

Pinnapa Muakyod.(2015). *Development of Student Potential in Promoting Intellectual Well-Being*, Ph.D. (Applied Behavioral Science Research). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assoc. Prof. Dr.Oraphin Choochom, Assoc. Prof. Dr.Parud Boonsriton, and Dr.Panee Boonprakob.

This research is an attempted to achieve the student potential in promoting intellectual well-being. The subjects investigated are: 1) to construct and develop a valid and reliable intellectual well-being scale (IWS) and verify dimensions of intellectual well-being of college students. The study also investigated intellectual well-being level of college students in Chiangmai. 2) to develop a model of development of student potential in promoting intellectual well-being and to study the effects of development of student potential in promoting intellectual well-being.

The research was divided into two phases; **phase I** which is to construct and develop a valid and reliable the IWS. The Intellectual well-being concept and construct were based on Buddhist approach. The sample consisted of 866 undergraduate college students in Chiangmai. The IWS contained 23 items. Each item was rated on a six-point rating scale, from (1) never true of me to (6) always true of me. The results indicated that IWS had good psychometric properties in terms of discrimination power, validity, and reliability. The item-discriminate (t-ratio) ranged between 2.08-7.95 and the item total correlation (r) ranged between 0.27–0.60. The Index of item objective congruence (IOC) coefficients ranged between 0.6-1.0. The scale's internal consistency reliability (Cronbach's Alpha) was .84. The confirmatory factor analysis results showed that the intellectual well-being model was fitted to the empirical data and also the 3 - factor model was confirmed. There were the factors of cognition (9 items), awakening (8 items), and delight (6 items). The intellectual well-being of college students was at rather high level ($\bar{X} = 4.02$). **Phase II** is to develop a model and achieve the development of the student potential in promoting intellectual well-being by using participatory action research (PAR) process. Participants were 20 of the freshman bachelor degree students at Rajamangala university of technology lanna Payap, Chiangmai (RMUTL) who were selected by volunteer sampling. Two teachers of RMUTL and a Buddhist approach on human development expert also were participants. The IWS, an observation form, an activities form, diary, focus group discussion, brainstorming, an interview, and a conference were the methods of data collection. Qualitative data were analyzed by using content analysis technique and quantitative data

were analyzed by utilizing T-test. The model of developing the student potential in promoting intellectual well-being was established from PAR process. The model was classified into three parts; 1) Input factor including collaborated researcher group preparation, to build up friendships and understand about PAR and intellectual well-being; 2) The process of development of student potential in promoting intellectual well-being including five plans, viz. the plan of mindfulness development, the plan of faithfulness development, the plan of Intellectual development, the plan of adapting development, and the plan of happiness development; 3) The result of the development of student potential in promoting intellectual well-being reveals that students have higher potential in promoting intellectual well-being by qualitative data and quantitative data than before they joined this project.