career

[] Food and home economics

[] Handicraft

[] Performance arts and music

[] Services

[] Technical career

[] Others (Please specify).....

4. Classes on offer for career education (can answer more than 1 answer)

[] Prathomsuksa 1-3

[] Prathomsuksa 4-6

[] Matthayomsuksa 1-3

[] Matthayomsuksa 4-6

5. Curriculum and subject management (can answer more than 1 answer)

[] Separate from the curriculum

[] Include in the curriculum, which;

[] Include in the career and technology course

[] Set up as an additional course according to the curriculum structure

[] Set up as activities for learner development (school club)

Part 3: Issues of interview of methods for career education of highland and remote area schools that had good performance.

1. What opinions about or methods for do you have about the provision of career education for the school?

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2. Regarding the provision of career education for the school, did you set up objectives? And how?

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3. What are the factors that have contributed your school's success of the provision of career education and being selected from the Office of Basic Education Commission to be the school that had good performance?

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4. What are the school's strategies for the provision of career education for students?

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5. What are procedures or steps of career education do the school have?

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6. What are methods the school used for tracking and assessing successful results of career education?

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7. Did the school apply the potential of the area such as geography, location, natural resources or culture and tradition, and local wisdom into the provision of career education and how?

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8. Regarding using the potential of the area for career education, have the school encountered any problems? How did the school fix them?

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9. As your school is one of the schools that had good performance, what are your suggestions for the usage of the potential of the area for career education for highland and remote area schools?

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10. Did the school conduct the creation of participation and career education development network? How was the conduction?

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11. Were there any problems occurred during the creation of participation and network of career education development? How did the school solve those problems?

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12. As your school is one of the schools that had good performance, what are your suggestions for the creation of participation and network of career education development for highland and remote area schools?

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13. How did the school manage resources and learning resources for successful provision of career education?

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14. Were there any problems that occurred during the management of resources and learning resources for career education? How the schools solve those problems?

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15. As your school is one of the schools that had good performance, what are your suggestions for the management of resources and learning resources for career education for highland and remote area schools?

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16. How did the school develop their curriculum for career education?

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17. Were there any problems occurred during the conduct of curriculum development? How did the school solve those problems?

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18. As your school is one of the schools that had good performance, what are your suggestions for the conduct of curriculum development for career education for highland and remote area schools?

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19. How did the school operate the learning and teaching management for career education?

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20. Were there any problems that occurred during the learning and teaching management? How did the school solve those problems?

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21. As your school is one of the schools that had good performance, what are your suggestions for the learning and teaching management for career education for highland and remote area schools?

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22. How did the school operate the supervision, tracking, and assisting for the efficiency of career education?

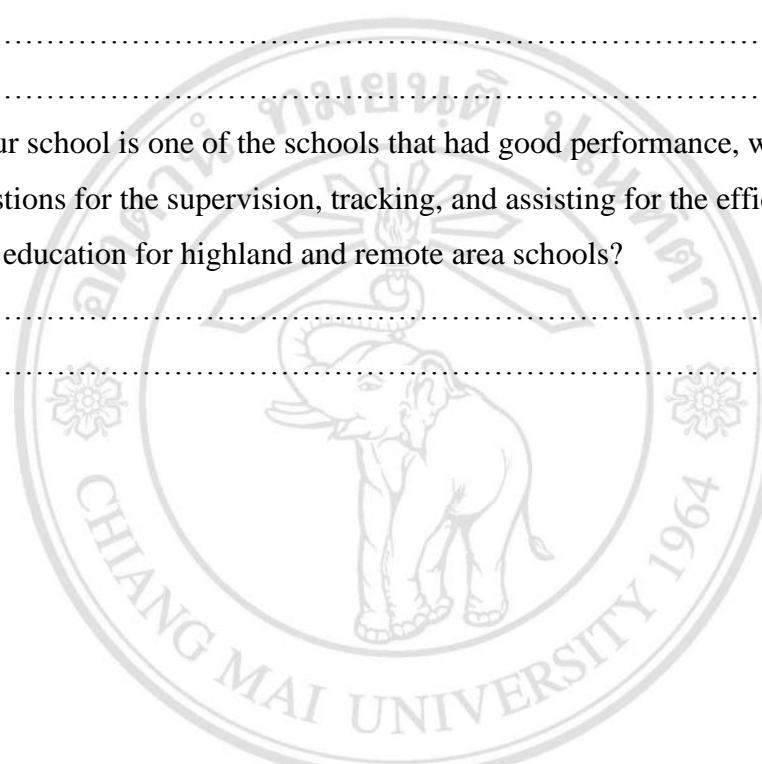
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23. Were there any problems that occurred during the operation of supervision, tracking, and assisting for the efficiency of career education? How did the school solve those problems?

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24. As your school is one of the schools that had good performance, what are your suggestions for the supervision, tracking, and assisting for the efficiency of career education for highland and remote area schools?

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Observation recording form

General conditions, problems, and methods of career education for the highland and remote area schools that had good performance

Observation situation.....

Date/Month/Year of the observation..... Time..... Location.....

Part 1: General conditions of the observed situation

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Part 2: Findings from the observation

2.1 The aspect of basic information of career education of the highland and remote area schools that had good performance.

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2.2 The usage of the potential of the area for career education (such as the potential of natural resources, arts culture and tradition, or human resources)

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2.3 The aspect of participation and educational development network (Such as participation from and educational development network of government, community, parents, or private sectors)

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2.4. The aspect of curriculum development (for example, hold a meeting for the preparation of curriculum, career course, additional course or learner development activities)

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2.5. The aspect of learning and teaching management (for example, training, teaching by local entrepreneurs, career trainings, or career camps)

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2.6. The supervision, tracking, and assisting (such as giving suggestions, help, facilities, as well as building confidence for teachers, developing curriculum and learning and teaching, and measurement and assessment)

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Recording form of documentation study regarding general conditions, problems, and methods of career education for the highland and remote area schools that had good performance

School name.....

Address.....

Issues	Findings (General conditions, problems, and methods)	Resources
1. Concepts and principles of career education
2. Objectives of career education
3. Factors related to career education
4. Strategies used for career education

Issues	Findings (General conditions, problems, and methods)	Resources
5. Methods of career education operation
6. Methods of tracking and assessment
7. The usage of the potential of the area for career education
8. Participation and creation of educational development network
9. Resource and learning resource management

Issues	Findings (General conditions, problems, and methods)	Resources
10. Curriculum development	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
11. Learning and teaching management	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
12. Supervision, tracking, and assisting	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Questionnaire of quality review of the career education model for highland and remote area schools

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Instruction: Please review the career education model for highland and remote area schools and then please assess the quality of the model under the standards of feasibility, appropriateness, adequacy, utility, agreement, and propriety.

Please mark ✓ in the box of that matches your opinion level as listed in the questionnaire

5 means very good

4 means good

3 means moderate

2 means low

1 means very low

Part 1: General information of the assessor

1.1 Roles in practice in highland and remote area

- Teacher
- Administrator
- Expert
- Educational supervisor

1.2 Experience of career education in highland and remote area

- Less than 5 years
- 5-10 years
- 11 – 15 years
- 15 years up

1.3 Experience of career education

- Less than 5 years
- 5-10 years
- 11 – 15 years
- 15 years up

Part 2: Quality assessment data of the career education model for highland and remote area schools

Items	Opinion levels				
	5	4	3	2	1
Aspect 1: The Feasibility of the model					
1. Feasibility of using the potential of the area for career education					
2. Feasibility of using participation in career education					
3. Feasibility of the career an education procedure that consists of curriculum development, learning and teaching, supervision, and resource management					
4. Feasibility of the overall model that can be applied practically to highland and remote area schools					
Aspect 2: Appropriateness of the model					
5. The model is appropriate and correct according to academic principles					
6. The model is suitable according to sustainable development of education management					
7. The model is appropriate according to the education reform approach					
8. The model is appropriate according to the development principle by using schools as a base					
9. The model is appropriate according to methods for career education					
10. The model is appropriate according to the context of highland and remote area schools					
11. The model is appropriate for career skills development for highland and remote area students					

Items	Opinion levels				
	5	4	3	2	1
Aspect 3: Adequacy of the model					
12. Related factors that mentioned that the model is adequate for career education for highland and remote area schools					
13. The purpose of the model is adequate for career education for highland and remote area schools					
14. Development strategies that mentioned that the model is adequate for making career education for highland and remote area schools successful					
15. Operation processes, including curriculum development, learning and teaching, resource management, and supervision, are adequate for the development of students from highland and remote areas to have career knowledge and skills					
16. Assessment and following up that mentioned that the model is adequate for the operation's quality monitoring					
Aspect 4: Utility of the model					
17. The model is useful for the development of students in highland and remote areas					
18. The model is useful for teacher and administrator development in highland and remote areas					
19. The model is useful for the effectiveness of career education for highland and remote area schools					
20. The model is useful for the development of community in highland and remote areas					
Aspect 5: Agreement of the model					
21. Principles of the model offer opportunities for the stakeholders to agree with each other					
22. Purposes of the model offer opportunities for the stakeholders to agree with each other					

Items	Opinion levels				
	5	4	3	2	1
23. Operation of the model offers opportunities for the stakeholders to agree with each other					
24. Relations of the model offer opportunities for the stakeholders to agree with each other					
Aspect 6: Propriety of the model					
25. Operation according to the model supports teachers, administrators, and concerned persons to listen to each other opinions					
26. Operation according to the model helps to create values awareness of resources and environment in the community					
27. Operation according to the model helps to create values and acceptance of local wisdom					
28. Operation according to the model helps to create participation among concerned parties					
29. Operation according to the model helps to create support during working					
30. Operation according to the model helps to promote the responsibility of teachers and administrators for the development of education in highland and remote areas					

Comments and suggestions.....

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Questionnaire for the study of operation conditions and satisfaction toward career education for highland and remote area schools

Instruction

1 . This assessment aims to collect evaluative comments from administrators and teachers toward career education.

2. Results obtaining from this assessment will be useful for administrators and concerned persons to use as a guideline for curriculum planning and learning and teaching management for career education in order to make it be relevant to education reform according to the national education Act of 1999 and the additional Act of 2001. The researcher would like to ask for your kind corporation to provide real answers and please answer every question for the complete of this questionnaire. There is no right or wrong answer, the data obtained from you will be treated as confidential information and will not at all have any impact on you.

3. There are 4 parts in the evaluative comment questionnaire for career education as follows;

Part 1: Basic information of questionnaire correspondent.

Part 2: Performance conditions and satisfaction toward career education for highland and remote area schools regarding the usage of the potential of the area.

Part 3: Performance conditions and satisfaction toward career education for highland and remote area schools regarding participation and creation of educational development network.

Part 4: Performance conditions and satisfaction toward career education for highland and remote area schools regarding procedures of operation of career education which includes resource management, curriculum development, learning and teaching management, and supervision, tracking, and assisting.

Part 5: Evaluative comments from administrators and teachers toward career education.

Please mark ✓ in the box that matches your opinion

- 5 means highest level of operation sequence/satisfaction
- 4 means high level of operation sequence/satisfaction
- 3 means moderate level of operation sequence/satisfaction
- 2 means low level of operation sequence/satisfaction
- 1 means lowest level of operation sequence/satisfaction or did not operate

Part 1: Basic information of the questionnaire correspondent

Instruction: Please mark / in the box [] in front of the information that matches your basic information

1. Gender
 - Male
 - Female
2. Your age
 - Lower than 30 years old
 - 30-40 years old
 - 41-50 years old
 - 51-60 years old
3. Roles in practice
 - Administrator
 - Teacher
4. Period of working at this educational institution
 - 1-3 years
 - 4-6 years
 - 7-9 years
 - 10 years up

Part 2: Performance conditions and satisfaction toward career education for highland and remote area schools regarding the usage of the potential of the area.

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
The usage of the potential of the area										
1. The school studied and surveyed information of career resources and analyzed the potential of the area for career education.										
2. The school applied the potential of the area, including location, landscape, topography, and climate for career education										
3. The school applied the distinctive potential regarding natural resources for career education										
4. The school applied culture and traditions of the area for career education.										
5. The school applied the distinctive potential of ways of living and occupations for career education.										
6. The school applied the distinctive potential of human resources and local wisdom for career education.										

Part 3: Performance conditions and satisfaction toward career education for highland and remote area schools regarding participation and creation of educational development network.

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
Participation and creation of educational development network										
1. Coordination and participation creation of the school with personnel in the school for career education										
2. Coordination and participation creation of the school with parents and community in the service area for career education										
3. Coordination and participation creation of the school with local government offices for career education										
4. Coordination and participation creation of the school with vocational schools, universities, or other government sectors for career education										
5. Coordination and participation creation of the school with private sectors or foundations for career education										
6. Coordination and participation creation of the school for education development plan for career education										
7. Coordination and participation creation for setting up a curriculum for career education										

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
8. Coordination and participation creation of the school with other organizations in order to make learning resources for career education										
9. Coordination and participation creation for lecturers to provide knowledge to students as a part of career education										
10. Coordination and participation creation of the support of materials, durable articles, and budget for career										
11. Coordination and participation of the assessment of career education										

Part 4: Performance conditions and satisfaction toward career education of highland and remote area schools regarding educational development procedures

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
Resource management										
1. Resource management planning for career education										
2. Setting up school's policy for career education										
3. Preparing school's development plan for career education										
4. Preparing administration structure for career education										

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
5. Allocating suitable teachers for career education										
6. Development of school's personnel for career education										
7. Support of materials, equipment, and durable articles of the school for career education										
8. Creation of readiness regarding operation room or training shop for career education										
9. Supervision of the school for career education										
10. Collection of assessment results regarding resource management for development										
Curriculum Development										
1. Setting up the target of student quality for career education										
2. Setting up a vision for career education										
3. Preparing curriculum structure for career education										
4. Selection of context to be put in the curriculum for career education										
5. Preparing course descriptions to certify the school's career education										
6. Setting up methods of learning and teaching to use in the school's career education										
7. Setting up methods for measurement and assessment of career education										
8. Public relations and creation of understanding about career teaching and learning process										

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
9. Arranging schedules that are appropriate with career teaching and learning										
10. Allowing students to choose courses according to their skills and interests										
11. Supervising and monitoring the results of school's curriculum development										
12. Collecting assessment results regarding curriculum development for further development										
Learning and teaching management										
1. Theoretical and practical learning management										
2. Learning management having lecturers from outside or local wisdom folks										
3. Learning management using learning resources in the community										
4. Learning management using entrepreneurs										
5. Learning management in the form of a career camp										
6. Learning management in the form of a short course										
7. Learning management by providing site-training										
8. Learning management by allowing students to work on a career project										
9. Assessment focusing on actual practice										
10. Supervision and monitoring the results of school's learning management										

Assessment items	Operation sequence					Satisfaction level				
	5	4	3	2	1	5	4	3	2	1
11. Collection of assessment results of learning management for further development										
Supervision										
1. Planning the supervision for following up and providing help in order to be able to operate career education										
2. Supervision process for management development of career education										
3. Supervision process for curriculum development for career education										
4. Supervision process to develop teacher's ability of career education teaching										
5. Supervision process to develop cooperation and network for career education										
6. Supervision process to develop measurement and assessment system for career education										
7. Following up and monitoring of the supervision results in order to provide helps for career education.										
8. Collection of assessment results in the aspect of supervision for further development										

Part 5: Evaluative comments from the administrators and teachers toward students' quality resulting from the provision of career education.

Assessment issues	Quality level				
	5	4	3	2	1
Knowledge					
1. Students can discuss job hunting by various methods.					
2. Students can analyze methods for entering the career world.					
3. Students can indicate methods for career preparation.					
4. Students can evaluate choices of careers that are relevant to their knowledge, skills, and interests.					
5. Students can explain methods of working for a living.					
6. Students can discuss steps of effective working.					
Skills					
7. Students gain working skills that they can do correctly and systematically.					
8. Students have skills to use equipment and tools to create work safely and know how to choose tools appropriate to the nature of work.					
9. Students have management skills, which they can manage a work system (work individually) and a human system (work as a group) in order to finish work as planned.					
10. Students have skills and processes of problem solving and can solve problems step by step, obtain observations and analytical skills, and can create and assess options.					
11. Students have team work skills, can work with others happily, and know their own roles.					
12. Students have skills to seek for knowledge, such as research, collection, observation, surveying, and recording.					

Assessment issues	Quality level				
	5	4	3	2	1
13. Students have technological skills for careers.					
Attitudes and characteristic for work					
14. Students are honest with their careers.					
15. Students are generous with their colleagues.					
16. Students work with justice.					
17. Students are economical.					
18. Students are hard-working persons.					
19. Students are patient and willing to work.					
20. Students are responsible persons.					
21. Students are on time.					
22. Students work carefully and know about safety.					
23. Students are responsible for the environment.					

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Interview form for the school commissioners regarding the satisfaction toward career education for highland and remote area schools

Instruction: This interview form aims to collect data regarding the satisfaction of the school commissioners regarding the satisfaction toward career education

Name-Surname of the interviewer.....

Name-Surname of the interviewee.....

Date-Month- Year-Time that the interview was conducted.....

School.....

1. What are opinions about the provision of career education of the school?

.....
.....
.....

2. Has the provision of career education met the needs of the students and the community? How?

.....
.....
.....

3. Do you think the provision of career education can develop students' career skills?

.....
.....
.....

4. In what level are you satisfy with knowledge, skills, and characteristics of the students who participated in career education courses? how?

.....
.....

Sign Interviewer

**Recording form of student's accomplishment review resulting from the provision
of career education for highland and remote area schools**

Instruction: Recording form of student's accomplishment review aims to record student's work resulting from the provision of career education for highland and remote area schools

1. Accomplishment name/product.....
2. Student's work from class.....
3. Learning from course
4. Teacher's opinions toward student's work
.....
.....
.....
.....

5. Student's opinions toward the work
.....
.....
.....
.....
.....

ສິນສົກຮົບຫາວິທະຍາຄົມເຊື່ອໃຫ້
SignRecorder
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Focus group meeting for lesson reflection resulted from the application of the career education model

Instruction: Lesson distilled of the application of the career education model using the After Action Review (AAR) technique which is to review what are things that occurred during the operation and why did they happen. If occurred results are positive, how can we keep them as strengths and how can we improve our weaknesses?

The AAR model is an open hearted discussion in which every participant answer four important questions which are:

- What are things that actually happened?
- What are things that were expected to happen?
- Why they are different?
- What have you learnt for further improvement?

This lesson distilled had employed questions that motivated the participants to brainstorm and analyze in order to see an overall image of the work that is coordinated and linked between various sectors, offering the participants to learn from both success and failure.

Questions used in the focus group meeting to motivate participants for ideas exchange

1. Asked everyone to review objectives and results occurred from the application of the career education model in order to see how much has been accomplished
Comparison of objectives and results

Objectives	Results	Reasons
1. To educate students so that they have knowledge and skills of careers as well as experience that can be applied to their future careers appropriately with relevance to the context of highland and remote areas.		

Objectives	Results	Reasons
2. To create positive attitudes toward careers for students so that they forecast career paths, which can be fundamental for higher education		
3. To create career learning opportunities for students in highland and remote areas so that they can find their interests and develop their potential.		

2. Asked the participants to review procedures or activities in order to see what are the weaknesses or did not go well according to the plan or expectation and why

Procedures or activities that have been operated	Procedures or activities that have been operated and are agreed that they are not as planned or expected	Problems, obstructions, reasons, and factors that did not go well as planned

3. What are things that were well done and are considered as strengths and why were they well done?

things that were well done and are considered as strengths	reasons or factors that have contributed to the good results

4. How can you make it even much better? Do you need tools or any support? how?

For better results, should do as follows:	Tools and support that are needed for better results

5. Suggestions regarding changes and improvement

Things that need to be changed or improved	Reasons



Appendix B

List of Experts

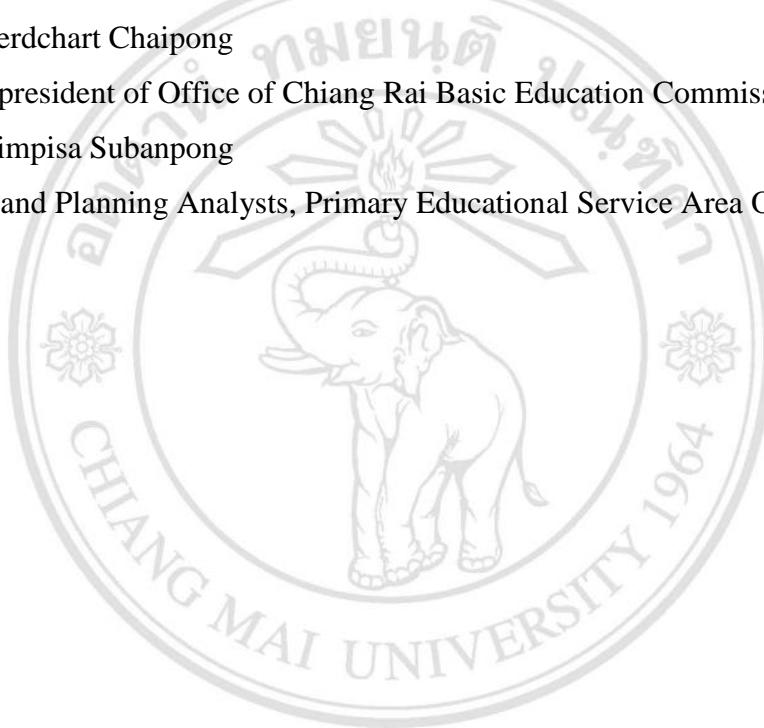
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The expert to verifying the tool of research

1. Mr. Sin-ad Lumpoonpong
Ex-Director of Office of Chiang Mai Basic Education Commission, Area 1
2. Dr. Poraminthra Aridech
Dean of the Faculty of Education, Chiang Rai Rajabhat University
3. Dr. Supaporn Kittiratchadanonth
Inspector , Expert Level, Chiang Mai Primary Educational Service Area Office 2
4. Dr. Therdchart Chaipong
Voice-president of Office of Chiang Rai Basic Education Commission, Area 4
5. Mrs. Pimpisa Subanpong
Policy and Planning Analysts, Primary Educational Service Area Office



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The expert to verifying the quality of pattern

No.	Name-Surname	School	Office Area
1	Mr. Sakda Sakyai	Thanuawittaya	Chiang Mai PESAO. 1
2	Mr. Narong Apaijai	Ban Muangkued	Chiang Mai PESAO. 2
3	Mr. Pichai Thaprasert	Ban Maetoh	Chiang Mai PESAO. 2
4	Mr. Sanguansak Panjaikaew	Ban Pongyaengnai	Chiang Mai PESAO. 2
5	Mr. Soontorn Katemanee	Ban Khobdong	Chiang Mai PESAO. 3
6	Mrs. Ampai Maneewan	Ban Khunmaetuennoi	Chiang Mai PESAO. 5
7	Mr. Charat Suwan	Ban Yangpao	Chiang Mai PESAO. 5
8	Mr. Winai Sangeannaa	Ban Phaphoon	Chiang Mai PESAO. 5
9	Mrs. Watchanee Suwan	Ban U-toom	Chiang Mai PESAO. 5
10	Mr. Yongyut Panyapoa	Ban Tungton-ngiew	Chiang Mai PESAO. 5
11	Mr. Suttichai Aumrosot	Ban Maetom	Chiang Mai PESAO. 5
12	Mrs. Kanthanat Thammabuthra	Ban Moocher	Chiang Mai PESAO. 5
13	Mrs. Piyapat Mee-oam	Ban Phui	Chiang Mai PESAO. 5
14	Mr. Sompong Sansamrong	Ban Mae-angkhang	Chiang Mai PESAO. 5
15	Mrs. Somchit Thakhamsaen	Ban Chan	Chiang Mai PESAO. 6
16	Mr. Suthat Chanthasin	Ban Huaykrai	Chiang Rai PESAO. 2
17	Mr. Nirek Homros	Wiangphawittaya	Chiang Rai PESAO. 2
18	Mr. Somporn Peerawong	Ban Huayraisamakkhi	Chiang Rai PESAO. 3
19	Mr. Jaturan Manee	Ban Maemoh	Chiang Rai PESAO. 3
20	Ms. Manchusa	Ban Phajee	Chiang Rai PESAO. 3
21	Mr. Kraingsak Yuttoh	Ban Phahee	Chiang Rai PESAO. 3
22	Mr. Somsawat Tongprawit	Ban Santisiri	Chiang Rai PESAO. 3
23	Mr. Kraingsak fhukfhon	Ban Huayphueng	Chiang Rai PESAO. 3
24	Mr. Sompech Nosri	Ban Huay-eun	Chiang Rai PESAO. 3
25	Mr. Yothin Sittiprasert	Anuban Maefahluang	Chiang Rai PESAO. 3
26	Mr. Suksan Saunnaol	Ban Payaprai	Chiang Rai PESAO. 3

No.	Name-Surname	School	Office Area
27	Mr. Piyasak Chanachai	Ban Klang	Chiang Rai PESAO. 3
28	Mr. Parinya Sarakon	Ban Huayhan	Chiang Rai PESAO. 4
29	Mr. Sakon Inthawong	Rakpaendin	Chiang Rai PESAO. 4
30	Mr. Wisetsak Saithong	Paendinthong	Chiang Rai PESAO. 4
31	Mr. Pakorn Sasiwatpaisit	Ban Sawah	Nan PESAO. 2
32	Mr. Jiraphat Mahawong	Ban Daan	Nan PESAO. 2
33	Mr. Sompeng Funsai	Tanpuyingwilai Amarttayakul	Nan PESAO. 2
34	Mr. Ong-aag Sijai	Ban Khunhuaymaethoa	Tak PESAO. 2
35	Mr. Alongkorn Thakaew	Ban Maeramadnoi	Tak PESAO. 2
36	Mr. Suthep Tammachak	Ban Tha-aaj	Tak PESAO. 2
37	Mr. Nopporn Kaewthong	Ban Maeplu	Tak PESAO. 2
38	Mr. Manoon Nimitkoah	Ban Thungsueathon	Kanchanaburi PESAO. 3
39	Mr. Poon Jittasano	Ban Kongmontha	Kanchanaburi PESAO. 3
40	Mr. Praphat Phothong	Ban Saohong	Kanchanaburi PESAO. 3
41	Mr. Samong Yodkul	Ban Muaengsongtoa	Kanchanaburi PESAO. 3
42	Mr. Sopon Ruaengboon	Ban Rai	Kanchanaburi PESAO. 3
43	Mr. Poonsak Juichareon	Ban Kreongkravia	Kanchanaburi PESAO. 3
44	Mr. Atthasit Inphibul	Saiyokyai	Kanchanaburi PESAO. 3
45	Mr. Nil Choksanguansab	Ban Thadindaeng	Kanchanaburi PESAO. 3
46	Mr. Suphakorn Makkhayai	Wat Wangwiwakaram	Kanchanaburi PESAO. 3
47	Mr. Niwut Meephan	Maelanoidaroonsik	SESAO. 34
48	Mr. Somchai Sankolkit	Chareomrachwittayakom	SESAO. 34
49	Mr. Rawee Kongphasee	Pangmaphahwittayasan	SESAO. 34
50	Mr. Sin-ad Lumpoonpong	-	Chiang Mai PESAO. 1

CURRICULUM VITAE

Author's Name Mr. Supachoke Piyasant

Date of Birth January 25, 1968

Education

1990	Bachelor of Education (Primary Education), Chiang Rai Rajabhat University
2008	Master of Education (Research and Statistics in Education) Chiang Mai University
2016	Doctor of Philosophy (Research and Development in Education) Chiang Mai University

Work Experience

1991	Teacher 1 Position 3 Ban Huayphueng School Mae Fah Luang District, Chiang Rai Province
1998	School Principal of Ratrajwittaya School Mae Fah Luang District, Chiang Rai Province
Present	Director, Senior Professional Level, Ban Huayraisamakkhi School, Mae Fah Luang District, Chiang Rai Province

