



Prototype School on Development of Morals and Ethics for Early Childhood in the 21st Century

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Article info

Article history:

Received: 29 January 2023

Revised: 19 April 2023

Accepted: 27 April 2023

Keywords:

Moral and ethics, Physical literacy, Outcome mapping, Early childhood

Abstract

This research aimed to develop an outcome mapping workshop, assesment criteria, and quality assessment of prototype school on the development of morals and ethics for early childhood in the 21st Century. The participants were boundary partners from 4 schools under the Nakhon Nayok Primary Educational Service Area Office, Nakhon Nayok Province, Academic Year 2021, consisting of 20 people; 14 direct partners and 6 strategic partners. Participants were selected by using purposive sampling technique. The participants attended a 2-day outcome mapping workshop for the prototype school on the development of morals and ethics for early childhood in the 21st century. Then, the appropriateness of the outcome mapping workshop was examined in order to investigate the efficiency and effectiveness, and ensure standards of accuracy, suitability, feasibility, and advantages. Qualitative data were analyzed using content analysis and quantitative data was analyzed using basic statistics including percentage, mean, and standard deviation.

The results showed that prototype school on the development of morals and ethnics for early childhood in the 21st century consisted of 3 major steps and 12 minor steps. The evaluation criteria for the prototype school on development of the morals and ethics of early childhood in the 21st century consisted of 17 indicators, 88 practical criteria. The quality of the outcome mapping workshop consisted of two components: 1) the efficiency and effectiveness based on weight of assesment cirteria before and after the experiement according to the pre and post experiment increased; and 2) the verification of the results and evaluation criteria for standardized outcome mapping was accurate, suitable, and feasible. The overall usefulness was scored at a very good level.

Introduction

The heart of the development of every society is the development of human resources or people in society. Enhancing people in society to have desirable

characteristics is an important factor in the development of the country. The Thai government has given importance to morality and ethics promotion and set goals for the development of Thai people with four desirable

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virtues, namely “Sufficiency, Discipline, Honesty, and Volunteering”. These virtues can help people progress in life as well as make the society truly peaceful. Moral and ethical instilling should begin at a young age (Callahan, 2004) because children will be the strength of the country in the future (Sirima Pinyoanantapong, 2002). It is important and necessary for children to have self-discipline. Having self-discipline is important to oneself, family, society and nation. If people live together with discipline, they will make the society peaceful and progressive. Especially, if learners have self-discipline, they will understand the lesson and become successful in learning (Duckworth and Seligman, 2005).

Schools are the best place of moral and ethical reinforcement (AMA Wire, 2018) where teachers are key leaders in the education system (Puhan, Lakshmi Pririyam, and Santosh, 2014). However, in the past it was found that the implementation of Thailand's policies and strategies lacked full participation with boundary partners and they did not recognize the importance nor had cooperation. Thus, moral and ethical problems cannot be solved sustainably. In addition, teachers lack knowledge of how physical literacy is essential to help children learn through play successfully. Singer (2006) said that play helps develop creativity and children's natural traits, which is consistent with Whitehead (2016) and Penny & Chandler (2000) that children who are physically intelligent will not only be physically and mentally able to move, but they are also motivated, have self-confidence without relying on others, can adapt to the environment, have creativity, enthusiastic, and social responsibility as well as have knowledge and understanding, resulting in various developments.

Consequently, researchers are interested in implementing an outcome mapping that focuses on boundary partners to help drive sustainable participation in the development of school ethics and morality, to take into account the relationship of partners to foster a sense of belonging, and contribute to the change (Earl and Carden, 2002). Since the application of the outcome mapping will affect the learning process and self-development changes in the behavior of partners, strategies of plans and operations of the organization which is an important factor contributing to the trend of sustainability as well as to obtain a model of an effective educational project as an example of a work plan for further educational activities.

Objectives

The study purpose was to develop an outcome mapping workshop, assessment criteria, and quality assessment of prototype school on the development of morals and ethics for early childhood in the 21st Century.

Conceptual Framework

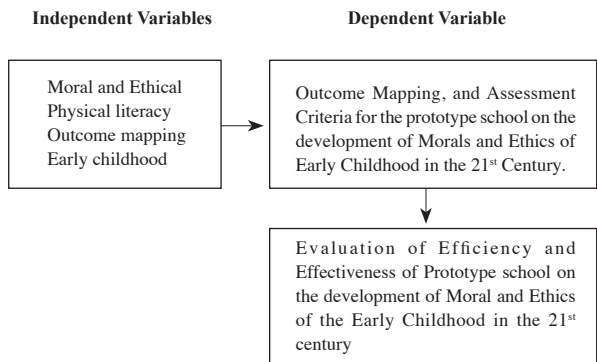


Figure 1 Conceptual Framework

Research Methodology

1. Population and Samples

The 20 boundary partners are people, groups, or organizations that are directly related to the workshop on the outcome mapping workshop for the prototype school on the development of morals and ethics for early childhood in the 21st century, consisting of: 1) 14 direct partners, and 2) 6 strategic partners, selected by purposive sampling technique from 4 schools under the Nakhon Nayok Primary Educational Service Area Office, Nakhon Nayok Province, during the academic year 2021.

2. Research Instrument

Qualitative data; Outcome Mapping Workshop
Quantitative data; Evaluation of efficiency and effectiveness of prototype school on the development of Moral and Ethics of Early Childhood in the 21st century, and Standard Verification Form of Outcome Mapping, and Assessment Criteria for the prototype school on the development of Morals and Ethics of Early Childhood in the 21st Century.

3. Collection of Data

This study comprises 1) an analysis of basic data from textbooks, documents, articles both domestically and internationally, 2) the participants attended 2-day outcome mapping workshop for the prototype school on the development of morals and ethics of early childhood in the 21st century. Participants were able to critic the tool by experts of educational institutions and involved

partners. This study is certified and approved by The Research Ethics Review Committee for Research Involving Human Research Participants, on the 2nd April 2021, certificate number SDU-RDI 2021-009, project no.008/2564. The participants understood the details of practice during the experiment and signed consent letter to participate in the research 3) a 2-month experiment in the volunteering school for efficiency and effectiveness, using pre-test and post-test, and 4) ensuring standards of accuracy, suitability, feasibility and advantages.

4. Data Analysis

The qualitative data were analyzed by using the data obtained from notes and voice recordings to verify the integrity and was compiled in the form of text. The components or variables were categorized according to the research conceptual framework as per unit of analysis into a 12-step log form. The data was interpreted by comparing it to the main theories adopted for each of the issues. The results of theoretical data and phenomena were used to create conclusions and policy recommendations. For quantitative data, basic statistics such as percentages, averages and standard deviations were used.

Results

The results of this study showed that the application of outcome mapping workshop is suitable for implementing as follows.

1. Important processes and steps based on outcome mapping workshop can be classified into 3 main steps and 12 sub-steps as follows: Step 1: Intention Design comprises 1) Vision, 2) Mission, 3) Boundary partners, 4) Outcome challenges, 5) Progression markers, 6) Strategy maps, 7) Organizational practice. Step 2: Outcome & Performance monitoring comprises 8) Monitoring priorities, 9) Outcome journal, 10) Strategy journal, 11) Performance journal, and Step 3: Evaluation planning comprises 12) Evaluation plan.

2. The outcome mapping criteria for the prototype school on the development of morals and ethics of early childhood in the 21st century can determine the average weight of the 4 components, 17 indicators as follows: 1) Administrators, 35% included the indicators of policy-making and plans for 20%, morals and ethics 5%, budget, materials and facilities 15%, coordination and public relations 10%, motivation and participation 20 %, control and monitoring 10%, and achieving management objectives 20%. 2) Early childhood teachers, 35%,

comprised indicators of childhood teacher development 20 % , indicators of moral and ethical integration for providing experience for early childhood 40%, indicators of physical literacy for learning 20% , and indicators of moral and ethical achievement 20%. 3) Parents , 15%, included indicators of parents' care 50%, indicators of experience promotion and learning 30%, and indicators of moral and ethical characteristics of early childhood 20%. 4) Strategic Partnerships, 15%, comprised indicators including participation indicators in policy making, plans and activities 50%, indicators regarding participation 30%, participation in monitoring and evaluation 20%. For determining evaluation criteria, if score is 80 or higher, the assessment score is "very good", the score between 70-79 is good, the score between 60-69 is fair, and the score lower than 60 means needs to improve. The assessment criteria for the outcome mapping of prototype school on the development of morals and ethics of early childhood in the 21st century are appropriate and applicable.

3. The evaluation result of outcome mapping of prototype school on the development of morals and ethics for childhood in the 21st century are the following:

3.1 Efficiency and effectiveness are based on the weight of the evaluation before and after the experiment.

Table 1 Efficiency and effectiveness based on the weight of the evaluation before and after the experiment.

Components	Efficiency		Result Evaluation	Effectiveness		Result Evaluation
	Before	After		Before	After	
Administrators	55	59	Increase	15	15	No difference
Early childhood teachers	55	56	Increase	11	12	Increase
Parents	56	56	No difference	12	12	No difference
Strategic boundary partners	51	51	No difference	11	11	No difference
Total	54.25	55.5	Increase	12.25	12.5	Increase

Table 1 shows that the component of administrator increased in efficiency whereas the effectiveness remained unchanged. The aspect of early childhood teachers increased in efficiency and effectiveness. The aspect of parents remained unchanged in efficiency and effectiveness. The aspect of strategic boundary partners remained unchanged in efficiency and effectiveness and the strategic partnership component of efficiency and the effectiveness has not changed. Overall assessment results were efficient and effective.

3.2 The results of reliability of the outcome mapping standards and assessment criteria of outcome mapping workshop for the prototype school on the de-

velopment of moral and ethics of the early childhood in the 21st century.

3.2.1 Aspect of outcome mapping of prototype school on the development of morals and ethics of the early childhood in the 21st century.

Table 2 Accuracy, Appropriateness, Feasibility, and Usefulness of outcome mapping standard for the prototype schools on the development of morals and ethics of the early childhood in the 21st century.

Definition	Accuracy		Appropriateness		Feasibility		Usefulness	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1. Vision	4.55	0.54	4.53	0.5	4.51	0.56	4.5	0.41
2. Mission	4.51	0.56	4.53	0.43	4.54	0.47	4.57	0.52
3. Boundary partners	4.52	0.47	4.66	0.53	4.5	0.43	4.53	0.44
4. Desirable results	4.51	0.56	4.57	0.53	4.57	0.53	4.52	0.43
5. Progress markers	4.52	0.45	4.54	0.47	4.66	0.54	4.5	0.44
6. Strategic mapping	4.65	0.52	4.5	0.43	4.52	0.47	4.51	0.55
7. Operation at Organizational level	4.51	0.56	4.66	0.55	4.59	0.48	4.58	0.52
Total	4.54	0.52	4.57	0.49	4.56	0.5	4.53	0.47

Table 2 presents the overall opinion is averagely between 4.53-4.57, which is the highest level. When separated by components by aspect, it was found that accuracy was (\bar{X} =4.54, S.D.=0.52), appropriateness (\bar{X} =4.57, S.D.=0.49), feasibility (\bar{X} = 4.56, S.D.=0.5), and usefulness (\bar{X} = 4.53, S.D. = 0.47). The certification result was scored with a grade point average above 3.51 and can be used.

3.2.2 Aspect of assessment criteria of outcome mapping for prototype school on the development of morals and ethics for early childhood in the 21st century.

Table 3 Result of evaluation criteria of outcome mapping for the prototype school.

Definition	Accuracy		Appropriateness		Feasibility		Usefulness	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1. Policy making and planning	4.52	0.47	4.55	0.54	4.66	0.53	4.57	0.52
2. Structure of Moral and ethical committee	4.53	0.44	4.52	0.43	4.52	0.47	4.5	0.44
3. Budget, materials, and facilities	4.51	0.55	4.66	0.53	4.53	0.44	4.5	0.43
4. Cooperation and public relation	4.66	0.55	4.57	0.53	4.57	0.52	4.5	0.43
5. Motivation and participation	4.51	0.56	4.5	0.41	4.66	0.54	4.53	0.50
6. Control and follow-up	4.51	0.56	4.5	0.44	4.5	0.41	4.52	0.47
7. Achieving administrative objectives	4.50	0.43	4.65	0.51	4.66	0.53	4.50	0.43
8. Teacher development	4.54	0.47	4.5	0.43	4.57	0.53	4.55	0.54

Definition	Accuracy		Appropriateness		Feasibility		Usefulness	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
9. Moral and ethical integration for promoting experience for the early childhood	4.52	0.47	4.54	0.47	4.51	0.56	4.55	0.54
10. Physical literacy promotion for learning	4.54	0.47	4.50	0.44	4.55	0.48	4.65	0.52
11. Moral and ethical achievement	4.50	0.43	4.59	0.48	4.51	0.56	4.66	0.54
12. Parents' care	4.56	0.49	4.66	0.54	4.5	0.43	4.53	0.44
13. Experience and learning promotion	4.58	0.52	4.55	0.49	4.53	0.44	4.66	0.53
14. moral and ethical characteristics of the early childhood	4.52	0.47	4.66	0.55	4.52	0.45	4.55	0.52
15. Participation in policy making, planning, and activity	4.51	0.55	4.54	0.47	4.51	0.56	4.57	0.53
16. Participation in management process	4.53	0.43	4.52	0.45	4.51	0.56	4.65	0.52
17. Participation in follow-up and evaluation	4.53	0.50	4.53	0.43	4.51	0.56	4.51	0.56
Total	4.53	0.49	4.56	0.48	4.55	0.50	4.56	0.50

The overall opinion is between 4.53-4.56 which is the highest level. When considering each aspect of components, it was found that accuracy was (\bar{X} =4.53, S.D.=0.49), appropriateness was (\bar{X} =4.56, S.D.=0.48), feasibility was (\bar{X} =4.55, S.D.=0.5), and usefulness was (\bar{X} =4.56, S.D.=0.5). The verification result was scored with a grade point average above 3.51 which is interpreted as applicable.

Discussion

1. The development of outcome mapping prototype school on the development of morals and ethics for early childhood in the 21st century consists of 3 main steps and 12 sub-steps as follows:

Step 1: Intention Design: the Intention design was carried out by 20 boundary partners to define the development framework and working plan. There are 7 sub-steps as follows: 1) Set a vision to “enjoy learning along with morals and ethics leading to Sufficiency Economy” in accordance with the goals and rules of schools to be credible and attractive for followers (Beare, Caldwell and Millikan, 1989). 2) Mission statement is an important factor affecting the development of morals and ethics of early childhood by focusing on 4 areas: (1) development of a management system for promoting morality and ethics to be effective in various dimensions; (2) teachers are good and right role models who take care

and provide experiences for children both directly and indirectly; (3) parents cooperate with teachers to identify problems and find solutions to behaviors of early childhood; and (4) having a network of cooperation between schools, communities, and related agencies, consistent with Pajarn, 2009 that specifying mission is an activity that requires participation, continuation, and support from all relevant sectors. 3) Boundary partners with secondary roles are teachers, as academic leaders for self-development and enabling students to achieve higher learning goals (Tangchuan & Mounier, 2009). 4) Determining desirable results is an outcome design that focuses on behavioral change using a plan to make changes in a better way, including policy formulation integrated into the curriculum and supplementary activities, organizing learning resources, raising awareness of local culture, support for budget and facilities, increasing educational opportunities, holistic development participation, or inducing other parties to participate, organize experiences according to early childhood education curriculum, promoting learning from real practice, promoting physical intelligence for learning, promoting good character and life skills, providing media and environment conducive to learning, monitoring the implementation, and making recommendations to the school. 5) Determining the desired outcomes demonstrates that the boundary partners are operating and are related in accordance with their context and needs (Sitthiprasertkul & Wisartsakul, 2004). 6) Defining whether the progress indicators to help specify the desirable results are set by each of boundary partners appropriately or not. The indicators were classified into three levels: (1) expect it to happen, (2) want to make it happen, and (3) must be good if it happens. These indicators were proved for content validity; therefore, they can be implemented covering all desirable results to help the organizations move in the right direction with efficiency (Keyte, 2014). 7) Strategic plan is to find out the strategy to obtain desirable characteristics consisting of administrator strategy, childhood teacher strategy, parent strategy, and strategic boundary partner strategy. Tangdamnoensawat (2016) notes that performing strategy to be successful can initiate from setting clear main goals. And 8) Corporate operation demonstrates the operation of the organization into details about how it will operate to achieve the goals of the plan including sending staff to study onsite and adopt follow-up results to improve and develop, requesting cooperation from the board of directors,

reviewing the results regularly, providing technical assistance, exchanging knowledge with experts, freely presenting ideas, and visiting to monitor the progress. These mentioned operations were found that staff followed the vision in the same direction. In addition, they extend cooperation in working to the best of their ability to achieve the goals of the plan or project. This results in increasing the performance better and creating satisfaction in work performance (Kangpeng, 2008).

Step 2 Outcome & Performance monitor : Strategic map and the operation of the prototype school comprised 4 sub-steps: 1) Organizing the follow-up session of the project work from the results of the creation of the progress indicators to form a record of follow-up results aiming to directly meet and discuss with the boundary partners. Defining the level as High, Medium, Low level is the reflection of the consistent quality of change. High is any specific action taken as a result of a given outcome, Middle is nothing happening among the boundary partners, either positive or negative, and Low is that the operation or activity is not accepted. This is consistent with Earl, Carden, and Smutylo (2004), that to identify the priorities of the works or responsibilities to be followed is done on the basis of what can be managed in the scope of the resource and manpower. 2) Recording the results of the prototype school revealed that for the aspect of administrators, the high-level indicative criterion are coordination and public relations, motivation and engagement, and visits to encourage early childhood to do good deeds. For the aspect of early childhood teacher, the high-level indicative criterion was the organization of experience by integrating morals and ethics in learning subject to make the early childhood learn with equality and diversity, promote effective learning movements, promote self-discipline attributed as a basis for learning and living. For the aspect of parents, the high indicator criterion was that parents were more attentive and caring, and promote experience and learning. And for the aspect of strategic partnership, the high-level indicative criterion is participation in the formulation of policies, programs, and activities, and participation in ongoing and systematic school operations. In accordance with Independence Chatchaikham (1999), it was found that most of the school committees were involved in school management, helped, supported and encouraged the preparation of project plans or activities to build relationships between the school and the community local organization. 3) Records of the strategy of the

prototype school revealed that the management strategy had increased efficiency whereas the effectiveness remained unchanged. Strategies for early childhood teachers increased in efficiency and effectiveness. The efficient and effective parental strategy remained unchanged. In regards to the strategic boundary partner strategy showed no change in efficiency and effectiveness because the period of time for the operation was not long enough. This is because the project implementation will be done in schools, which is why direct partnerships, namely administrators and early childhood teachers, changed the most. In addition, the obligations of parents and strategic partners are one factor in preventing the change. This is consistent with the research of Simarak (2010) that participation and support from all sectors was the lowest, and 4) the performance record of the model school according to all 8 indicators were made aware of the change in the implementation of the plan. It helps integrate knowledge management and link the results to the performance. to create reflections that will benefit the organization's further development (Abbema, Assema, Kok, Leeuw, and Vries, 2004).

Step 3: Evaluation planning has one sub-step, which is the evaluation, which shows the change in behavior and decision-making on the implementation of the boundary partners. Assessment results will be used during the implementation and planning for the next time, consistent with Molee, 2005 stating that the results of the outcome map are behavioral changes and are evaluated in the program for learning success and problems encountered within the program. Earl, Carden, and Smutylo (2001) stated that those who participate in outcome mapping will create their own learning process and self-improvement (Fetterman, 1996; Rakampol, 2013). As for Amo (2009), participation in the assessment process is a key indicator of the utilization of assessment, whether small or large organizations.

2. The outcome mapping evaluation criteria showed 4 components, 17 indicators, 88 operating criteria, all aspects were appropriate, comprehensive and applicable. Since the development of indicators was carried out in a systematic way, and also by qualified experts with direct experience and related to the development of morals and ethics of early childhood; the evaluation criteria lead to the final outcome or success of the implementation of the plan or project. It is consistent with the issues to be assessed and able to clearly state the situation in the issues to be assessed, concrete, measurable and observable (Tirakanan, 2007).

Criteria for tracking work should be set with the planning or project and should be written for informational and mutual understanding.

3. Quality of outcome mapping of the prototype school on the development of morals and ethics for early childhood in the 21st century was categorized into 2 topics.

3.1 The efficiency and effectiveness according to the weight of the pre and post-test evaluation criteria showed that there was an increase in operational efficiency due to 1) the majority of ethics committees were selected from representatives in the community who have a close relationship with early childhood and realized the importance of morality and ethics, and want to develop early childhood to have appropriate behavior according to their age, which is consistent with Boonprasop (1998) noting that the school board with strong relationship with the school and the community will be ready to support the operation of the school in order to bring the best benefits to the school and the community. 2) Coordination and public relations by management or persons assigned used social media to coordinate information with boundary partners to ensure mutual understanding and belief and adjust the same attitude in the same way in which executives play an important role in transforming in the era of social value creation in online education (Wisetsiri, 2007) 3) Motivation and engagement occurred when the executives support the collaboration of the board of directors and recognize the competence of the boundary partners, everyone works together with mutual respect, and good working environment is created. These factors will make workers feel more connected and it affects the success of the work (Duangsamran, 2002). 4) Control and follow-up session on the implementation of plans or projects is convenient and efficient. Determining the roles, duties and abilities of the individual to suit the tasks, delegation of authority, responsibility, regular monitor of working operation by scheduling a table of supervision to follow clearly (Thanwiset, 2008). 5) Development of early childhood teachers with support from the administrators promotes the exchange of knowledge providing opportunities for self-improvement and encourage teachers with complementary and encouragement (Majan, 2001). 6) Integration of morals and ethics by providing experiences for early childhood according to the local culture in teaching and learning both in the curriculum and supplementary activities regularly and continuously so that early childhood can

learn and practice and is sustainability (Bradshaw, 2007). 7) Moral and ethical achievement created by administrators and teachers together to organize the curriculum to be suitable for learning both in the classroom and outside the classroom. Teachers are friendly, compassionate, and gentle, use a variety of teaching methods suitable for learners, cultivate responsibility, use integrated group activities to develop multi-skills from learning sources (Wongsangduen, et al., 2018), and use teaching materials that emphasize the value of materials economically and sufficiently.

For other aspects which remained unchanged, it may be due to the dramatic and rapid changes in Thai economy and society that have a greater influence on people's livelihood. This is why parents and strategic boundary partners do not have time to care about their children's education. Moreover, sometimes parents have no opportunity to cooperate with the school in meetings or less connection with the school (Simarak, 2010; Tapkha, 2014).

3.2 The result of certification and assessment criteria for the outcome mapping prototype school outcome map on the development of morals and ethics of early childhood in the 21st century showed that the overall opinion was at the highest level because the model of evaluation has indicators related with the assessment context, consistent with Kanjanawasee (2007) that the performance indicators should be able to reflect the quality or success of the operation. Consequently, the outcome mapping prototype school on the development of morals and ethics for early childhood in the 21st century is accurate, appropriate, feasible and useful. In addition, it can be used in the development of morals and ethics for early childhood. This is consistent with the concept of Stufflebeam (1981), which has proposed four categories of assessment standards: utility standards; feasibility standard, suitability standard and accuracy standards as a basis for assessment activities.

Suggestion

Outcome mapping prototype school on the development of morals and ethics for early childhood in the 21st century emphasizes the importance of working with boundary partners through participatory processes from design to data collection. It fosters a sense of ownership of the plan and encourages the use of the results to improve work. In addition, in the process, it also stimulates consciousness, creates commitment to the program, and strengthens the commitment of people

working with the plans. It is also a tool to record the implementation of the plans by tracking the work in 3 parts: 1) the change in the behavior of the participants in the plan, 2) the strategy of the plan, and 3) the approach to working as a unit of organization.

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