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Change Model of Attributes of Students in Terms of Discipline, Sufficiency Living and Public Mind From Character Education Activities

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Abstract

Many schools in Thailand are finding how to evaluate the student’s behaviors according to the student’s characteristics in the main curricula of the Office of the Basic Education Commission. The researchers used a theory-driven evaluation approach for evaluating character education activities in the lower secondary education. The second step of this research is to model the change of the attributes of students in terms of discipline, sufficiency living and public mind from character education activities. This model uses the operating method of Chen (1990), which is an integrative approach that integrates the social-science approach with the stakeholder approach. This approach is made from the tree theory by synthesizing data from the analysis of documents, literatures and interviews with the directors and teachers responsible for character education under the Office of the Basic Education Commission Central Region in six schools. The result found will be used in designing of the program theory of the character education in terms of discipline, sufficiency living and public mind for the evaluation of the character education.

Keywords: change model, discipline, sufficiency living, public mind

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1. Introduction

Many schools in Thailand are finding how to evaluate the student behaviors according to the student characteristics in the main curricula of the Office of the Basic Education Commission. The researchers used a theory-driven evaluation approach for evaluating character education activities in the lower secondary education. The

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second step of this research is to model the change of the attributes of students in terms of discipline, sufficiency living and public mind from character education activities.

2. Development of a change model

The researchers developed a change model of the character education activities in terms of discipline, sufficiency living and public mind from the program theory of Chen (1990) using the integrative approach that integrated the social science and the stakeholder approach. As for the social-science approach, it was derived from the analysis of the tree theory of win (2000), and synthesized with the stakeholder approach in which the data were obtained from the analysis of documents, literatures and interviews with the directors and teachers responsible in the character education activities for the schools under the Office of the Basic Education Commission Central Region in six schools. Each school was comprised of one person in the managerial position and one teacher responsible in the character education activities for the secondary school students. The researchers select schools with a wide range of activities that have been awarded a variety of the character education activities for the secondary school students and ready to share their information. The researchers synthesized these data together with the report of the results found of the character education activities of the schools and literatures which were related to the tree theory, which was a book called the ‘Tree theory’. The research and development of the individuals (Duagduen Phantumna win, 2000), a book called ‘The teacher to instill ethics to students’ (Duagduen Phantumna win, 1983), an article about a new approach in the development of the mind and behavior of the secondary school students (Duagduen Phantumna win, 1987). The researchers checked the quality of the models from experts in evaluation using the theory driven evaluation and the committee responsible for the character education activities for the schools in six schools by investigating in terms of the accuracy, suitability, feasibility and the usefulness.

2.1. Tree theory

The tree theory has three parts: the flower and fruit of the tree, the trunk and the root. The first part is the flower and fruit which shows good behaviors, omits bad behaviors and works diligently, working behaviors for the public. This first part is a type of behaviors that is integrated into a good citizen and that is conducive to the development of the country and diligently operating their duty. The results of good characters are caused by two groups of mental characteristics; the first group is the trunk of the tree which is comprised of five parts: (1) moral reasoning (2) future orientation and self-regulation (3) locus (4), achievement motivation, and (5) attitudes, ethics and values (related to the behaviors). If you want to understand, explain, predict and develop the behaviors of any kind, you will require using some or all of the five parts together to get the best results. The third part of the tree theory is the roots of a tree which is the second mental characteristic, which has three aspects: (1) intelligence, (2) social experiences, and (3) mental health in which this mental aspect may be used as a cause of the mental development of five aspects of the tree trunk. It can be said that an individual must have the basic mental characteristics of three aspects in higher level which is suitable to the age to be the person ready to develop the five aspects of the mental characteristics at the trunk of the tree. These five mental characteristics will automatically develop if a person is mentally ready in the third aspect mentioned. If the person is also ready, he or she will be willing to accept certain mental development in these five areas by other means as well. Therefore, the eight basic mental characteristics shall be a cause of the behaviors of the good persons, i.e. skillful persons in Thai society (Duagduen Phantumnawin, 2000)

2.2. The change model of the discipline behaviors from the character education activities of discipline such as scouts or Red Cross youth.

Character education activities of the discipline such as scouts or Red Cross youth, flagpole activities and orderly row of student training activities have a purpose to provide students with the social skills, the discipline characteristics. The most important determinant of the discipline characteristics is an achievement motivation which is one of the mental characteristic aspects of the trunk in the tree theory that causes the discipline behaviors. The
practice of discipline can be done by adopting a method of scouting activities applied in everyday life of students using the lineup training to students of the whole school with a team of senior and younger students and use positive reinforcement to students who follow the discipline and negative reinforcement to discipline students who do mistakes. For the role of the teacher to make students to have a change in their behaviors, they should explain a major reason for the discipline and the benefits of self-discipline and society that will happen in the future. The group meeting can provide an opportunity for students to have the freedom of thought from the information of the teacher. The Technical Working Group is for senior students to act as a role model for the younger students to act in various disciplines, for the younger students to see as the prototype and inspiration to act as the mentioned prototype, and for the senior students to guide the younger students in the disciplinary activities of the school, to simulate the copycat behavior. Once students conduct and practice discipline regularly, they will become familiar with the discipline of the school and turn into a habit. Another important role of the teacher is to support the reinforcement of positive and negative energy which is an essential tool for students to have freedom to choose according to the discipline of the school due to the adoption of positive reinforcement. On the other hand, the penalties will be incurred in the violation of the discipline so that they avoid a breach of discipline. Teachers should be reasonably modest in the reinforcement technique in order to change students’ characteristics. All techniques cause students to become familiar with discipline and concern with the value of discipline that will occur to the students and the school has foreseen the benefits that will happen to it in the future. It is the creation of the achievement motivation for students as one of the mental characteristic aspects of the trunk of the tree theory that produces the flowers and fruits, which is disciplinary behaviors such as punctuality, responsibility and so on.

2.3. The change model in the sufficient living behaviors of the character education activities of sufficient living such as the saving activities, the sufficient economy and the integration of the sufficiency economy classes etc.

The purpose of character education activities of sufficient living such as the saving activities, the sufficient economy and the integration of the sufficiency economy classes etc. is to train students to learn to save the money for future use. That is a practice of spending the wealth generating a characteristic of sufficient living in the students. The significant determinant of this characteristic is the future orientation control which is one of the mental characteristic aspects of the trunk in the tree theory that is a cause of the sufficient behaviors in the group of “the club” keeping the momentum in students to lead to an undesirable result. These activities can enable students to see the importance of the sufficiency living, reasonable control spending and careful spending behavior in order to have enough money to save according to their objective. The teachers operate these activities by explaining the importance and the benefits of the activities to students and motivating the students who participate in activities regularly by rewarding them. Another essential saving operation is the parent meetings, explaining the purpose and the method of activities to the parent so that they know and act correctly as the parent’s role, which allow parents to motivate and encourage students to do the activities consistently. It is the concept of the participative management that is managed by the organizations or a stakeholder involved in the decision-making process, creativity and expertise in managing objectives or solving various problems. Upon implementation of the above method, the essential determinant will occur in which the students will see the importance of savings and have reasonable control of spending and saving behavior in order to have enough money to save as their targeted savings. The behavior is the characteristics of sufficient living.

2.4. The Change model in the public mind behaviors of the character education activities of public mind such as the school development activities, scouts or Red Cross youth and surrounded school community cleaning activities.

The character education activities of public mind such as the school development activities, scouts or Red Cross youth and surrounded school community cleaning activities aim to help students to sacrifice strength to help in the school work and teamwork. The essential determinant is a moral reason, which is one of the mental characteristic aspects of the trunk in the tree theory that is a cause of the public mind behaviors in the group of "supporting
factor”. This factor is a moral to remind people to take into account the common good and to motivate others at the same time with regard to personal gain by being complementary to each other in different ways and not taking advantage of others. The method of the activities is that the teachers should explain the reason and the importance of the activities and the importance of the public mind and motivate students to sacrifice to clean. Creating an atmosphere of synergy between the activities in unison is also important in creating the public mind characteristic that is operated by all of the students gathered to clean with the homeroom teachers participated in the activity and with positive reinforcement by rewarding students who are responsible. Implementing such an approach will help students develop the school as they see the values and benefits of the cleanliness. The change in various public mind behaviors occurs such as the activities of the voluntary schools, assisting teachers, helping a friend work as contended etc.

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