

**PROMOTION OF YOUTH's MORALITY AND ETHICS INVOCATIONAL
COLLEGES, THAILAND**

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ABSTRAT

Corruption and maladministration have long been deep-rooted and difficult-to-address problems in Thai society. In the past several years, the number of corruption-related cases has increased dramatically, which has aggravated social problems to a critical level. Several research findings show the impact of corruption and reveal situations where the survey respondents, including youths, have been involved in or observed corruption. People also perceive corruption as acceptable if they benefit from it. Although several sectors have made attempts to cope with corruption, the problems persist. Also, the acts of corruption have become more complicated and ingenious. It is, therefore, crucial to examine relevant knowledge to be utilized in anti-corruption reform measures that suit Thailand, and also to enhance virtue and ethics among youths as doing so will help immunize society against corruption in a sustainable way. This paper's objective is to present results of youth-conducted virtue and ethics enhancement projects in respect to the issue of anti-corruption. In regard to the enhancement of youth virtue and ethics, this project employed a participatory action research approach that involved the following steps: preparation, examining and analyzing problems, determining the appropriateness and the possibility for achievement in order to outline a work plan, carrying out the work plan, monitoring the activity result, and analyzing and concluding the activity result. The case studies of the four vocational colleges where the integrity enhancing approach was employed with youths undertaking activities to enhance virtue and ethics in respect to the issue of anti-corruption revealed that most college students valued integrity enhancement at both individual and social levels. Students shared the perception that integrity enhancement would yield the social level benefit of a more peaceful society. The benefits at individual level were that a person could become disciplined and be praised by society as "a good person." The problem of a lack of integrity, which was found in the case studies, was the violation or disobedience against school regulations, in particular being late for classes. The second-most- frequently-found problem was associated with individual behavior problems, for example theft, selfishness, and insincerity. Other problems were dishonesty among friends and a lack of harmoniousness. Besides, this study suggests that an appropriate model for activities to enhance youth virtue and ethics should involve teacher participation in student activities or teachers should act as role models for the students. Besides, administrators should pay genuine and continual attention to virtue and ethics enhancement activities and enable students to initiate and carry out their own activities

from the project planning stage. Finally, the duration of the activities should be planned more appropriately as it was one of this project's limitations.

Introduction

Corruption and misconduct has long remained a deep-rooted problem ingrained and woven into the fabric of Thai society, the phenomenon of which has proven rather daunting a task to determine solutions to such predicament. The challenge lies in the notion that the culprits, *id est*, politicians, business persons, as well as permanent civil service officers, tend to work as a team in such an elaborate and complicated fashion, not to mention that the misconducts more than likely involve a plethora of wrongdoers, making it difficult to follow any traces of evidence. The so-called 'policy corruption' in particular has had such severe impact upon all sectors within Thai society and brought to the country a decline in social grace and quality as apparently witnessed in the current situation. Over several years the problems apropos of corruption have become immensely increased in number, resulting in the severe case of societal problems pertaining to corruption at critical level, as well as the propensity towards "accepting corruption" as the fact of life merely in order that one might be able to enjoy the windfall benefits as well. The aforementioned have been established from the studies and researches conducted by "King Prajadhipok's Institute" in light of a number of relevant projects, commencing from the study of Values on Corruption in Thailand (2542 BE: 1999), which is the cooperation between King Prajadhipok's Institute and the National Statistical Office; the finding has revealed that the general public tended to witness instances of corruption more increasingly, and that those corruptive activities spotted were more likely undertaken by authorities at national level than those at local level. Almost half of the questionnaire respondents were of the opinion that there were 'some' corrupt civil service officers; a number of respondents found corruptive behaviors acceptable whilst also being of the opinion that certain behaviors deemed so were actually not corrupt (for them). The conclusion could be reached that there were rather not a fewer number of people remaining unable to see the impacts of corruption upon their livelihoods and upon the large-scale development of the nation (King Prajadhipok's Institute, 2011). In addition, King Prajadhipok's Institute had managed to conduct more in-depth study during the period of 2011-2012 in the Research and Development for Integrity Promotion in Thailand: Problem, Indicators and Development. The objectives were to study defects in terms of integrity within Thai society, develop strategies and propose guidelines for integrity enhancement within the Thai context. The finding, which was interesting, has revealed that the Thai society was in wants of a system by which to educate and promote the subject of integrity, as well as lacking good role models whilst school curricula did not focus upon the value of integrity, not to mention an absence of investigation into the state's public administration and the lack of communication of the subject of integrity with the society at large, etc. (King Prajadhipok's Institute, 2014).

Corruption has become something relatively acceptable among society members including youth and children, as witnessed in Suan Dusit poll (2012), whereby opinions of

parents, teachers and the general public nationwide were solicited, and to which 2,032 respondents were reported to have participated from January 9 to 13, 2012. The opinion poll has revealed that the five most commonly found forms of corruption among Thai youth were: 1) Examination (copying test papers, copying homework, etc.); 2) Stealing/theft; 3) Falsification of documents; 4) Cheating (money); 5) Being supportive to copyright infringement by means of purchase, etc. On the other hand, the Thai Monitors 2014 project, implemented by Khon Thai Foundation, witnessed face-to-face interviews being conducted with youth, the number of the interviewees amounting to 4,000 persons upon the basis of the definition of “youth” pursuant to UN’s international standards by which youth are aged between 15 full years of age and 24 years of age. Data was being collected in 21 provinces, including Bangkok and all six regions nationwide, upon the random sampling basis in direct proportion with the total population in order to practically obtain the information from the youth representatives across the country. Interviews were to be conducted exclusively with the residents who had been residing in the representative provinces for at least five years. Data collection was carried out until February 2014. The survey has revealed in light of corruption that a large number of young people behaved corruptively and they were of the opinion that what they had done was not much wrong or not wrong whatsoever. Furthermore, the event simulation also demonstrated that 25% of the youth was willing to pay bribes to pass driving license (during the test), and 18% of the youth used to pay bribes to police to avoid penalty fees related to driving, and 38% of the youth was of the opinion that “those acts were not much wrong” or not wrong whatsoever, and 81% of the youth used to cheat during exams, and 75% of the youth was of the opinion that those acts were not much wrong or not wrong whatsoever, and 63% of the youth used to sign in for others during class attendance check, and 73% of the youth was of the opinion that those acts were not much wrong or not wrong whatsoever. The aforementioned collective situation has indicated that the Thai society and its quality tend to become more worrisome in the future (Khon Thai Foundation, 2014).

Therefore, in light of the Thai reformation, the issue of corruption (anti-corruption) should become one of the most urgent to be resolved as soon as possible by all sectors within society. In this regard, importance should be given to finding solutions to the problem, commencing from creating social awareness, whereby focus is to be made upon value of integrity and ethics to be promoted to the youth et al, one of which projects is to build ‘integrity schools’, with a variety of methodologies adopted such as White School, with the No-Cheating course by Bangkok Metropolitan Administration, the Center of Philanthropy and Civil Society (NIDA), as well as the Transparency Thailand. The integrity school project includes the development for Bangmoolnarkbhumi Vittayakom School (Pichit province) into the role model of integrity school, the project of which commenced in 2010; the ‘educational fund’ project whose objectives are to provide support to education institutes ready to participate, the results of which commenced from Bangmoolnarkbhumi Vittayakom School to more than one hundred schools; establishment of Mahavicchalai Buddhist Economy, Chiang Rai province, by Phra Maha Vuddhichai Vajiramethi, etc. However, according to the information obtained during the studies, the number of vocational schools participating in the integrity school project was relatively insubstantial.

The concept of ‘public participation’ enables those involved to take part in a process from the beginning. In this case, students are to be provided with the opportunity to participate in thinking, making decisions, designing and determining methods as a team, thus allowing for the majority of people to comprehend detailed descriptions and resulting in a clearer protocol in light of what to do, which shall lead to one being able to take control of one’s own livelihood (Merriam, 2002). The research team, therefore, has applied the aforementioned concept (public participation) to becoming instrumental in conducting the ‘participatory action research’ pursuant to the promotion of integrity in vocational schools project. The ‘activity’ is supported in terms of budget by the National Research Council of Thailand under the main project “Knowledge and Technology Management from Research and Innovations (2014)” in order that King Prajadhipok’s Institute shall conduct the study and determine the approach to the Thai reform pertaining to anti-corruption activities and promotion of integrity among the youth.

Objectives

1. To study the undertaking of activities pertaining to the promotion of integrity among youth based upon the participatory action research technique.
2. To present the process of promoting integrity pertaining to anti-corruption activities.

Methodology

The participatory action research technique has been utilized whereby participants would take part in the research activities ranging from analysis of the nature of the problem, decision-making, planning to implementation to the completion of the entire process in order that the promotion of integrity to education institutes be carried out in accordance with each establishment’s context and in line with needs and wants of each individual venue. Initially, the research team shall serve to provide facilitation to the research; the level of assistance provided shall eventually be in decline gradually to such extent that teachers and students become more involved in learning together as a team in light of promoting the value of integrity within the school accordingly. The research team has selected from the school population four education institutes to become target areas of case study based upon the purposive sampling technique. The selection criteria specify that the institute must be a vocational school under the government and/or private entity within the jurisdiction of Bangkok, the greater area of Bangkok, and/or other provinces. The candidate must be prepared to spend at least three months participating in the program and prove to be capable enough of operating throughout the specified period and in accordance with the designated framework. The research project has selected two private-owned schools and two state-owned schools accordingly. The successful candidates are as follows: 1) Eamlaor Vocational College, Bangkok [public sector]; 2) Phra Nakhon Si Ayutthaya Technical College, Phra

Nakhon Si Ayutthaya [public sector]; 3) Siam Business Administration College (SBAC), Nonthaburi [private sector]; 4) Ayutthaya Technological Commercial College (ATCC), Phra Nakhon Si Ayutthaya [private sector]. Each institute has selected 50 participants from its own students for the integration promotional program, thus the number of participants from all four colleges amounting to 200 persons in total. Each venue would assign teacher/teachers to provide consultancy and support as deemed appropriate pursuant to the undertaking of activities included in the project (Promotion of Integrity in Education Institutes). The research may be divided into six steps as shown below:

First Step: Preparation

Meetings are to be held between the research team and the representatives of the four participatory colleges prior to the field work. The purpose of the first step is to provide explications of the origin and importance of the project implementation, as well as determining the schedule for knowledge activities. In this phase, the research team has paid visitations to each campus and gotten to learn more and become familiar with teachers and students. In addition to exchange pleasantries, the research team's purpose of visitation is also for the team to be able to collect information upon the venue's context and to obtain a sense of what it is in light of the environment of each of the target areas of case study in order that the information obtained could be employed pursuant to the activities pertaining to the Promotion of Integrity project.

Second Step: Study and Analysis of Problems

This phase concerns the following process in re the subject of integrity in the wake of the definition, scope and situation of the issue of integrity in Thailand, as learnt from the previous step. The research team employs the participatory discussion technique so as to provide the opportunity for each of the participants to take part in expressing their opinions (and thoughts). The single activity strategically undertaken hereof is "Victorious Heart (Key to Success) and Determining the Problems Related to (the Lack of) Integrity". This activity motivates participants to think together as a team by writing their thoughts onto word cards, responding to the three questions: 1) What are the benefits to be gained should our college become a place of integrity?; 2) In what kind of positive light does the society at large think of us should our college become a place of integrity?; 3) What is the most grave issue pertaining to integrity in our school?. The first two are designed strategically in order that the students (participants) to reflect upon the future image of the occurrence within their own respective schools and outside in light of integrity. The last one is intended to enable the students to process their thoughts in reflecting upon the actual problems pertaining to integrity within their own schools. Afterwards, word cards are to be attached to the board. The research team shall read all opinions from word cards and group them according to the degree of similarity in meaning. Next, summary is to be made and the groups shall be named in accordance with the points of concern (word cards). The issues shall be prioritized by means of consensus whereby participants receive color stickers and give score by color to the groups of the already processed opinions. The final result at this step signifies the product of

the groups of opinions processed and prioritized in conformity with the group. The answers to the third question in particular shall be further employed for the next step.

Third Step: Considering the Possibility and Suitability

In the wake of the previous step during which students have summarized the situation of the problem of integrity occurring in their own schools based upon question no. 3, the research team shall employ the participatory action approach in light of administering the groups of participants to enable them to share opinions to such extent that group consensus be reached properly. The participants shall take part in brainstorming so as to take into account the possibility and suitability of the issue being raised. Afterwards, each group shall participate in determining as to how to build the structure of an activity upon the basis of the “possible issue”. The research team shall opt to strategically draw the action plan in order to help participants picture the clearer paradigm of what the actual practice might look; the action plan is comprised of project title, activities (minor), objectives, target group, operation period, indicators (qualitative/quantitative), methodology of data collection (data to be collected from the indicators), budget and people in charge. In undertaking the program, group advisors (teacher) shall be available to provide assistance in terms of planning (what to do). This step also helps motivate participants and strengthens a sense of partnership in the process.

Fourth Step: Taking Action in Accordance with the Plan

Following the possibility and suitability of the action plan being taken into consideration by participants and that each school has received funds accounting for Thai Baht 10,000 in total, the action plan must be translated into action within the specified period of 8 weeks approximately. Each targeted school is also required to produce the summary report in this light as well.

Fifth Step: Following Up

The research team has determined that the follow-up shall be carried out once in each school during its implementation of the activity, the purpose of which is to identify as to whether or not each of them be facing any obstacle, each of them be able to fulfill all of the tasks. After being presented with the first-staged outcome by the participatory schools, the research team shall provide feedbacks and suggestions for the rest of the implementation.

Sixth Step: Analysis and Summary of the Operation

Provided that each participatory school has completed its activity within the specified timeframe and thus properly submitted the summary report to the research team, and that the latter has also narrated lessons taken in summary by means of reflecting upon the implementation of the main project “Promotion of Integrity in Education Institutes” (in each vocational school), as well as all involved sharing knowledge and opinions; the research team shall conduct analyses and produce the summary of the operation, as well as have it synthesized into the model which may be further utilized in any of other upcoming participatory education institutes in the future.

Content analysis has been conducted upon the summary report and the results of the summary of lessons taken by each school. The final summary would then be presented in essay.

The Result of the Research

1. Summary of the Activity “Victorious Heart (Key to Success) & Determining the Problems Related to (the Lack of) Integrity”

Pertaining to the aforementioned activity, there were three questions to be answered: 1) What are the benefits to be gained should our college become a place of integrity?; 2) In what kind of positive light does the society at large think of us should our college become a place of integrity?; 3) What is the most grave issue pertaining to integrity in our school?.

In light of the first question “*What are the benefits to be gained should our college become a place of integrity?*”, the students/participants from all four schools have provided the same answer on societal level, which read, “*there will be peace in society*”; next, the majority of them have provided the following responses: “*society will be more developed and become a good place to live*” and “*there will be more of ‘good’ people*”. On the other hand, on personal level, the majority were of the opinion in their reply that “*one will become more disciplined*”, followed by the following, “*students become ethical and honest*”.

The second question “*In what kind of positive light does the society at large think of us should our college become a place of integrity?*” has received the following replies. The students/participants from all four schools have provided the same answer, which read, the general public shall deem one to be “*good [good person]*”; next, the majority of them have provided the following responses: the general public shall deem one to be of “*high quality*” and “*reliable*”.

Regarding the last question “*What is the most grave issue pertaining to integrity in our school?*”, the majority have provided the following answers: “*violation against college rules and regulations*” especially in terms of (no) punctuality; next, the answer being, “*individual person’s corruptive behavior*” such as theft, selfishness, insincerity, etc.; as well as “*corruption*” as witnessed from teachers and their friends; next being “*lack of unity*”.

The students/participants from all four vocational colleges were of the similar opinion towards the issues revolving round the third question, to the findings obtained from the youth nationwide, both in light of the survey conducted by Khon Thai Foundation (Thai Monitors 2014 project) whereby a large number of young people behaved corruptively, and in light of Suan Dusit poll whereby there were problems of corruption prevailing such as (corruption during) exams, theft, falsification of documents and the likes, as well as cheating (money), all of which provided a testament to the grave problems existing among the Thai youth.

In regard to considering suitability and possibility for the action plan and implementation, the students from each participatory college have participated in determining

their own respective group's activity and in planning accordingly. Naturally, there may have been modifications and changes being made depending upon the suitability and circumstances in certain given venues out of the four participatory vocational colleges. In reality, there existed one education institute out of the four participants that was able to carry out the project as planned from day one to the completion of the tasks, id est: Ayutthaya Technological Commercial College, Phra Nakhon Si Ayutthaya. The rest have made adjustment in terms of number of (the so-called minor) activities by reducing to one activity save for the aforementioned participant (Ayutthaya Technological Commercial College).

Please see Table 1.

Table 1: Comparison of the Projects Initially Presented by All Participatory Vocational Colleges and the Projects Actually Implemented after the Follow-Up.

Institute	Projects Initially Presented / Objectives	Projects Actually Implemented / Objectives
Eamlaor Vocational College, Bangkok	<p>1. No More Unpunctuality / To solve problems of unpunctuality.</p> <p>2. Love to Love or Love to Steal/ To solve problems of theft and stealing at conscience level.</p> <p>3. Unity at School/ To strengthen the foundation of unity at school.</p>	<p>Integrity before Knowledge: The Youth Being Good and Honest Members of Thai Society</p> <p>/ To enable the students to become knowledgeable about the principle of integrity and adopt the values at deeper level, as well as being responsible and punctual.</p>
Phra Nakhon Si Ayutthaya Technical College, Phra Nakhon Si Ayutthaya	<p>1. Disputes without Physical Contacts [no dispute]/ To develop friendship and unity on campus.</p> <p>2. From Now On No Cheating/ To solve problems of cheating during exams and to develop interest in reading more.</p> <p>3. Garbage Down/ To reduce the quantity of waste disposal on campus.</p>	<p>Know How to Litter and Create Good Society on Campus/ To enable the students to become aware and more disciplined in regard to littering.</p>

Institute	Projects Initially Presented / Objectives	Projects Actually Implemented / Objectives
<p>Siam Business Administration College, Nonthaburi</p>	<p>1. “The Last of Corruption”/ To alleviate the problems of corruption.</p> <p>2. Responsibilities among Students / To promote public participation in regard to joint responsibility among students.</p> <p>3. True Identity / To promote true identity and sincerity as opposed to projection among students.</p>	<p>Think Well with Integrity / To develop a sense of integrity among students both to themselves and to the public including being punctual in the morning and dressing properly on campus.</p>
<p>Ayutthaya Technological Commercial College, Phra Nakhon Si Ayutthaya</p>	<p>1. Unpunctuality / To develop a sense of punctuality among students.</p> <p>2. Dharma Gaya / To become well concentrated whilst studying, etc.</p> <p>3. Penalty Fee for A Change / To solve dress code problem.</p>	<p>1. Good Morning from ATCC / To campaign for punctuality especially among students.</p> <p>2. Dharma Gaya / To promote integrity to become one of the major values on campus.</p> <p>3. “Smart Boys and Girls – ATCC”/ To campaign for good personality in accordance with school regulations.</p>

The research team has taken into account the summary report of the results of the operations in each of the participatory vocational colleges following the actual completion of the projects. The analytical results are shown below in Table 2.

Table 2: Comparison of the Projects Initially Presented by All Participatory Vocational Colleges and the Projects Actually Implemented after the Follow-Up.

Institute	Project Actually Implemented / Activities	Analytical Result (Document Analysis)
Eamlaor Vocational College, Bangkok	<p>Integrity before Knowledge: The Youth Being Good and Honest Members of Thai Society</p> <ul style="list-style-type: none"> - Offerings to Buddhist monks. - Watching VDO clips and conducting Q&A. - Group activities: debate on the topic of “Integrity to the Nation, Religion, HM the King, Education Institutes and Parents”. - Essay writing contest: “Integrity to Society”. - Remedy for unpunctual students. 	<ul style="list-style-type: none"> - The majority of activities are the ones normally performed already at school; teachers play a rather crucial role in taking control whereas students are required to perform as directed by teachers, not to mention that, in certain activities, students are punished by teachers. This does not serve the purpose of the suggestions initially provided by the research team. In addition, there are merely some, as opposed to all, activities upon which students are allowed to work with their creativity (debate on the topic of “Integrity to the Nation, Religion, HM the King, Education Institutes and Parents”; etc.) - The report has not clearly mentioned the roles of mainstay students as to their contributions, etc. - Another observation: There was no empirical evidence reported thereof, thus resulting in direct contacts and queries made with group advisors (teachers). - The duration and the procedure of each activity were made unknown.
Phra Nakhon Si Ayutthaya Technical College, Phra Nakhon Si Ayutthaya	<p>Know How to Litter and Create Good Society on Campus</p> <ul style="list-style-type: none"> - Dust bin exploration activity. 	<ul style="list-style-type: none"> - The report has not clearly mentioned the roles of mainstay students as to their contributions, etc. - The number of activities was decreased from the initially designated ones. - There was standard deviation in evaluation of

Institute	Project Actually Implemented / Activities	Analytical Result (Document Analysis)
		<p>the result academically, id est, the mean of 4.2 could mean most/highest; in addition, certain questions were basically similar.</p> <p>- The majority of activities are the ones normally performed already at school; in addition, there was clearly no empirical evidence reported thereof.</p>
<p>Siam Business Administration College, Nonthaburi</p>	<p>Think Well with Integrity</p> <p>- Promoting a sense of responsibility during the morning lineup.</p> <p>- Promoting a sense of responsibility in terms of sanitation (SBAC Youth Caring about the Environment).</p>	<p>- The majority of activities are the ones normally; in addition, teachers play a rather crucial role in taking control.</p> <p>- Certain activities differed from the initially designated ones.</p> <p>- The report being presented still lacked in terms of completion.</p>
<p>Ayutthaya Technological Commercial College, Phra Nakhon Si Ayutthaya</p>	<p>1. Good Morning from ATCC</p> <p>- Observing unpunctual behaviors among students especially those under the criteria in order that assistance be provided accordingly.</p> <p>2. Dharma Gaya</p> <p>- Students being provided with the opportunity to train in concentration pertaining to Buddhist teaching, etc; lecturers also being invited for</p>	<p>- All activities initially presented were implemented; however, some are also the ones normally performed already at school prior such as Dharma Gaya.</p> <p>- The detailed description was not provided in light of the operation such as how to monitor and follow up with change.</p> <p>- Evaluation of certain activities was not carried out in a clearer fashion, id est, mainly based upon feeling and observation of those responsible for the activities.</p> <p>- No correlation between the written plan and the actual evaluations; for instance, improvements being reported in comparison with certain irrelevancy.</p>

Institute	Project Actually Implemented / Activities	Analytical Result (Document Analysis)
	<p>the activity; incentives being provided as motivation as well.</p> <p>3. “Smart Boys and Girls – ATCC”</p> <p>- Developing a good sense of dress code among students.</p>	

The findings during the follow-ups with the implementations, the analytical work on the reports submitted to the research team by the participatory vocational colleges, as well as the summary of lessons learnt by the four participatory institutes, have revealed that the project as a whole succeed in making the youth interested in and become aware of the value of integrity, as well as in providing the opportunity for the participatory students to share their opinions by means of word card technique. Participants have taken part in performing activities together. Stickers were being utilized in order to help train participants during the decision-making process pertaining to the attempt to reach group consensus on a set of questions. Despite the empirical evidence, there remain elements of observation worth discussing in the following sections.

Discussion of the Result of the Research

1) Despite having been evaluated as satisfactory by the participatory students, there was one main limitation detected, id est, the issue of the amount of time required by the participatory colleges to complete the projects. With several variables including the time spent upon coordinating in requesting that the research team provide additional knowledge; not to mention the activities having been performed during the second semester, which was briefer than the first one; as well as the existence of collegial activities; therefore, each college could afford two months approximately for a variety of activities other than normal curricula. These variables might serve as the reason for the number of Integrity projects to become decreased to one or two activity/activities per each venue save for one institute that carried out as planned from the beginning.

2) In light of the issue of integrity, the majority of participatory vocational colleges hereby mainly focused upon the topic of punctuality, or lack thereof. In an attempt to relate the said topic to the royal contribution of HM King Rama VI to the publication titled

“Principle of Administration” (Office of His Majesty’s Principle Private Secretary, 2011), being punctual is merely one part of the entire paradigm of the value of integrity. Not only are the students required to become punctual but also certain to perform their duties such as during classes, as to whether or not they be diligent enough, etc., as opposed to the focus being merely made upon being punctual at class. Therefore, in this case, conclusion could not be reached as to whether or not the participatory students are honest and integral when taking into account the value of punctuality alone. Additional ideas such as why and how important punctuality be, etc., should also be taken into account in light of integrity. Nevertheless, the Promotion Integrity project implemented upon this occasion generally serves to provide for the development at ‘conventional level’ in the fourth step/step 4 in conformity with the principle of ethical development by Kohlberg (1973, cited in Duangduan Panthumnavin, 1981; Dujduan Panthumnavin, 2007); id est, ethical development being carried out in accordance with duty and social regulations, which is intended for children aged 13-16, and upon which teachers should focus in light of providing education on ethics to their students, and which has proven accordant with the approach taken by the National Institute for Child and Family Development, Mahidol University (2009). In the end, other forms of education in light of integrity, however, should also be taught in due time as well.

3) The follow-ups and summary of lessons learnt have revealed that teachers tended to play crucial role in taking control of activities in question rather than the participatory students, whereas teachers in turn have played little part in serving as role model. The students did not find themselves involved more in undertaking the activities as opposed to what had been written in the presented action plan prior to the commencement of the activities. However, the manner by which students came up with the ideas and made propositions in the beginning happened to be in line with the proposal written in the Reform No. 1 on Prevention and Suppression of Corruption by the National Reform Council (2015), the instrument of which also includes another major suggestion regarding the mechanism to create social platform. The idea about the mechanism to create social space in this regard is to enable the youth to afford social platform upon which they may stand firm and deliver their thoughts and share opinions through the instrumentalization of dialogue by means of, for instance, short film, music performance, social activities, talks on corruption, etc. However, teachers remain important in the equation. The current situation has also revealed the most critical problem found during the implementation of moral school project to be the problem of *teacher’s comprehension*, or lack thereof (Sukaksiri Nilavong, 2003).

4) Another observation made during the analytical process is the method utilized to carry out evaluation/assessment in accordance with the indicators. Participants (teachers) did not thoroughly understand how to deliver and carry out the evaluation in concrete form. For instance, in certain activities, teachers simply remarked in the report upon observation that the students have improved without providing detailed explications as to how and why so. This type of problem has been spotted and cited elsewhere as well; for instance, in the research paper by Samart Chaithon (2009) on his study of the participatory management to promote desirable behaviors in the leading integrity schools in Fang district, Chiang Mai

province. His findings have revealed that the participation in terms of planning and of evaluation/assessment was in the “fair” level and lower than other aspects.

Suggestions

1) The activities undertaken, as well as the process, should be optimal for children and the youth in secondary/high school level or vocational education level up or equivalent. Students are required to understand the concept of the term “integrity” in essence and the steps to be taken during the process. Teachers who are interested are advised to receive proper training on how to run the process, as well as acquiring comprehension prior to making use of it. The subject of integrity, as well as the activities pertaining to the concept, is a matter of specialty; therefore, learning from textbooks may not be sufficient enough to attain for one to attain the desirable goals. Furthermore, in referring to the findings of research papers, other relevant variables and factors must be taken into account prior in order to achieve accuracy

Suggestions for the Future Research and Study

1) In order to be able to benefit in full from the model provided herewith, planning must be carried out with the target school at least one month so as to allow time for school administrators/executives and teachers in charge to take into account the matter of suitability and compatibility of the plan (proposal) to the currently existing action plans or activities unique to the schools in question. In addition, the activities should be performed in the first semester of the educational year given a lengthier period of time.

2) In addition to properly deal with the time constraints and proper planning, the targeted education institute must provide the opportunity for students to practically participate in the activities in full whilst simultaneously providing assistance to them when required in order to meet with success.

3) It is also possible for the module to be strategically designed so that both teachers and students are required to take actions together as a team; for instance, regarding the topic of integrity to oneself and punctuality, teachers and students may simply begin with being punctual in signing in and out of class. In addition, students may also be provided with the opportunity to carry out evaluation of the activities in question, etc. (The project may extend to family members as well.)

4) The targeted institutes should also be provided with knowledge and the benefits of supportive instruments such as questionnaire survey, effective evaluation model (also to be implemented in concrete form), as well as clearer methods of analysis of the activities/operation, the last of which, for instance, may also be added to one of the steps within the entire process following the completion of the project. In addition, feedbacks should be provided in return to the target institutes in order that the schools in question may be able to make use of them in other in-house activities as well.

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