## **CONTENTS**

	Page
Acknowledgement	d
Abstract in Thai	e
Abstract in English	g
List of Tables	m
List of Figures	p
Statements of Originality in Thai	q
Statements of Originality in English	r
Chapter 1 Introduction	1
1.1 Historical Background	1
1.2 Research Questions	8
1.3 Research Objectives	9
1.4 Scope of the Study	9
1.5 Definitions of Terms	11
1.6 Expected Benefits of the Study	14
Chapter 2 Literature Review	15
2.1 Instructional Management Based on the Basic Education	16
Core Curriculum B.E. 2551	10
2.2 Instructional Management Enhancing the Abilities in Reading,	24
Critical Thinking, and Writing in Accordance with the Basic	24
Education Core Curriculum B.E. 2551	<i>(</i>
2.3 Empowerment Evaluation Concepts	65
2.4 Model Development Process	73
2.5 Relevant Research	83

	2.6	Research Framework	89
Chapter	3 Re	search Methodology	92
	3.1	Exploring the Instructional Management Conditions, Knowledge	97
		and Understanding in Instructional Management, and Needs	
		and Necessity in Developing Science Teachers' Instructional	
		Management which Enhanced the Abilities in Reading, Critical	
		Thinking, and Writing of Basic Education students	
	3.2	Constructing and Identifying the Quality of the Evaluation Model	104
		for Developing Science Teachers' Instructional Management	
		which Enhanced the Abilities in Reading, Critical Thinking, and	
		Writing of Basic Education Students	
	3.3	Identifying the Utilization Results of the Evaluation Model for	116
		Developing Science Teachers' Instructional Management which	
		Enhanced the Abilities in Reading, Critical Thinking, and Writing	
		of Basic Education Students	
Chapter	4 Re	search Findings	136
	4.1	The Results of the Study of Instructional Management	137
		Conditions, Knowledge and Understanding in Instructional	
		Management, and Needs and Necessity in Developing Science	
		Teachers' Instructional Management Enhancing the Abilities	
	ลิ	in Reading, Critical Thinking, and Writing of Basic Education Students	
	4.2	The Results of the Construction and Quality Identification	147
	A	of the Evaluation Model for Developing Science Teachers'	17/
		Instructional Management Enhancing the Abilities in Reading,	
		Critical Thinking, and Writing of Basic Education Students	
	4.3	The Utilization Results of the Evaluation Model for Developing	158
	1.5	Science Teachers' Instructional Management Enhancing the	130
		Abilities in Reading, Critical Thinking, and Writing of Basic	
		Education Students	
		Zanomion Studento	

Chapter 5 Summary, Conclusion, and Recommendations		178
5.1	Summary of Study Results	180
5.2	Conclusion of the Study Results	184
5.3	Recommendations	196
References		199
Curriculum Vitae		21/



## LIST OF TABLES

		Page
Table 2.1	Reading Methods in Line with Bloom's Learning Behavior	27
Table 2.2	Critical Thinking Components	28
Table 2.3	Components of Sensibly Critical Thinking	31
Table 2.4	Learning Behavior Gained from Analyzing the Standards in	37
	Scientific Learning Content Areas	
Table 2.5	Example of the Total Scores Criteria	52
Table 2.6	Example of Scoring Criteria for Separate Components	53
Table 2.7	Summary of the Literature Review on the Evaluation Model of	63
	Instructional Management	
Table 2.8	Comparison of Constructivist Approach and Empowerment Evaluation	66
Table 2.9	Comparison of Fetterman's Empowerment Evaluation Steps	67
Table 3.1	Population and Sample Sizes Employed in the Research Classified	98
	by Education Levels	
Table 3.2	Component Number, Eigen Value, Variance Percentage, Cumulative	107
	Variance Percentage	
Table 3.3	Results of Grouping Variables into Components	107
Table 3.4	Problems, Recommendations, and Solution Guidelines Gained from	117
	Preliminary Fieldwork Testing	
Table 3.5	Problems and Recommendations from the Science Teachers who	118
	Tried out in the Major Fieldwork, and Solution Guidelines	
Table 3.6	Summary of Research Methodology	128
Table 4.1	Number and Percentage of General Information of Questionnaire	136
	Respondents	
Table 4.2	Mean and Standard Deviation of Science Teachers' Opinions	139
	toward Instructional Management Conditions Enhancing the Abilities	
	in Reading, Critical Thinking, and Writing of Students	

Table 4.3	Mean and Standard Deviation of Science Teachers' Opinions toward	140
	Instructional Management Conditions Enhancing the Abilities in	
	Reading, Critical Thinking, and Writing of Students in Terms of	
	Teaching Preparation	
Table 4.4	Mean and Standard Deviation of Science Teachers' Opinions toward	142
	Instructional Management Conditions Enhancing the Abilities in	
	Reading, Critical Thinking, and Writing of Students in Terms of	
	Instructional Process	
Table 4.5	Mean and Standard Deviation of Science Teachers' Opinions toward	143
	Instructional Management Conditions Enhancing the Abilities in	
	Reading, Critical Thinking, and Writing of Students in Terms of	
	Summary Records, Reports, Storage, and Learning Outcome	
	Utilization	
Table 4.6	Number and Percentage of the Sample Groups Classified by the Level	145
	of Knowledge and Understanding toward Instructional Management	
Table 4.7	Needs and Necessity in Developing Instructional Management	145
	Enhancing the Abilities in Reading, Critical Thinking, and Writing	
Table 4.8	Mean and Standard Deviation of the Experts' Opinions toward the	157
	Quality of the Evaluation Model	
Table 4.9	Number and Percentage of the General Information of Science	159
	Teachers	
Table 4.10	Mean and the Evaluation Results of Science Teachers' Abilities in	161
	Instructional Management (Teaching Preparation, Instructional	
	Processes, and Summary Records, Reports, Storage, and Learning	
	Outcome Utilization) Enhancing the Abilities in Reading, Critical	
	Thinking, and Writing of Basic Education Students, Assessed by	
	Teachers Themselves, Administrators, and an Empowering Evaluator	
	as Evaluators before Being Developed as Set in the Evaluation Model	
Table 4.11	Mean and Standard Deviation of Science Teachers' Opinions toward	165
	the Training that Gave Knowledge on Instructional Management	
	Enhancing the Abilities in Reading, Critical Thinking, and Writing	
	of Students	

Table 4.12	The Operation Results of Consultation and Facilitation in Teaching	166
	Preparation	
Table 4.13	The Operation Results of Consultation and Facilitation in Instructional	167
	Processes	
Table 4.14	The Operation Results of Consultation and Facilitation in Summary	168
	Records, Reports, Storage, and Learning Outcome Utilization	
Table 4.15	Mean and the Evaluation Results of Science Teachers' Abilities in	169
	Instructional Management (Teaching Preparation, Instructional	
	Processes, and Summary Records, Reports, Storage, and Learning	
	Outcome Utilization) Enhancing the Abilities in Reading, Critical	
	Thinking, and Writing of Basic Education Students, Assessed by	
	Teachers Themselves, Administrators, and an Empowering Evaluator	
	as Evaluators after Being Developed as Set in the Evaluation Model	
Table 4.16	Mean, Standard Deviation, and Mean Difference of the Abilities in	171
	Instructional Management both before and after Development	
	Evaluated by Themselves, Administrators, and an Empowering	
	Evaluator as Evaluators	
Table 4.17	Mean and Standard Deviation of Science Teachers' Opinions Gained	172
	from Questioning Science Teachers about Their Feelings toward the	
	Instructional Management Enhancing the Abilities in Reading, Critical	
	Thinking, and Writing of Basic Education Students	
Table 4.18	Mean and Standard Deviation of Science Teachers' Opinion Levels	174
	toward the Quality of the Evaluation Model in Terms of Utility	
Table 4.19	Mean and Standard Deviation of Science Teachers' Opinion Levels	175
	toward the Quality of the Evaluation Model in Terms of Feasibility	
Table 4.20	Mean and Standard Deviation of Science Teachers' Opinion Levels	176
	toward the Quality of the Evaluation Model in Terms of	
	Ethical Propriety	
Table 4.21	Mean and Standard Deviation of Science Teachers' Opinion Levels	177
	toward the Quality of the Evaluation Model in Terms of Accuracy	

### LIST OF FIGURES

		Page
Figure 2.1	Key Components of Instructional Management	18
Figure 2.2	Learning Processes via Assimilation	19
Figure 2.3	Relation of Measurement and Evaluation Elements	22
Figure 2.4	Summary of Critical Thinking Components	30
Figure 2.5	Relationship of Reading, Critical Thinking, and Writing	34
Figure 2.6	Components of Reading, Critical Thinking, and Writing in Science	37
Figure 2.7	Example of a Semi-Table Teaching Pattern	46
Figure 2.8	Example of a Table Teaching Pattern	47
Figure 2.9	Instructional Components	56
Figure 2.10	A Theoretical Model of Empowerment Evaluation	71
Figure 2.11	Research Framework	91
Figure 3.1	Research Procedures Based on Research Objectives	95
Figure 4.1	The Evaluation Model for Developing Science Teachers'	148
	Instructional Management Enhancing the Abilities in Reading,	
	Critical Thinking, and Writing of Basic Education Students	

# ข้อความแห่งการริเริ่ม

- การเรียนการสอนของครูวิทยาศาสตร์ที่ส่งเสริม การมสามารถในการอ่านกิดวิเคราะห์และเขียนของนักเรียนในสถานศึกษาขั้นพื้นฐานและ นำเสนอรูปแบบการประเมินซึ่งเป็นรูปแบบที่มีคุณภาพทั้งในเชิงทฤษฎีและเชิงการนำไปใช้
- 2) ผู้วิจัยขอรับรองว่าเนื้อหาในวิทยานิพนธ์ฉบับนี้เกิดจากการศึกษาค้นคว้าของผู้วิจัยโดยได้รับ คำแนะนำจากอาจารย์ที่ปรึกษา ซึ่งผลการวิจัยได้มาจากแหล่งข้อมูลที่มีความน่าเชื่อถือและ ได้รับการยอมรับ และขอรับรองว่าวิทยานิพนธ์หรือส่วนหนึ่งส่วนใดของวิทยานิพนธ์ฉบับนี้ ไม่ได้ถูกเสนอขอรับปริญญาในสถาบันการศึกษาอื่นหรือเพื่อวัตถุประสงค์อื่น

#### STATEMENTS OF ORIGINALITY

- This dissertation proposed the behavior of science teachers' instructional management which enhanced the abilities in reading, critical thinking, and writing of basic education students. It also proposed the evaluation model which was qualified both theoretically and practically.
- 2) The researcher certified that the dissertation contents was a result of the researcher's exploration and search with suggestions from advisors. The research findings were obtained from reliable and acceptable data sources. Moreover, the researcher certified that this dissertation or any part of it was never proposed for any other university's degree or any other purpose.