Strategy to Develop Desirable Student Qualities for Mahasarakham Province by Using Educational Research Network

Chalard Chantarasombat
Faculty of Education, Mahasarakham University,
Kantharawichai District, Mahasarakham 44150, Thailand

Abstract: The experimental model of developing desirable student qualities is consistent and appropriate in providing desirable student qualities within the projected success level. The model helps create innovations in knowledge management, analysis of current educational situations, team preparation, motivation techniques, awareness, participation in evaluations, participation in planning processes, applying the processes to create development, follow up assessments and the exchange of knowledge. The success of the model is a combination of experimental models and successful experience of previous methods such as participation strategies, learning from practices, social movements and public communication programs and most important is the development of desirable student qualities. The overall evaluations from teachers, students and parents are highly positive to the results of desired student qualities that were obtained from the program. Students gained discipline towards themselves and to others, the students responsibilities were increased, skills in working as a team were elevated and the program helped students to enjoy reading. The teachers, students and parents also agreed that the positive results stem from the success of the 4 strategies implemented, which are strategies in building participation, strategies to create learning systems, strategy in using public communication mediums and strategy in using social developments. These strategies along with other supportive activities, which were continuously carried out, greatly improved the activities that were ineffective or processes that lacked continuation.

Key words: Education, development, desirable, qualities, research, network, Mahasarakham

INTRODUCTION

Education developments are needed to meet the needs of society and raise the quality of life, which should be free from violence and social injustice. The reforms are needed to protect society from dangers and insecurity by creating people that have morality and good ethics. However, most educational reforms in Thailand only follow Western civilization plans and are now finding that the Western policies cannot solve many Thai social problems and new reforms are needed (Praporn, 2004). Many of today's students believe that they are not in control of their lives. They feel victimized by an enormous amount of social disruption, yet they are expected to be extremely autonomous. They look at a society, where the family is under siege and where trying to find the main stream amounts to chasing a moving target. They wish to explore their personal value systems, because they want to forage a more reliable set of connections to the culture than those that they presently have. Virtually all these students feel less connected to their families, neighborhoods, churches and workplaces than their parents and grandparents felt at their age; as a result, they are often lonely and disoriented (Davey, 2001).

MATERIALS AND METHODS

This research is a Participatory Action Research (PAR) with the aim of: to develop a strategy to develop desirable student qualities in regards to good virtue, where students have discipline in themselves and to others. Have responsibility to themselves and to others. Have skills in working with other people and learning to love and enjoy reading in elementary and secondary schools. To compare the desirable student qualities after the first development. To assess the satisfaction of developing desirable student qualities by teachers, fellow students and parents. To study the relationship of the assessment of developing desirable student qualities by teachers, students, parents and friends.

Data analysis: Data analysis was performed by gathering results from questionnaires and the data analyzed via computer program to provide a descriptive analysis of research results. The research areas include three educational institutions of primary and secondary schools, where the selected sampling group was made up from 230 primary levels 4-6 and secondary levels 1-3.

An additiona 365 students at the secondary level 3 was also included in the study from participating schools within Mahasarakham. The research was conducted within the educational year of 2008 during the 1st semester.

RESULTS AND DISCUSSION

Model of developing desirable student qualities
Step 1: Study the current situation and problems and prepare the research team so that a joint research team is created with high qualities and detailed assignments, where every member has a part to do from the beginning until the end of the project.

Step 2: Create awareness and motivation in team members to participation in evaluation, learning as a group and promoting initial participation and developing, it further until members are wholehearted and volunteer their participation in the project.

Step 3: Planning and development team are involved. To develop the potential of the team to learn together and participate in the preparation of development projects that look you desire of students.

Step 4: Applying, the model and practices to use according to the agreement of the plan to apply in the operations and development.

Step 5: Monitoring and assessment of the development project so that the processes are accordingly to the aim of the project. The monitoring and assessments are done at the local of schools to provide a closer and more realistic follow up of progress together with the schools teachers and team members.

Step 6: Exchange of knowledge and results between schools to create improvements and provide a better understanding of effective processes.

The experimental model that was applied to develop desirable student qualities is a strategy that is consistent and appropriate in providing the expected progress. The development forms the framework for research ideas and concepts from the analysis of the results of international qualifications. Both in knowledge management in community organizations and techniques used to develop human qualities. For example, the model helps create innovations in knowledge management, analysis of current educational situations, team preparation, motivation techniques, awareness, participation in evaluations, participation in planning processes, applying the processes to create development, follow up

assessments and the exchange of knowledge. The success of the model is a combination of experimental models and successful experience of previous methods such as participation strategies, learning from practices, social movements and public communication programs and most important is the development of desirable student qualities. All these strategies conform with the research of community knowledge management (Chantarasombat and Boonchom, 2007), where research results concluded that successful knowledge management in schools is derived from the individual responsibilities of community groups in the management of knowledge by creating knowledge, categorizing the knowledge, storing the knowledge, applying the knowledge, exchanging the knowledge and assessment of the end results to create improvements. The success of the experimental model is also contributed the fact that the sampling group was satisfied with the process at a very high level, students and team members were eager to participate, the research team implemented effective procedures, good teamwork and the driving force behind all of this is the community's knowledge management center.

Comparing the development of desirable student qualities after initial development: The comparison of the developed desirable student qualities between the educational zone 1 and 3 is that the overall statistic is significantly 0.1 higher prior to development. All of the desirable student qualities were significantly higher at 0.1 each. The quality of personal discipline and to others, the responsibility to oneself and to others, group skills and love o reading were according to the hypothesis, which is consistent with the levels of development according the theory of developing ethical behavior. This level of development is where the ethical behaviors of teenagers and youths will gradually increase in which ethics will advance along with the development of knowledge (Kohlberg, 1976). The ethics are developed in a manner consistent with the development of understanding, where anything good or bad, what should or should not, required the use of reasoning, logic and spatial abstract thinking.

Assessing the satisfaction of developing desirable student qualities by teachers, fellow students and parents: Teachers need to develop assessment literacy and create a balance between assessment of learning and assessment for learning. Assessment of learning provides achievement status at a point in time, usually at the end of the learning process for grading or public record keeping. Assessment for learning focuses on student-involved assessment that promotes achievement during the learning process (Melograno, 2006).

The overall evaluations from teachers, students and parents are highly positive to the results of desired student qualities that were obtained from the program. All were in agreement and approved that students gained discipline towards themselves and to others, the students responsibilities were increased, skills in working as a team were elevated and the program helped students to enjoy reading. The teachers, students and parents also agreed that the positive results stem from the success of the 4 strategies implemented, which are strategies in building participation, strategies to create learning systems, strategy in using public communication mediums and strategy in using social developments. These strategies along with other supportive activities, which were continuously carried out, greatly improved the activities that were ineffective or processes that lacked continuation. Other success factors include appropriate processes that had a target success rate of at least 80%. Therefore, creating a clear development path and all of the committee representing teachers, students and parents, selfless commitment and devoted time to developing the criteria for achieving the specified goals.

The relationship of the assessment of desirable student qualities by teachers, students, parents and friends: Positive results from the assessment of desirable student qualities by teachers, students and parents were made possible because of the perspectives that they have.

Teachers, students and parents witnessed the desirable qualities at first hand, which made the evaluation easier and less complicated. The positive evaluation of desirable student qualities is consistent with past research of the promoting of activities to develop moral concepts and proper ethics in secondary schools in the Province of Burirum. The initial results were not effective during that research because students were bored and didn't participate with full cooperation to the moral precepts and ethical behaviors inserted into the curriculum. The reason for the failure of initial developments indicated that teachers overreached the process by inserting too much and too many moral and ethical teachings at every level and each individual class. Student's lack of cooperation was mainly because they didn't realize the importance of these activities and the teachers lacked true knowledge and techniques in imparting moral ethics and good behaviors. To tackle the problem, the schools enrolled teachers in seminars and training courses that provided knowledge in moral concepts and ethical behaviors. The teachers were also equipped with training in using new techniques to insert the knowledge. More advanced media were used in teachings and regular motivational speeches and seminars and activities were arranged to create enthusiasm so that the students finally gave their full cooperation and understood the importance of morality and ethics. These progresses were made also because of expanded funds provided by the schools to arrange activities, camps, seminars and hire special tutors or experienced professionals to convey moral and ethical behaviors to students.

The exciting activities led to the participation among students, teachers and the local community. Activities to cultivate students' moral ethics are special events in addition to teaching and learning environment within the school environment by encouraging students to have moral ethics is an important issue. Activities in camps cannot be provided at all levels. Some students lack the interest and not eager to participate in school activities by solving problems. But when teachers, students and parents are united and participate in the process, the outcome was highly approved and appreciated.

CONCLUSION

Students of Mahasarakham Province have benefited from the educational research network, where they have gained discipline in themselves, with others, have responsibility to themselves and others have skills in working with people and love to read. The results have been possible by the implementation of the experimental model and developing strategies to develop desirable student qualities. The 6 steps or processes included in the model are: study the current situation and problems and prepare the research team. Create awareness and motivation in team members to participate in development processes. Planning and development team are all fully involved. Applying the agreed models and practices. Monitoring and assessment. Exchanging of knowledge between groups.

SUGGESTIONS AND RECOMMENDATIONS

Research results from this study should be analyzed to find the coefficient equation to predict so that the desirable student qualities are in line or match the context of local areas and schools.

Research studies in developing desirable student qualities should be expanded to include a larger sampling group and the developed innovations that were created, utilized with sincerity and continuously so that the development benefits and conforms to the different sizes of schools.

Teachers should organize teaching activities and classes to include the processes in developing desirable student qualities. Further improvements to the process can be done by being good examples for their students and lead their students in the various educational activities.

Other desirable qualities that students should have should be included in extended research such as, the student's punctuality, compassion, students strive for knowledge and dependency.

Further research analysis of developing desirable student qualities should be expanded and tested on a wider scope including individual educational levels, schools and provinces so that a clearer and comprehensive understanding can be realized.

Future research should be involved in analyzing the different school sizes and compare the research results to find the coefficients so that the results meet local context and conditions.

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