Introduction

In Thailand, learner’s key competencies has recently become an issue of interest for assessment among academicians, and so far very few models of indicators of learner’s key competencies have been developed (educational Testing Bureau, 2012 and Muntana Chukraithai, 2010). To illustrate the development of learners with those acquired 5 key competencies based on the core curriculum, it requires that indicators in each competency be identified. The researcher is therefore interested to develop indicators for assessment of learner’s key competencies following the basic education curriculum for lower secondary school students. The construct validity and factor loading of each indicator will be captured and used for further examination and assessment of learner’s key competencies.

Methods

This research was aimed to develop a model of indicators of learner’s key competencies based on the Basic Education Core Curriculum B.E.2551 (2008) and measure the goodness of fit of the model to theoretical concepts and empirical data. The participants were 255 students in grade 9 under the Office of the Basic Education Commission. Research instruments included a test and a questionnaire on students’ communication capability, thinking capability, problem-solving capability, capability in applying life skill, and capability in technological application. The research employed SPSS, TAP, IRT PRO to analyze basic data and the quality of questionnaire. LISREL was used for confirmatory factor analysis.

Results

Result of confirmatory factor analysis of the model of indicators of learner’s key competencies is shown below Figure 1

Figure 1

Conclusion

The construct validity or the goodness of fit of the model to the empirical data was measured, and the result indicated the model fit \( \chi^2 = 96.22, \text{df} = 114, p=0.88 \) with RMSEA = 0.000, RMR = 0.66, GFI = 0.96, and AGFI = 0.93. Result of confirmatory factor analysis revealed that the factor loadings of 20 indicators displayed positive values, ranged between 0.52 – 1.09, with .05 level of significance for each indicator, suggesting that all of them are significant indicators of learner’s key competencies.

References