



DEVELOPING THE LEARNING MANAGEMENT EVALUATION MODEL FOR FOSTERING LIFE SKILLS IN THE 21ST CENTURY OF LOWER SECONDARY STUDENTS' SCHOOL CLASSES

Preecha Kansaart¹, Arun Suikraduang², Piyatida Panya³

^{1,2,3}Research and Evaluation Program, Faculty of Education,

Rajabhat Maha Sarakham University,

Maha Sarakham, Thailand, 44000

Abstract:

The aims of this research study were to develop a *Learning Management Evaluation Model* (LMEM) for assessing learning to foster life skills in the 21st century of the lower secondary educational students with the *Research & Development* processing technique. The administrating research consisted of four phases that composed of to analyze, the synthetic indicator to assess learning to foster life skills in the 21st century of the lower secondary educational students by the 4-educational experts were interviewed was the first phase. The second phase was developed a LMEM model for assessing learning to foster life skills in the 21st century of the lower secondary educational students by the information from the first draft format and the educational experts to check a suitability and feasibility of the draft assessment form with a technical symposium multipath characteristics to find consensus dimensional (Multi-Attribute Consensus Reaching: MACR) by 12 specialists who provided the instruction in the form of *Assessment and Evaluation Guide* (AEG) was brought to five the number of professionals who ensure the proper coverage, a clear assessment of the manual before using the AEG. The third phase was trial LMEM model that this model to trial at an experiment with different schools in the Secondary Educational Office Area 26 (Maha Sarakham) whereas taught at the upper secondary educational school level with the sample consisted of 7 schools with the purposive sampling was selected. Assessing the LMEM model for developing this research instrument used to evaluate the LMEM model based on the evaluation criteria of the evaluation criteria of educational development. The assessor was related to the trial consisted of 35 evaluators. Using the interview form with the rubric score

¹ Correspondence: email preechata@gmail.com, toansakul35@yahoo.com.au

and a five rating scale level was selected, the qualitative and quantitative data were used, the foundational statistics included with the mean average and standard deviation were analyzed. It has found that: The LMEM evaluation model of learning to foster life skills in the 21st century of the lower secondary educational school was a chart structure that ties together of 6 relevant components of the evaluation, such as; the purpose of the assessment, the evaluation focused assessment methods, the evaluator, the evaluation technique, and the evaluation criteria. The evaluation targets were to assess the management of learning, the factors contributing to learning, feature teacher management learning, and the learning outcomes. Evaluating methods included with the evaluation process, the tool used to evaluate, and duration to assess. The evaluation and absolute criteria were developed by experts. Assessing the LMEM model of learning to foster life skills in the 21st century of the lower secondary educational students were appropriability. Students' responses of their opportuneness, practicability, reasonableness, and respectability in terms of overall benefit at a high level are provided.

Keywords: development, the learning management evaluation model, fostering life skills, the 21st century, the lower secondary students

1. Introduction

Education is the foundation of every society. It is a basic human right powerful, life-changing and creating shared values (Education Council, 2013) and is expected to serve more people help out, written and accounted for learning ethics and citizenship are ruled. As well as economic development (Siamwala, Latthapipat, and Tangkitwanit, 2012) is starting in education reform since adopted the *Educational Act BE 2542* and the *National Education Census BE 2542*, there are many success stories, and to accelerate development. The quality of teachers, faculty, students and educational personnel must be developed in education reform in the two last decade (BE 2552-2561). Thailand needs to learn throughout life with quality are aimed at improving the quality teachers and quality management of education in Thailand [Education Council, 2011].

In the 21st century (AD 2001-2100) has changed dramatically affect the performance and life of the world (Baurapan, 2012). Learning in the 21st century requires the students to develop the knowledge. The core subjects include English, reading, language arts, math major world economics, science, geography, history, and civics and government that are integrated with the concept of a global consciousness and fundamentals of finance of the economic and business environment and skilled

citizens, health, learning, and innovation. Information, media and technology, life skills and work (Johnstone, 1981) are to adjust the curriculum to focus on education, research experience with the cooperative learning and teamwork in the future (Saratana, 2013). The evaluation is not only changed by the same standards but to be rated as a team, not individuals and not disclose confidential (Bellanga, 2013). The current social conditions, children faced with temptation, and the issues, such as; adaptation, emotional and mental health, violence, drugs, games, etc., especially children with life skills, low immunity, lack of social good. On completion of basic education, it may not be successful in life with emotional and psychological conflict in life is easy, and must provide an effective learning process for the student's life skills in immunity against the domination of the media and knowingly receiving (Office of Academic and Educational Standards, 2012).

Life skills are the ability to deal with issues of current and future adaptation (Office of Academic and Educational Standards, 2012) can learn on their own. Avoid inappropriate behavior towards oneself and others (Office of Academic Standards and Education, 2011) is caused by natural and life skills by teaching (Office of Academic and Educational Standards, 2012) by organizing activities to promote life skills in a variety of ways, (Office of Academic Standards and Education, 2011) including activities allow students to build knowledge, self-criticism, such as news, research, analysis, synthesis, and knowledge from different sources. Linked to the life and lifestyle of the future for the students do activities together and the students discussed. An idea with reflection questions to deploy (Office of Academic and Educational Standards, 2012). Using a learning problem with the *Problem-Based Learning* to create new knowledge from the real problems. Critical thinking and problem solving in the study are acting on their own (Kanjawasi, 2009) or learning involved by the *Participation Learning* technique.

Assessing learning mechanism is a quality assurance study Kanjanawasi, 2009) to promote quality learning (Kiddee, 2004) making teachers aware of the appropriateness of the content activities, materials, and benefits the students gain (Srisa-ard, 2003). Nevo (1983) has set the valuation model (King Mongkut's Institute of Courage Bangkok, 2002) to develop a model to assess the issues that need to be assessed is how teacher evaluate what rate, and judging by the way to make targetable on what specific criteria aimed at evaluating how to measure the value (Phithianuwat, 1998).

As above, the results of this research study related to the development of the evaluation model (LMEM model) for assessing learning to foster life skills in the 21st century of the lower secondary educational students of learning that are related research such as Kiddee (2004), Soi Phetkasem (2004) have developed a model to evaluate the processing learning of teachers in schools under the Office of Basic

Education Commission (Trisorn, 2012) that study was to develop a model curriculum to reinforce the social skills of students. The research found that the evaluation model is different in composition or an indicator, or dimension aimed at assessing, in line with the purpose of evaluating the set. For this reason, the research team has developed a model to assess the implementation of learning management skills to promote the LMEM model for assessing learning to foster life skills in the 21st century of the lower secondary educational students.

2. Methodology

This research study is to develop the evaluation practice guide gives users a quick overview of how to use the fostering students' life skills to assess students' knowledge, skills and abilities. It includes a high level look at the skill areas assessed in the *Learning Management Evaluation Model* (LMEM) for assessing learning to foster life skills in the 21st century of the lower secondary educational students with the *Research & Development* processing technique, information about the importance of permanent connections for lower secondary schools and a listing of other assessments available. It outlines a four-step framework for how to administer an assessment, determine a lower secondary students' strengths and challenges through a meaningful conversation, build an effective learning plan and help a student gain useful life skills.

2.1 Research Aims

1. To analyze the synthetic indicator of the evaluation model of learning to foster life skills in the 21st century of the lower secondary educational students' school classes.
2. To develop a model for assessing learning to foster life skills in the 21st century of the lower secondary educational students' school classes.
3. To use the LMEM model to evaluate the curriculum to enhance and foster life skills in the 21st century of the lower secondary educational students' school classes.
4. To assess the positions of to foster life skills in the 21st century of the lower secondary educational students' school classes.

2.2 Research Procedures

The Research procedures in this Research and Development (R&D) have taken a fourth term as follows.

Phase 1

To be analyzed the synthetic indicator evaluation model of learning to promote or foster life skills in the 21st century of the lower secondary educational students' school classes. The researchers conducted a study of relevant documents and interviews with experts who consider four specific with the purposive sampling processing technique to synthesize a conceptual framework. The evaluation model of learning to promote and to foster life skills in the 21st century of the lower secondary educational students' school classes was designed.

Phase 2

Creating a model to evaluate the curriculum to promote and foster life skills in the 21st century of the lower secondary educational students' school classes. Research led by the information contained in the draft Phase 1 assessment form. Then the draft format to experts to determine the suitability and feasibility with technical discussions multipath characteristics to find consensus (Multi-Attribute Consensus Reaching: MACR) by 12-experts who were revised proposal, recommended, and create a style guide bringing to five the number of experts who determine the appropriate coverage is clear before using it.

Phase 3

Trial evaluating learning management model to promote and foster life skills in the 21st century of the lower secondary educational students' school classes was tried out. Researchers have been experimenting with ways to evaluate of the Secondary Basic Educational School Service Area Office 26 in Maha Sarakham province in Thailand. A group of the lower secondary schools whereas the Office Service Area 3, 4 and the *Education Expansion Schools* of data collection operations during the period 5-17 December 2016 for the quality of learning and to compare average mean scores between students' responses in the lower secondary and the education expansion students.

Phase 4

To develop the LMEM model to evaluate the curriculum to promote and foster life skills in the 21st century of the lower secondary educational students' school classes. After that, leading the LMEM model actually go to trial, the researchers have developed this model to assess the LMEM model for application of standards developed from the *Committee Development Criteria to Evaluation Educational Standards* to ask those involved of the 35 evaluators.

2.3 Sample

Using the samples consisted in the LMEM model to evaluate the Lower Secondary Teachers in the Secondary Educational Service Area Office 26 and the Opportunity Expansion of the Mahasarakham Primary Educational Service Area Office 3 and 4 who taught at the grade level of 7, 8, and 9 which sample consisted of 35 teachers from 7 schools with the purposive sampling were selected that according to the selection criteria specified.

2.4 Research Instruments

1. The interview qualified of 1 copy
2. The LMEM model, a rating scale of 1 to 5 of 1 copy.
3. The Estimates of the number one form guide books of 1 copy.
4. The Evaluation Guide assessment form. It is a five-level scale of 1 copy.
5. The first meeting of the discussion group of 1 copy.
6. The Evaluation assessment form. It is a five-level scale of 1 copy.

2.5 Research Corrected Data

1. To request the cooperation from experimental use and store information from Rajabhat Mahasarakham University Graduate School of the bulk sample.
2. To contact the school director to assist the trial and data collection tools and details appointments and information collection.
3. Researchers were discussed at the meeting for understanding the manual assessment form, tools and provided the sample questions to assess understanding before the fact.
4. The samples and the related assessment evaluation were selected and according to the manual evaluation model research instruments were set.
5. The data were collected to assess the LMEM model from the sample, about one week after the trial, completely.

2.6 Data Analysis

2.6.1 Quantitative Data Analysis

1. Comparisons between the opinions of the educational experts from all four groups have evaluated the appropriateness and appropriability of the LMEM model estimated using statistically significant with the Kruskal-Wallis Test.
2. Using the mean average and standard deviation score with the form of assessment, evaluation and assessment manual assessment form.

3. Comparisons between the different evaluations of learning among the fostering life skills in the 21st century of the lower secondary educational students' school classes with school groups, expand educational opportunities by using the Mann-Whitney U Test.

2.6.2 Qualitative Data Analysis

Analysis of qualitative data with the content analysis was used.

3. Results

3.1 Results of the Indicators

Results of the indicator analysis, synthesis of the LMEM model of learning to the fostering life skills in the 21st century of the lower secondary educational students' school classes has found that:

1. Life skills in the 21st century, students in lower secondary education students' schools, this research documents have the third element of 18 indicators, including the knowledge of four of six indicators, attitude indicator, and the skills of nine indicator elements.

2. Indicator assessment to promote and foster life skills in the 21st century of the lower secondary educational students' school classes. There are documented that consisted of five elements of the 20 indicators, including the vision for learning, the factors conducive to learning, appropriability teachers, the process of learning to learn, the results of learning, and experts have agreed that the evaluation model number five elements, namely; the evaluators, the purpose of the assessment, the evaluation that focused on how to evaluate the assessment and evaluation criteria, and this aim was to assess the 5 scales on the 20 indicators.

3.2 Results of Creating a Learning Management Evaluation

Creating a Learning Management Evaluation Model (LMEM) to promote and foster life skills in the 21st century of the lower secondary educational students' school classes. It is a chart of the relationship between the sixth elements is the evaluation, the purpose of the assessment, the evaluation focused on the assessment methods, the evaluators, the evaluation criteria, and the individual components are as follows:

1. The evaluation was to assess learning skills for life in the 21st century for fostering the life skills in the 21st century of the lower secondary educational students' school classes.

2. The purposes of assessment included of obtain information in learning to foster life skills in the 21st century of the lower secondary educational students' school classes. To obtain any information of the teachers who used to improve the quality of learning in the 21st century to promote and foster life skills in the 21st century of the lower secondary educational students' school classes to be more efficient. To obtain information of the administrators that related agencies in monitoring, planning and management decisions for improving the quality of teachers effectively. The research aimed was to assess the indicators of learning to promote and foster life skills in the 21st century of the lower secondary educational students' school classes consisted of five scales in 20 indicators with the ratio of the weight as 10: 20: 20: 30: 20 respectively for each scale as follows:

A. Learning Management Administration Scale

Management learned of four indicators, which were including indicators, such as; the vision to foster life skills in the 21st century of the lower secondary educational students' school classes, the policy measures that foster life skills in the 21st century of the lower secondary educational students' school classes were promoted, the project activities promoting and fostering life skills in the 21st century of the lower secondary educational students' school classes of their varieties, implementation and evaluation of this projects. These indicators represented the equivalent of the ratio evidence score of 2.5, 2.5, 2.5 and 2.5 respectively.

B. Factors Contributing to Learning Scale

The factors contributing to the learning of six indicators, including indicators, such as; the atmosphere was conducive to learning, the service facilities, learning indicator; the activity area, promoting life skills of students in the 21st century indicates that the sources, offers innovative media promote life skill for fostering students and providing information technology skills ratio of the indicator score of 3.5, 3.5, 3.5, 3, 3.5 and 3.0, respectively.

C. Teacher Attribution Scale

The principal attributions of the three indicators vise of lower secondary educational teachers with the knowledge and understanding of learning, to promote and foster life skills in the 21st century of the lower secondary educational students' school classes, teachers plan learning to promote life skills for fostering students and actors, teachers' preparation curriculum to enhance the life skills of learners, and the proportion of the income indicator equal to 4, 8 and 8 respectively.

D. Learning Management Scale

Management learned of three indicators, including indicators on teacher learning, motivates students to think in a systematic quest for answers, working with a group of indicators which teachers teaching the students to engage discussion, comment sense, suggestions former associate present and future. Teacher's assessment and evaluation of a variety of learning that focused on assessing the actual condition and student participation of the indicator represents the equivalent of 10, 10 and 10 respectively.

E. Learning Outcome Scale

The learning outcomes were the five indicators, including students who had learning skills to communicate indicator with the skills to live in society, intercultural and points to students with skills to protect themselves in a proportion equal to the income indicator that ratio evidence of 5, 5, 5 and 5, respectively.

F. Results of Assessing Methods

The assessing methods contained of six steps, namely; the selection and appointment committee estimates, the investigate guide and joint planning to evaluate, the assessment by the Evaluation Guide, to analyze the results of the evaluation, summary of the evaluation, and assessment report.

G. Evaluators

The evaluators who were the estimate that followed as of 4 indicators, such as; including school administrators, teachers, students' parents, and students. The evidence weighs as the importance of 30:30:40 respectively. In the fifth indicator were including teachers, parents and students, students that weigh as the importance of the evaluation of 40:30:30 respectively.

H. Evaluating Criteria

Evaluation criteria comparative evaluation of the *Absolute Criteria* as below:

- Ranged from 0.00 to 49.99 points, referring to the quality of learning in the update
- Ranged from 50.00 to 59.99 points, meaning the quality of learning in the fair
- Ranged from 60.00 to 74.99 points, meaning the quality of learning was good
- Ranged from 75.00 to 89.99 points, meaning the quality of learning in a very good level
- Ranged from 90.00 to 100.00 points, meaning the quality of learning is excellent

3.3 Results a Form of Evaluating Learning

The result was a form of assessment to promote and foster life skills in the 21st century of the lower secondary educational students' school classes have found that:

1. Teachers learning to promote and foster life skills in the 21st century of the lower secondary educational students' school classes were at a very good level when considering the very good level in all aspects.
2. The lower secondary educational schools' teachers and school teachers in expand educational opportunities were evaluated in order to promote the learning of life skills in a century of the lower secondary educational student's evidence of very good as well on all scales.
3. The lower secondary schools' teacher groups have evaluated the curriculum to promote and foster life skills in the 21st century of the lower secondary educational students' school classes were no significant, differently.
4. The results of the evaluating the LMEM model were assessed students' learning to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes were at a high level. In terms of the considering on each side item of one rating copy in most aspects were accuracy that followed by the leverage is high level, the appropriate level, and the possibility at a high level, respectively.

4. Discussions

The analysis of the synthetic indicator of the evaluation model of learning to foster the life skills in the 21st century of the lower secondary educational students' school classes with the documents that its' related research and from interviews with luminaries to develop a framework for the evaluation model (LMEM) of learning, to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes of middle-school students from five elements, 21 indicators in line with the proposals of the parties to the skills of the Century 21 (Partnership for 21st Century Skills) (Johnstone, 1981) focused on the outcomes of knowledge in core subjects and New Century Skills in line with management guidance, learn skills to enhance the lives of the Office of the Basic Education [19] to determine the content of life skills in the learning of core curriculum for basic education which corresponds in BE 2551. This is consistent with the findings of the Karasin of Primary Educational Service Area Office 3 (The Karasin Primary Educational Service Area Office 3, 2013). This study has found that; under promotional activities include life skills; the activities to raise awareness to value themselves and others activities, the critical thinking and decision are making the

activities of the emotions and stresses, and activities to build good relationships with others. In addition, the assessment forms the sixth scales; synthesis document related research about the development of the research, which has already achieved included Kiddee (2004), Soiphethkasem (2004), the Office of Basic Education Commission (Office of Basic Education Commission (2012), Athan (2015), and Chiengkul (2016) for instance to give an indication of the assessment form, the researchers crafted of coverage consistency between the documents and related research interviews with educational experts were coherently.

The results have created a LMEM model to evaluate the curriculum to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes. It is a chart of the relationship between six elements included with the evaluation, purposes of evaluation, the evaluation focused on the assessment methods, the evaluators, and the evaluation criteria. This is because researchers have studied the concepts involved the including of Buason (2011) who concluded that the styles was the work of something that this concept was consistent with Kanjanawasi (2000) who concluded that the model was a simulation of reality. It was a theory or link theory into concrete practicing the fresh line with the coherent of Wiboonsri (2005) who suggested that the model must be associated cognitive variables and the theme must be linked variable component assembly with the internal system, and to be understood easily. The assessing pattern will illustrate the conceptual assessment, items should be evaluated with the evaluation process (Kanjanawasi, 2009) and contribute to the understanding of the assessment system is well done [10].

The evaluating topics are to assess learning skills to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes. The objective is to get the information in the curriculum, teachers, and improve the quality of learning to promote foster the life skills in the 21st century of the lower secondary educational students' school classes. Because the research objectives based on preliminary data with the agreement on measures aimed to assess the value of the evaluation is provided with the ultimate goal of the assessment that the development of society are assessed (Kanjanawasi, 2009).

The evaluating targets contained of five scales of 20 indicators, including the learning management of four indicators, the factors contributing to the learning of six indicators, characteristics of teachers indicated of three indicators of their instructions, and the learning outcomes indicated that of 5 indicators. Researchers have determined that research aimed to evaluate the concept of Kanjanawasi (2009) who got to specify the target of the comprehensive content was covered. In addition, researcher team has shown that the relevant documents that following as Johnstone (1981) who mentioned

indicator means information that indicates the amount relational and his condition of the measuring aims at a particular time indicated that the value of the indicator/identify/indicate a condition to be studied as a whole (Wiratchai, Nawichien, and Orrathai, 2008). The indicator that must be validity, having reliability are neutrality, sensitivity and easily of the implementation to the practicality (Kanjawanasi, 2009).

The researcher team has developed a system of the indicators to define objectives, definition of indicators were selected the indicators that determine how the indicators indicated that the weight of importance and monitor the quality for assessment [5]; [10]. Researchers drafted an indicator of educational documents and interviewed four experts then analyze the consistency. The draft assessment form that it used to check the validity observation (Face Validity) by organizing discussions multipath characteristics to find consensus dimensional (Multi-Attribute Consensus Reaching: MACR) (Buason, 2013) by 12 experts for making it an indicator of a proper, cover, and reliable.

The evaluating methods composed of six step processes, such as; to evaluate the selected plan, implement, evaluate, and analyze results and report. The researcher team investigated of the concept of Kanjanawasi (2009) who concluded that the assessment should use methods that are reliable and have references to judge the value of what is properly assessed are consistent and appropriate to the context that it consistent with Athan (2015) who has developed a model to assess learning of enrichment science classroom in upper secondary educational schools, which include assessment methods, preparations, administrations, conclusions and summary report. The evaluation was to be involved with management learning that included of the school administrators, teachers, academy teachers, students and their parents. This is because the researcher team has involved the documents and interviews with the experts, which was inserted in the wheel well who will evaluate the evaluation model that must be known really of the rating conditions and involved with the issues to be assessed in accordance with Pansri (2008) who used to have developed a model to evaluate bilingual education in the basic education have set the rating conditions included of the school administrators, school board, teachers, parents and students are assessed.

In terms of the evaluation criteria, the comparison between the evaluating results and absolute criteria. Because of the means were used to judge the quality of the results, expressed in terms of the behavior was accepted (Buason, 2012) as a major decision. Indicative of the quality or suitability of success whatsoever [29] absolute criteria was used to decide on the matter of the predefined fixed of the selection must be based on objective criteria to assess and what to assess (Buason, 2012, Kanjanawasi, 2009). In addition, the Office of Basic Education Commission is to define the criteria for assessing

the quality of education, the quality assurance system based on criteria completely. This involves the assessment are familiar with using such criteria as a prerequisite anyway.

Focused on the results of the forms of evaluation of learning to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes. Over all on the students have found that the teachers who were teaching to promote fostering the life skills in the 21st century of the lower secondary educational students' school classes' evidence of a very good group of high school students and teachers with school groups, expand educational opportunities, effective assessment is no differentiated. This may be due to two groups of agency with the Office of the Basic Education Commission, the Ministry of Education, the core curriculum of basic education BE 2551 as well. Which defines the content of life skills in the curriculum (Office of Basic Education, 2012), it also has a set of guidelines to promote and foster the learning of life skills, such as; the event learners build knowledge, self-criticism, news, events, research, analysis and synthesis of knowledge from various media sources that can to be linked to the life and lifestyle in the future. Students' activities such as excursions, camps, clubs, and rallies were spent time of themselves, and the activities for the students' feelings and thoughts after an event at a time. Issues with reflection questions to deploy to help the students learn with the important lessons to develop skills for learners (Office of Academic and Educational standards, 2012), the school management approach both groups learned the same as the results of such studies are consistent with Malasri (2011) who used to study to develop a model for risk assessment study for the university formed the risk assessment study in the University validity judgment based on the qualification of the validity classification.

The results of the LMEM model were assessed students' learning to promote and foster the life skills in the 21st century of the lower secondary educational students' school classes indicated that at a high level. This may be because the researcher team was to study the documents and interviews with the educational experts who were checked the validity observation (Face Validity) by organizing discussions multipath characteristics to find consensus dimensional improvement and update indicator, using language that is accurate, complete foundation that the researcher has prepared a guide to make of the assessment to guide the assessment and trial operation were used. The researchers were able to understand the initial meeting to the person concerned prior to the assessing theory of Smith (Kanjanawasi, 2009) who noted that the assessment used to evaluate the quality or use of evaluation results, and the value or usefulness of the new method of assessment. The researchers have applied the standard evaluation of the assessment that followed as the *American Evaluation Association* (AEA) to include a baseline assessment of the utilization, the possibility appropriate standards, and the

accuracy standards (Joint Committee, 1994; Kanjanawasi, 2009). This research study coincides with Goaphitak (2012) who reported of her studied was developed a model to assess the learning of teachers of foreign languages in primary standardized schools by applying the standard to evaluate the image to asses students' learning a foreign language teacher in the primary educational school classes. A standard assessment of user benefits and possibility that right and accuracy on overall in many ways was developed. It makes a possibility and suitable to accurate that it was able to take advantage, significantly.

7. Conclusions

The results were followed as:

1. The form of the LMEM of learning to foster the life skills in the 21st century of the lower secondary educational students' school classes, It has similarly as the chart of the relative structure that ties together of six elements include the evaluation, the purpose of the assessment, the evaluation focused on assessment methods, the evaluator, and the evaluation criteria.
2. The evaluation model (LMEM) assesses learning to foster the life skills in the 21st century of the lower secondary educational students' school classes were indicated that at a high level was promoted.

8. Suggestions

8.1 Suggestions on Bringing Research Results

1. Teachers should be evaluated continually
2. This research study can be integrated assessment process within the quality assurance system of education and developing focus to improve learning.
3. Assessing the pattern is developed, the researchers should study guide of the evaluation criteria to get the most accurate information, carefully.
4. Evaluated by the evaluation model are developed and involving researchers or educators who should understand of students' needs and emphasizing importance of evaluating to get more in corresponds with reality.

8.2 Suggestions for Further Research

1. There would be investigated a research study to examine the results of the assessment to promote for fostering the life skills in the 21st century of the lower secondary educational students' school classes acquaintances.

2. There would be a designed the research and development technique to evaluate the fostering the life skills in the 21st century of the lower secondary educational students in other school classes.
3. There should be administered the further research to identify factors that promote quality learning to promote evaluate the fostering the life skills in the 21st century of the lower secondary educational students in other school classes.

Acknowledgement

This research was done perfectly well by courtesy of Prof. Arun Suikraduang celebrated professor advisor, Prof. Piyathida Panya, advisor together who was blessing qualified, and controlled of this research, please advise and correct the defects as well.

Giving many thanks to the multiplication of the faculty, parents, parent of oriental who taught endow knowledge, to the research and to sponsor everyone with love and respect them.

References

1. Athan, A. (2015). *The development of a model to evaluate the curriculum of special school science classroom, upper secondary school*. PhD thesis: Maharakham University.
2. Banlanga, J. (2013). *Skills of the future: Education for the 21st century: Contemplative occasion, translator*. Edition 2: A Simple Rio Verde (Originally published in 2011).
3. Buaraphan, K. (2012). *Assessment of 21st Century innovation tabloid*. 7 (2/6).
4. Buason, R. (2011). *The research and development of innovative education*. Edition 2nd. Sawan: Rim Ping printing.
5. Buason, R. (2013). *The area of assessment*. Edition 3rd. Sawan Edition: Rim Ping printing.
6. Cheingkul, W. (2016). *Conditions of Thailand in 2557/2558 to reform education to cope with the 21st century*. Bangkok fine print to print.
7. Education Council. (2011). *The result of the operation: Driven education reform in the last two decades*. Year BE 2552-2554. Bangkok: Prig Whan Graphics.
8. Education Council. (2013). *The global initiative on education comes first*. Bangkok: Prig Whan Graphics.
9. Joint Committee. (1994). *The joint committee on standards for educational evaluation*. New York: Mc Graw-Hill.

10. Johnstone, J. M. (1981). *Indicators of education systems*. London: UNESCO, 1981.
11. Kanjanawasi, S. (2000). *The new academic discussion of evaluation: learning, learner-centered*. Bangkok: Amarin Printing & Leasing fold.
12. Kanjanawasi, S. (2009). *Theory assessment*. Edition 2nd. Bangkok: Chulalongkorn University.
13. Kiddee, K. (2003). *Development of an assessment of the learning and teaching and learning is important*. Doctoral thesis: A Chulalongkorn University.
14. King Mongkut's Institute of Courage Bangkok, (2002). *QA-NEW*. Bangkok: Quality Assurance.
15. Kuaphitak, P. (2012). *The development of a model to assess the learning of a foreign language teacher*. Primary School standards. PhD thesis, University: Mahasarakham University.
16. Malasri, A. (2011). *Development of a risk assessment study for the university*. PhD thesis, University: University.
17. Nevo, D. (1983). The Conceptualization of educational evaluation: An analytical review of the literature. *Review of Educational Research*. 53 (1).
18. Pansri, O. (2008). *The development of a model to evaluate bilingual education in the schools of basic education*. Doctoral thesis Phitsanulok University.
19. Phithiyanuwat, S. (1998). *Methodology to evaluate the study*. Bangkok: Chulalongkorn University.
20. Sararattana, W. (2013). *A new paradigm in education: a case study toward the 21st century*. Phittayapisut Printing.
21. Siamwala, A., Latthiphapat, D., and Tangkitwanit, S. (2012). *A new round of education reform: towards quality education*. Lecture on February 15, 2555 at Bangkok, Van Chan Center B. Centralia Hotel Grand. Czech Boston Natural World. Bangkok: Author.
22. Soiphetkasem, C. (2004). *The development of a model to evaluate the learning process of the teachers in the school*. Under the Office of Basic Education Commission. Doctoral thesis Phitsanulok University.
23. Srisa-ard, B. (2003). *The development and curriculum: Research on the course*. Bangkok: Thailand's. Suwiriyasarn Printing.
24. Stufflebeam D.L. and A.J. Shinkfield, A. J. (2007). *Evaluation theory, models and applications*. SanFrancisco: Jossey-Bass.
25. The Karasin Primary Educational Service Area Office 3. (2013). *The synthesis of the event. Promote life skills, school district office*. Kalasin District Office.

26. The Office of Academic and Educational Standards. (2012). *The development of life skills integrated teaching eighth group learning core curriculum of the Basic Education Curriculum BE 2551*. Bangkok rally Cooperatives of Thailand.
27. The Office of Academic Standards and Education. (2011). *The life skills focus on improving the quality of learning in primary - secondary education*. Bangkok: gathering and agriculture. Cooperatives of Thailand.
28. The Office of Basic Education Commission. (2012). *The development of life skills in basic education*. Bangkok: Office of the Basic Education.
29. The Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*. Retrieved from website: http://www.p21.org/storage/documents/1_framework_2-pager.pdf.
30. Trisorn, R. (2012). *The development of a model to assess the learning of a foreign language teacher*. Elementary school class. Doctoral thesis. University: University.
31. Wiboonsri, Y. R. (2005). *Evaluation: Concepts and practices*. Edition 4th. Bangkok: Chulalongkorn University.
32. Wiratchai, N., Nawichein, S., and Orrathai, P. (2008). *Survey and the synthetic indicator of ethics*. Bangkok: Sweet Graphics Limited.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).