



<b>Thesis Title</b>	Needs for Lifelong Learning of People in Rural Areas: A Case Study of Changwat Phang-nga
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### ABSTRACT

This research aimed to study the followings: 1) the levels of needs for lifelong learning of people in rural areas in Changwat Phang-nga; 2) comparative attitudes toward education and future orientation of people who differed in sex, age, educational level, occupation, and income; 3) the relationship between the people's needs for lifelong learning and sociological, psychological, and economic factors; and 4) problems and suggestions concerning lifelong learning. The samples were 399 inhabitants of the service areas of the sub-district administrative organizations in Changwat Phang-nga, ranging between 25 – 60 years old. They were chosen through multiple stratified random sampling. Questionnaires and focus - group discussions were used in data collecting. Percentage, arithmetic mean, standard deviation, t-test, F-test, Pearson Correlation, and Chi-Square were used in data analysis.

The findings were as follows: 1) People in rural areas in Changwat Phang-nga expressed their needs for lifelong learning from moderate to high levels. The aspects they needed, in descending order, were sanitation and family life, good citizenship, self-fulfillment, occupation, and general education. 2) The attitudes toward education and future orientation of people were significantly different on the basis of their income. However, the attitudes showed no significant difference on the basis of the people's sex, age, education level, social roles, and occupation. 3) Sex, age, educational level, occupation, income, attitudes towards education, and future orientation of people were related to their need of lifelong learning while social roles were not. 4) Problems and suggestions of the people concerning lifelong learning were that organizations ought to provide learning activities, learning resources, and diverse learning modes appropriate for communities' contexts as well as to emphasize the use of learning resources in communities and to promote moral and ethical learning.