THE DEVELOPMENT OF AN ENVIRONMENTAL MANAGEMENT SKILL MODEL FOR PRIMARY STUDENT

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION (ENVIRONMENTAL EDUCATION) FACULTY OF GRADUATE STUDIES MAHIDOL UNIVERSITY 2010

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ABSTRACT

The purposes of this research were to investigate, analyze, and construct a
model of environmental management skill for primary students in Thailand. This model
was developed by qualitative methodology divided into two phases. Phase I: collecting
data from reviewed documents, in-depth and group interviews from the school
committee, the principal, teachers, and students in primary schools to prepare the
educational approaches for constructing the model. Phase II: collecting data with
educational supervisors from educational service areas in Thailand and analyzing the
data with the approaches from phase I in order to construct the model.

The results of this research found that there should be a process consisting
of three main components in the model of environmental management skill. The first
component was environmental situation learning, comprising of basic knowledge,
community and school environment, local wisdom, and other sources of knowledge.
The second was environmental management practice, consisting of thinking, acting,
presenting, sharing information, repeating actions in several situations, giving feedback
and investigating lessons learned. The last involved applying and publicizing
environmental management.

It was recommended that the model should be integrated into the core
curriculum in schools. Further research should link the model to its application in
schools and develop essential processes for supporting the model in higher levels as well
as environmental contexts in various areas.

KEY WORDS: ENVIRONMENTAL MANAGEMENT SKILL/ PRIMARY
STUDENT

439 pages
The development of an environmental management skill model for primary student

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Abstract

The purpose of the research is to find a way to analyze and create a skill model for environmental management for primary students in Thailand. The research method is qualitative research divided into two stages. In stage 1, data were collected from the study of documents, observations, interviews with the principal, teachers, students, and other stakeholders in the educational institutions of the northeastern region. In stage 2, the views of experts in the field of education in Thailand were studied, analyzed, and integrated with the results of the qualitative stage 1 research to create a skill model for environmental management for primary students.

The results of the research show that the model of environmental management skills for primary students consists of 3 stages: stage 1, learning situations in the environment based on environmental knowledge, cultural belief, and other sources; stage 2, skill training in environmental management include thinking, conducting, presenting, exchanging, and reflecting on results; stage 3, application and dissemination of environmental management skills. Recommendations for education include integrating the model of environmental management skills into the core curriculum and various activities in schools, and further research should be conducted at different levels of education and environmental conditions in other areas.

439 pages