

# **The Administrative Factors Affecting Lifelong Learning for Military Personnel at the Military Units under the Royal Thai Kingdom Army Policy**

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## **Abstract**

The objectives of this research were: 1) To study multi-level factors that affect lifelong learning in military units, 2<sup>nd</sup> Army Area. 2) To create a multi-level model that affects lifelong learning in military units, 2<sup>nd</sup> Army Area. The sample group includes commanders, military instructors and regular soldiers, 1<sup>st</sup> shift, year 2023, 2<sup>nd</sup> Army Area, totaling 1,138 personnel. They were selected by the method of calculating the sample group of the G\*Power program and multi-stage random sampling, the research instrument for the data collection were questionnaire with rating scale on individual level factors organizational factors affecting lifelong learning in military units, 2<sup>nd</sup> Army Area. The statistics for data analysis include: percentage, mean, standard deviation Pearson's correlation and regression analysis using the linear descending grade level program (HLM 7 Student). The research results were found as follows; (1) Multi-level factors affecting lifelong learning in military units, 2<sup>nd</sup> Army Area consists of personnel level factors is at a moderate and organizational factors is at a moderate (2) A multi-level model that affects lifelong learning in military units, 2<sup>nd</sup> Army Area found that (2.1) Personnel level factors include leadership, organizing teaching and learning activities using media and teaching equipment, educational policy, course of study management and organizational atmosphere. It has a positive impact on lifelong learning in the military unit, 2<sup>nd</sup> Army Area. (2.2) Organizational level factors include organizational climate educational, policy educational, course of study and management. It has a positive impact on lifelong learning in the military unit, 2<sup>nd</sup> Army Area and coefficient determination ( $R^2$ ) predictive value. The  $R^2$  values indicate that 46%, 41%, and 42% of their AM, LLA, and RSMP lifelong learning activities were attributable to their personnel factors, and 68%, 75%, and 71% of their organizational factors towards their MAM, MLLA, and RSMP were significantly ( $p < .05$ ), respectively.

**Keywords:** Administrative factors, creating research instruments; Royal Thai Army's strategic policy; Regular military soldiers' perceptions; Lifelong learning; means are compared and variables are associated

## Introduction

The Royal Thai Army is responsible for protecting the kingdom's sovereignty. The army was formed in 1874, partly as a response to new security threats following the 1855 Bowring Treaty with Britain, which opened the country for international trade (The 42nd Military Circle, 2014). In the modern era, the army has a long history of coups d'état and coup attempts. Its leadership continues to see coup-making as one of the roles of the army (Bangkok Post, 2018). The commander-in-chief of the Royal Thai Army is considered the most powerful position in the Royal Thai Armed Forces (NIKKEI Asian Review, 2018). The army is organized nationally into four army areas: First Army Area, headquartered in Bangkok, controls troops in 26 provinces in central, eastern, western and Bangkok. The 2<sup>nd</sup> Army Area is headquartered in Nakhon Ratchasima and is responsible for the northeastern quadrant. The 3<sup>rd</sup> Army Area, headquartered in Phitsanulok, is responsible for the northern and northwestern parts of the kingdom. The 4<sup>th</sup> Army Area – headquartered in Nakhon Si Thammarat and responsible for southern Thailand, is the area that serves as the frontline command for those engaged in South Thailand insurgency. The army is organized into the following formations: Nine infantry divisions (including 16 tank battalions), one armoured division, three cavalry divisions (light armored divisions), and one Special Warfare Command trained and equipped for small unit Special Forces and airborne operations (Nanuam, 2018).

In 1948, the Royal Thai Army established the Second Army under the Royal Decree of the Organization of the Royal Thai Army, Ministry of Defense. The headquarters and forts were at Huanongbua, Nakhonratchasima. The Third Army Division was under its command. The Second Army has its own ruling power and commands all military units in the northeastern part of Thailand. According to the Royal Decree signed on September 3, 1948, the Second Army accepted September 4 every year as its Establishment of the Second Army Day (The 2nd Army Area, 2014). As of 2020, the Royal Thai Armed Forces (RTARF) comprised approximately 360,850 active duty personnel and 200,000 reserve personnel, which is nearly one percent of Thailand's population of 70 million. The army is divided into districts, whereby the first digit of the district indicates the army (first, second, third, or fourth) responsible for its supervision. The names of forts are from locations or influential figures in Thailand's history (Macan-Markar, 2020). The 2<sup>nd</sup> Army Area is responsible for the northeastern quadrant, which includes the 21st–210th Military Districts (10 Military Districts), three Infantry Divisions, two Cavalry Divisions, six Army Support Commands, and two Development Divisions. The missions of the 2<sup>nd</sup> Army Area are to plan, direct, coordinate, and supervise all affairs related to military personnel. The policies include the maintenance of personnel; personnel management; developing and maintaining morale, maintaining discipline, rules, regulations, personnel information, and personnel education information (The 2<sup>nd</sup> Army Area, 2020). Military Soldier in the Kingdom of Thailand according to the Military Service Act, B.E. 2497(1954)

Thailand is a country with independence, identity, culture, and traditions. It has good traditions, and most importantly, Thailand is rich with many natural resources. In the past, it was a sought-after destination for many people who wanted to take over this perfect land. But with the sacrifice of the Thai ancestors who protected and preserved this land for Thai descendants to have a place to live in and to live a happy, peaceful life. One thing that has always been a source of pride for Thai people is that Thailand has never been a colony of which nation? In the current situation, fighting for territory is unlikely to occur. But they cannot be

trusted. Therefore, having a strong and powerful army will build confidence among the people of the nation and prevent foreigners from invading Thailand. In order to make the country secure and safe, it is not the responsibility of any one person or institution, but it is the duty of every Thai person. As a nation, people must help protect and care for this land for generations to come. In the constitution of the Kingdom of Thailand, there are many provisions regarding state security, such as military conscription, provided in the Constitution of the Kingdom of Thailand, and the Military Service Act, B.E. 2497, Section 7, states that “A man whose age is 21 years old and whose nationality is Thai according to law has a duty to serve in the military themselves” within the country and in line with Thailand's military strategy in two years. Such an Act stipulates procedures for military service, starting with registering military personnel, receiving summonses, selecting personnel for active duty, calling troops, mobilizing troops, and demobilization. Therefore, it is known that military service is an important duty for Thai people. Every male of Thai nationality must know the duties and procedures prescribed by law regarding military service (Sriket, 2017).

#### The Policy of the Royal Thai Army

Army policy towards providing education for active duty soldiers of their lifelong learning: Military unit, there is a saying that in times of war, we are ready, and in times of peace, we are prepared. It seems to work well in every era. Because in the war, one of the main factors that boost the morale of the troops is the abundance of grain, vegetables, and food, simply called "food supplies," to nourish the troops to go out and fight at full strength. In the history of warfare around the world, it can be seen that guerrillas organized to rob rival supply convoys. It is a great way to undermine the strength of the army. The logistics of the supply train were a secret known only to a select few. As the royal speech of Napoleon Bonaparte the mighty commander-in-chief of France said: “An army marches on its stomach.” Soldiers eat well and have the strength to fight. When supplies are insufficient to support soldiers, it can determine the fate of winning and losing in one fell swoop (Sajjathorn T, 2024).

Due to the Ministry of Defense, having a necessary reason to postpone the scheduled release of active duty soldiers to develop the selection process for military service in the regular army towards the volunteer military system by allowing regular soldiers who have completed their service to be released to continue to serve in the Royal Thai Army to replace the criteria. The practice schedule for postponing the time of discharge is as follows: military personnel who serve with diligence and have good behavior and are not more than 30 years of age in the year in which they will be promoted. They can apply to continue their service in the regular army to replace the draft call (The Government Royal Gazette, 2023). The "Ministry of Defense" explains the postponement of the release of "regular military soldiers (conscripts) due for active duty using a voluntary approach instead of a one-year conscript call, resulting in a decrease in the number of conscript calls and paving the way for a government service application system. Motivate soldiers who wish to stay received special privileges to enter the military school entrance exam. These soldiers, after being discharged, may be civilians or military personnel. They will have the knowledge and contacts to live a good life in society for the rest of their lives (Daily News Online, 2023).

The Spirit of a Military Teacher: “Military teacher” is another role of a person who transmits technology to the military that not everyone can perform. Everyone has the same basic goal: every active duty soldier must survive on the battlefield. Be qualified personnel of the armed forces and are citizens with honour in society. Therefore, all military teachers devote their hearts and minds to providing regular soldiers with knowledge on survival strategies on

the battlefield and morality and ethics as much as possible. They must be conscious of the spirit of being a military teacher in three ways: *Individuality*; most importantly, it must create unity, be a perfect military group, and be a good example for regular military soldiers; *High Values*; most military teachers must have a basic understanding of each regular army soldier's different backgrounds in family and social life; *Creating a Supportive Environment* To be a source of hope, a strong willpower, and a powerhouse of life that makes learning successful and happy every time to have creative thinking about their lifelong learning (Shengjun, Xiaonan, Meng, 2022). According to the Ministry of Defense's Civil Service Organization Act of 2008, the powers and duties of the Ministry of Defense are specified, and the duties of the Royal Thai Army according to Section 8, bracket 4, are to study, research, develop, and operate the defense industry and military energy on science and technology; country defense and space affairs; information and communications technology (The Royal Thai Army, 2020).

The 2<sup>nd</sup> Army Area of the Royal Thai Army Science and technology; country defense and space affairs; information and communications technology, in order to support the missions of the Ministry of Defense and national security, are administered and managed by the military commanders at each Army Area. Military commanders must prevent members of the armed forces under their command and other persons under their control from committing breaches of the Conventions and Additional Protocol I. When necessary, they must punish and report perpetrators of such breaches to competent authorities (The Royal Thai Army, 2020). The military commanders' values are the principles, standards, or qualities considered essential for successful leaders. Values are fundamental to helping people discern right from wrong in any situation (Médecins Sans Frontières, 2019). The Army has set seven values that must be developed in all army individuals: loyalty, duty, respect, selfless service, honour, and integrity (U.S. Army, 2020). Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization by providing direction, providing motivation, the mental resources or tendencies that shape a leader's conceptual abilities and impact effectiveness, direct leadership, organizational leadership, and strategic leadership for administering management to their regular military soldiers towards their lifelong learning and sustainability (Sewell, 2009). Army Area Policy and the Ministry of Defense of Thailand's National Security Strategy focus on safeguarding the nation by strengthening the armed forces, maintaining combat readiness, neutralizing the regional arms race among ASEAN countries, and modernizing the country's armed forces (Thailand Country Commercial Guide, 2023).

#### Lifelong Learning

Learning is an active process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world (Dewey, 1938; Piaget, 1964; Vygotsky, 1986). Educational researchers agree that learning is much deeper than memorization and information recall (Alexander, 1996). Deep and long-lasting learning involves understanding, relating ideas, and making connections between prior and new knowledge, independent and critical thinking, and the ability to transfer knowledge to new and different contexts (Commission of the European Communities, 2006). Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences (Gross, 2022). Learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (Ambrose et al, 2010). The change in the learner may happen at the level of knowledge,

attitude, or behaviour. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences. As a result of learning, learners come to see concepts, ideas, and/or the world differently (Greeno, 2006). Research was conducted in 1962 as an experiment in "learning in retirement" or "lifelong learning institute" to be inclusive of non-retired persons in the same age range (Formosa, 2019).

The concept of lifelong learning has been described as a process that includes people learning in different contexts. However, while the learning process can be applied to learners of all ages, there is a focus on adults who are returning to organized learning (O'Grady, 2013). Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons (Department of Education and Science, 2000). Research was conducted in 1962 as an experiment in "learning in retirement" or "lifelong learning institute" to be inclusive of non-retired persons in the same age range (Formosa, 2019). Another concept of lifelong learning focuses on holistic education, which has two dimensions, namely, lifelong and broad options for learning. These indicate learning that integrates traditional education proposals and modern learning opportunities (Qinhua, Dongming, Zhiying, et al., 2016). The Thai government has stated that the purpose of this order is to enable military officers to render their assistance in an effort to "suppress organized crimes such as extortion, human trafficking, child and labour abuses, gambling, prostitution, illegal tour guide services, price collusion, firearms, and lifelong learning for military personnel in military units. Though each army area is a whole, there are four army areas throughout Thailand (Ministry of Foreign Affairs of the Kingdom of Thailand, 2016), this type of learning is concerned with the development of human potential, recognizing each individual's capacity for it (Keith & Norman, 2013).

#### Research Context: Multilevel Model

Multilevel models (also known as hierarchical linear models, linear mixed-effect models, mixed models, nested data models, and random coefficients, random-effects models, random parameter models, or split-plot designs) are statistical models of parameters that vary at more than one level (Gelman & Hill, 2007). This causes the military personnel to lack creativity and a unique military culture. There is a command from top to bottom. Obey and strictly follow the orders of their superiors. There is practice without any real learning. Block the opportunity to express opinions in a directive manner and receive orders. It was found that only 37% of regular soldiers in the 2<sup>nd</sup> Army Area passed the exam to become a sergeant major or pursue a career in a skills enhancement programme when they were discharged. The researcher is therefore interested in studying multi-level factors that affect lifelong learning in military units, 2<sup>nd</sup> Army Areas, as a guideline for commanders to apply in developing lifelong learning in military units, 2<sup>nd</sup> Army Area to be effective to its fullest potential, concretely effective. It is a good image of the Army, which is beneficial to the further development of military units, the Royal Thai Army, and the nation were integrated on this research study.

## Research Objectives

1. To study multi-level factors that affect lifelong learning in military units, 2<sup>nd</sup> Army Area.
2. To create a multi-level model that affects lifelong learning in military units, 2<sup>nd</sup> Army Area.

## Research Methodology

Quantitative data survey research on 780 regular military soldiers' perceptions of their lifelong learning environments to 260 military teachers in seven individual and 98 commanders' organizational administration in seven factors to their achievement motivations (AM), lifelong learning attitudes (LLA), and relationships with surrounding military personnel (RSMP) using the five research instruments was assessed. A coefficient of determination is a statistical measure in a regression model that determines the proportion of variance in the dependent variable that can be explained by the independent variable with which the means' correlations were associated.

## Research Scope

*Personnel-level factors* include leadership, organization of teaching and learning behaviours and activities, use of teaching materials, measurement and evaluation, and individual interests.

*Organizational-level factors* include management, organizational environment, educational policy, administrative resources, participation of communities and network partners, systems for helping the underprivileged, and educational curriculum.

Quantitative research: survey research design

This survey research method allows us to gather critical insights from a target audience. This guide will walk us through the three main types of surveys: exploratory, descriptive, and causal. It's to help us determine the right approach and application to meet our research goals with quantitative research data.

Sample size

The sample size includes 26 military units under the 2<sup>nd</sup> Army Area in the 1<sup>st</sup> fiscal year 2023. The data providers include 98 commanders, 260 military teachers, and 780 regular military soldiers. The totalized sample consisted of 1,138 military personnel, calculated using the G\* Power program and multistage random sampling methods.

Research instruments

The Questionnaire on Military Teacher Inventory (QMTI)

The 35-item Questionnaire on Military Teacher Inventory (QMTI) includes five factors, namely: Leadership (LEA), Organizing Instructional Activities (TEA), Using Media and Instructional Technology (AID), Monitoring and Evaluation (EVA), and Individual Interests (INT), each factor contains seven items with five options: *Always* (5), *Often* (4), *Sometime* (3), *Rarely* (2), and *Seldom* (1) levels.

### The Organizational Policy Factors for Military Lifelong Learning (OPFMLL)

The 49-item Organizational Policy Factors for Military Lifelong Learning (OPFMLL) includes seven factors, namely: : Administrative Management (ADM), Organizational Classroom Environment (CLT), Educational Policy (EPO), Administrative Resources (RES), Participating Communities and Network Partners (PAR), Helping Underprivileged System (SUP), and Educational Curriculum (COU), each factor contains seven items with five options.

The Military Achievement Motivation (MAM), the Military Lifelong Learning Attitude (MLLA), and the Relationships with Surrounding Military Personnel (RSMP)

The Military Achievement Motivation (MAM), the Military Lifelong Learning Attitude (MLLA), and the Relationships with Surrounding Military Personnel (RSMP) research instruments were invented in a short version, which includes seven items with five options: Very Agree, Agree, Neither Agree nor Disagree, Disagree, and Very Disagree levels.

### Data Analysis

Statistically significance was analyzed with item means, standard deviation, variance, grant means, the intercorrelation nature factor of Pearson correlation, the internal consistency (Conbach alpha reliability) coefficient ( $\alpha$ -reliability), and the F-test for the research instruments' validity and reliability. Associations with grant means of independent and dependent variables were analyzed with simple and multiple correlations, standardized regression weight (multiple regression) validity, and determination coefficient predictive value.

### Limitations

We acknowledge two key limitations of our design and findings. Modified the quantitative survey research was designed to identify factors affecting lifelong learning for military personnel in military units under the 2n Army Area Policies. This is a particular type of research design using the multi-level model, where the primary method of data collection is a survey. Associations with individual teaching factors' military teachers and commanders' organizational factors with regular military soldiers' perceptions of their achievement motivation, lifelong learning attitude, and relationships with surrounding military personnel in their lifelong learning under the Royal Thai Army were assessed.

## Research Findings

### 1. Multi-level factors affecting lifelong learning in military units, 2<sup>nd</sup> Army Area.

Overall and each aspect had average levels at a moderate level. Arranged in order as follows: (1) organizational level factors (2) personnel level factors.

### 2. Results of analysis of the relationship between multi-level factors and lifelong learning outcomes of military units, 2<sup>nd</sup> Army Area.

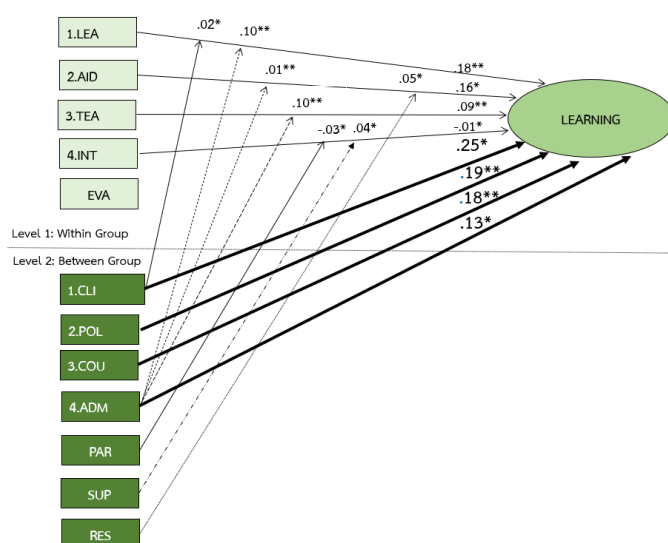
#### 2.1 Personnel factors

It was found that the variables had a positive relationship with lifelong learning in military units, 2<sup>nd</sup> Army Area with statistical significance at the .01 level include leadership, organizing teaching and learning activities, respectively with statistical significance at the .05 level including the use of teaching media and equipment.

## 2.2 Organizational factors

It was found that the variables had a positive relationship with lifelong learning in military units, 2<sup>nd</sup> Army Area with statistical significance at the .01 level include educational policy, educational curriculum, respectively with statistical significance at the .05 level including the organizational atmosphere and management.

Multi-level models of personnel level factors and organizational factors that affect lifelong learning in military units, 2<sup>nd</sup> Army Area appears as shown in picture 1.



**Figure 1:** Multi-level model that affects lifelong learning in military units, 2<sup>nd</sup> Army Area.

**Table 1.** Associations between teachers' perceptions of their individual teaching factors with the QMIT and regular military soldiers' perceptions of their lifelong classroom learning with the MAN, MLLA, and the RSMP

Dependent variable	Statically analysis	Independent variable (Five factors of the QMTI)				
		LEA	TEA	AID	EVA	INT
The Military Achievement Motivation (MAM)	Simple correlation (r)	0.606***	0.573**	0.629***	0.518***	0.478***
	Linear regression (β)	0.522***	0.479***	0.524***	0.398***	0.274**
	Multiple correlation (R)	0.680**				
	Coefficient of determination predictive value (R <sup>2</sup> )	0.462**				
The Military Lifelong	Simple correlation (r)	LEA	TEA	AID	EVA	INT
		0.492***	0.408***	0.359***	0.367***	0.196**



Learning Attitude (MLLA)	Linear regression ( $\beta$ )	0.252**	0.213**	0.204**	0.209**	0.172*
	Multiple correlation (R)	0.639**				
	Coefficient of determination predictive value ( $R^2$ )	0.408**				
		LEA	TEA	AID	EVA	INT
The Relationships with Surrounding Military Personnel (RSMP)	Simple correlation (r)	0.568***	0.289***	0.401***	0.433***	0.141*
	Linear regression ( $\beta$ )	0.325***	0.204**	0.306***	0.317***	0.108*
	Multiple correlation (R)	0.649**				
	Coefficient of determination predictive value ( $R^2$ )	0.422**				

$N_i=260$ ,  $N_d=780$ , \* $p<.05$ , \*\* $p<.01$ ,  $p<.001$

**Table 2.** Associations between commanders' perceptions of their organizational factors for lifelong learning with the OPFMLL and regular military soldiers' perceptions of their lifelong classroom learning with the MAN, MLLA, and the RSMP

Dependent variable	Statically analysis	Independent variable (Seven factors of the OPFMLL)						
		ADM	CLT	EPO	RES	PAR	SUP	COU
The MAN	Simple correlation (r)	0.826* **	0.571* **	0.565* **	0.247*	0.469* **	0.649* **	0.625* **
	Linear regression ( $\beta$ )	0.919* **	0.423* **	0.401* **	0.177*	0.235* *	0.543* **	0.440* **
	Multiple correlation (R)	0.826***						
	Coefficient of determination predictive value ( $R^2$ )	0.682***						
		ADM	CLT	EPO	RES	PAR	SUP	COU
The MLLA	Simple correlation (r)	0.520* **	0.866* **	0.730* **	0.257*	0.511* **	0.900* **	0.797* **
	Linear regression ( $\beta$ )	0.390* **	0.611* **	0.561* **	0.159*	0.308* *	0.760* **	0.568* **
	Multiple correlation (R)	0.865***						
	Coefficient of determination predictive value ( $R^2$ )	0.748***						
		ADM	CLT	EPO	RES	PAR	SUP	COU

The RSMP	Simple correlati on (r)	0.540*	0.729*	0.839*	0.289*	0.544*	0.797*	0.890*
		**	**	**	*	**	**	**
	Linear regressio n ( $\beta$ )	0.380*	0.563*	0.627*	0.198*	0.239*	0.584*	0.701*
		*	**	**		*	**	**
	Multiple correlation (R)	0.842***						
	Coefficient of determination predictive value ( $R^2$ )	0.709***						

$N_i=98$ ,  $N_d=780$ , \* $p<.05$ , \*\* $p<.01$ ,  $p<.001$

The multiple correlations R are significant for lifelong learning factors' forms of the QMTI and the OPFMLL and show that when the factors are considered together, there are significant ( $p<0.05$ ) associations with the regular military soldiers' achievement motivation (MAN), and lifelong learning attitude (MLLA) towards their relationships with surrounding military personnel (RSMP). The  $R^2$  values indicate that 46%, 41%, and 42% of the variance in regular military soldiers' achievement motivations, lifelong learning attitudes, and relationships with surrounding military personnel is due to their personnel teaching factors towards their military teachers, respectively. The determination coefficient predictive ( $R^2$ ) values indicate that 68%, 75%, and 71% of the variance in regular military soldiers' achievement motivations, lifelong learning attitudes, and relationships with surrounding military personnel to their military units towards their commanders' organizational factors for lifelong learning abilities to their OPFMLL in the 2<sup>nd</sup> army area under the Royal Thai Army are correlated significant ( $p<.05$ ), respectively.

## Discussion

Modified the survey research was designed to identify factors affecting lifelong learning for military personnel in the military units under the 2<sup>nd</sup> Army Area Policies. Surveys are used as multi-level modelling by researchers to gain a greater understanding of lifelong learning for military personnel in military units' individual groups' perspectives relative to the factors affecting particular concepts. Individual-level factors include leadership, organization of teaching and learning activities, use of teaching materials, measurement and evaluation, and individual interests. Organizational-level factors include management, organizational environment, educational policy, administrative resources, participation of communities and network partners, systems for helping the underprivileged and educational curriculum. The effects of both factors affecting military personnel in their lifelong learning, individual outcomes, and the multi-level model of military types of variables may be estimated, monitored, and evaluated.

This research study was designed in the quantitative realm to outline how data will be collected and analyzed with methods like our survey research, depending on research goals. Quantitative data analysis employs statistical techniques for processing and interpreting numeric data (The Experience Journal, 2017). This research collects statistically significant information from existing and potential customers using sampling methods and sending out online surveys, and questionnaires. Inventing the five research instruments to the perceptions of regular military soldiers of their responses on achievement motivation, lifelong learning

attitude towards their relationships with surrounding military personnel inventories were dependent variables. Their perceptions' lifelong learning environments at the 98 military units in the 2<sup>nd</sup> Army Area under the Royal Thai Army' policies to relate the five individual factors of the military teachers' teaching and the seven organizational factors' administration and management by the military commanders with mean correlations were associated.

R-squared is a goodness-of-fit measure for linear regression models. This statistic indicates the percentage of the variance in the dependent variable that the independent variables explain collectively. R-squared measures the strength of the relationship between our model and the dependent variable on a convenient 0 - 100% scale (Frost, 2016). After fitting a linear regression model, we need to determine how well the model fits the data. It makes sense that good research's results of explain how changes in the independent and dependent variables are associated. There are several key goodness-of-fit statistics for regression analysis. In this analysis, we'll examine R-squared ( $R^2$ ), highlight some of its limitations, and discover some surprises. For instance, small R-squared values are not always a problem. In these research results, we have never seen a regression model with an  $R^2$  of 100%.

The results of this research study indicate that 46%, 41%, and 42% of the variance in regular military soldiers' achievement motivations, lifelong learning attitudes, and relationships with surrounding military personnel is due to their individual teaching factors towards their military teachers, respectively. These means, some feelings of the regular military soldiers who were trained and practiced by the military teachers' behaviours and characteristics are the leadership, management of their organizing instructional activities, to be able to use the media and instructional technology, especially they can assess on their monitoring and evaluation, and individual interests towards their military teachers in lifelong learning environments. However, although the military teachers' behaviours in their lifelong teaching curricula have an  $R^2$  value less than 50%, significantly, this means they are just harder to predict than things like lifelong teaching curricula processes. Statistically significant coefficients continue to represent the mean change in the dependent variable given a one-factor shift in the independent variable, clearly.

Focused on The determination coefficient predictive ( $R^2$ ) values indicate that 68%, 75%, and 71% of the variance in regular military soldiers' achievement motivations, lifelong learning attitudes, and relationships with surrounding military personnel to their military units towards their commanders' organizational factors for lifelong learning abilities in the 2<sup>nd</sup> Army Area under the Royal Thai Army are correlated significant ( $p < .05$ ), respectively. These results show a high  $R^2$  is necessary for precise predictions. The fitted multi-level modelling survey the association between independent and dependent variables, which means, in regression, the  $R^2$  coefficient of determination, is a statistical measure of how well the regression predictions approximate the regular military soldiers' achievement motivations, lifelong learning attitudes, and relationships with surrounding military personnel to their military units towards their commanders' organizational factors for lifelong learning abilities are satisfied positive real data on seven organizational army policies' factors.

The Thai military has played an important role in politics and economics throughout the 89 years on the path to Thai democracy. In the Royal Thai Army's strategic plans for all branches of the armed forces, national security threats will appear. This will lead to the determination of the scope of power, duties, and responsibilities of the armed forces (Tanjaphatkul, 2021). Thailand conscripts approximately 100,000 people per year and has a regular army (or conscripts) of approximately 130,000 military personnel, which will require

a budget of approximately 16,000 million baht per year (Lakkanaadisorn, 2023). Although the Royal Thai Armed Forces has a military management policy consisting of managing the resources of the Royal Thai Armed Forces to be modern and developing the capabilities of personnel to be able to support changes in technology, as well as being able to perform work according to the position efficiently, use the budget economically, be worthwhile, transparent, and auditable, adopt a work style according to the guidelines of the “New Way of Life Base” to be applied appropriately, and develop sustainable lifelong learning, special Royal Thai Army policy, section 4, stipulates that the development and improvement of the curriculum/teaching activities and the positions of life of military soldiers under the base of a new way of life, such as improving English and knowledge of the positional modern of the world in the era of automation (IT), cultivating the ideology of being a professional soldier and loyalty to the monarchy, including considering the use of distance learning through connections in various systems (Department of Military Communications, Ministry of Defense, 2020). Thailand was a country where the military was above the civilian government. At times, elected civilian governments appear to be walking among minefields. If the government takes the wrong step, it may have negative consequences for that government. This causes many elected governments to implement various policies to maintain relationships with 'The King's Soldiers'; they were able to continue walking under such a fragile relationship, carefully. Paul thinks that the recent military reforms in Thailand occurred in order to strengthen the military's power. It is not to increase the efficiency of the army in any way (Chambers, 2024).

The trend 'Why do regular military soldiers have it?' has returned again in the online world. A travel clip on the issue 'What are the regular military soldiers for?' which is an experiment in life as a border soldier. This resulted in a lot of criticism. And society has come back to question the issue of soldiers and the army again. Thailand began to draft military personnel into the country for the first time. Since the Paknam Crisis, R.S. 112 (1893), in which the French army clashed with Siamese soldiers at the mouth of the river, it is considered a very important period in Siam's history and is like the origin of the modern army in Thailand (Sirisawaswattana, 2024). China continues to develop its military and attempts to challenge the United States, which is an old superpower. Such a conflict could have an impact on Thailand's future stability; therefore, abolishing the military altogether would be impossible in a world filled with conflict from every direction (Engvell, 2024).

Immediately, the policy of the Ministry Defense of Thailand's army for lifelong learning for military personnel to give priority to driving forward the Royal Thai Government's immediate policy in order to continue driving the country under the government's policy of “Unifying Thailand, Building the Nation” and develop the Ministry's potential to be able to integrate with all sectors through adapting on the form of operation to support the long-term infection control. The Ministry shall strive for the tangible outcomes of immediate policies, which comprise of strengthening the country's security and safety, reforming the armed forces and promoting good governance, and supporting the government's effort in resolving major problems of the country. Maintain continued support for addressing major national problems, development of quality of life for the people, military personnel in their lifelong learning and reduction of social inequality, lack of national unity are provided (Chan-o-cha, 2022).

## Recommendation

### 1. Suggestions for applying research results

1.1 A program should be prepared or any project to develop military teachers in military units to have specific characteristics, such as creating leadership development courses. Because the results of the research found that military teachers with age education level work experience and the length of service is different. The impact on lifelong learning is no different.

1.2 A multi-level model of factors affecting lifelong learning in military units should be used. The 2<sup>nd</sup> Army Area is used as a framework for developing lifelong learning for military units. Because the results of the research found that, the developed multi-level factor model is consistent with empirical data. The aim is to develop factors that have a positive influence on lifelong learning in military units. The two factors used in the study are individual level factors. and organizational factors

### 2. Suggestions for next research

2.1 Further research should expand the results of lifelong learning studies at various military levels and Army level. To compare factors at different levels of the Army and the overall picture of the Army. Help develop lifelong learning in a systematic and sustainable manner.

2.2 Your next research should be in-depth research and may change the research format to another type, such as using experimental research methods or qualitative research methods by modeling or ready-made textbooks. To find ways to develop lifelong learning for active duty soldiers.

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