

Guidelines for Internalizing the 12 Core Values to Primary School Students under Nakorn Si Thammarat Provincial Administration Organization

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Abstract

This research aimed to construct an assessment scales of the 12 core values for the Primary School Student to study the way to construct Twelve Core Values Polishing for The Primary School Student of School in affiliation Provincial Administration Organization and Suggestion the way to strengthen of the 12 core values for them by Mixed methods' it uses both quantitative and qualitative approaches in the process that announced by the Head of the National Council For Peace and Order (NCPO): 1) Adore the nation, religion, and HM the King, 2) Be honest, dedicated, patient, and have a fine ideology for public, 3) Be grateful to parents, guardians, and teachers, 4) Study hard, always, 5) Maintain good Thai customs and traditions, 6) Be ethical, honest, well-intentioned, and generous, 7) Learn and understand the democracy headed under HM the King properly, 8) Be disciplined, obey the laws, and pay respect to elderly people, 9) Be conscious, thoughtful, and make good things by following HM the King's statement, 10) Live philosophically with the self-sufficiency economy, 11) Set the mind and the body strong, overcome desires, and be afraid of sins as stated in religion, and 12) Be dedicated to the public's and the nation's benefits rather than one's own benefits

The results of the study showed that: the discriminative power of scale with t-test ,Content Validity , Item Objective Congruence Index : IOC with Mean,Percentage and Content Analysis The scale reliability was 0.964. The evidence for the validity showed that 12 core values of the structure accorded with F – test and the empirical data in Scheffe's Method. The local norm in T score was showed the results of research.

Keyword : Values, 12 Values, Guidelines for Internalizing the 12 Values

Introduction

The current situation of Thailand has found that the problems of corruption and the behavior of transparency in various agencies and organizations in the society have resulted in more and more widespread impacts, until becoming a corruption culture and growing trend (Damrongdhma Centre, 2017), that being consistent with the national education plan for 20 years (Office of the Education Council, 2017) which aimed to provide education to improve the quality of human life to be complete in both body and mind , promoting morality, ethics, good citizenship skills, and have the skills to learn and live according to the 21st century development guidelines (National Institute for Development of Teachers, Faculty Staff, and

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Educational Personnel, 2007 : 116-117). It also emphasizes the importance of education management that aims to create quality of life and society in an integrated manner between wisdom, morality and culture. It is considered as a study that aimed at creating a good foundation in childhood, and cultivate good membership of society from basic education level to develop knowledge and ability by using education as a process in improving the quality of life and society as well as develop Thai children to be "good people, good people and happy" by developing suitable for the age range according to the needs, whether it be physical, mental, intellectual, knowledge, skills, morals, ethics, desirable values and being in society happily.

Therefore, morality and ethics has become the desirable values, and being an important factor in living in society together to create the peace and tranquility. Anyway, the current economic and social conditions in Thai society that facing the changing of Globalization trends, information, technological progress, and communications, causing Thai society to remain dynamic all the time. Moreover, it has influenced in the value of Thai society to turn into the capitalism more, and Thai people have the competitive and rivalry values that changing from a simple, caring and sympathetic society transforming it to be the mindless society and have the high struggle on each other. Eventually, it was becoming a social problem such as political, economic, earn one's living, and crimes problems that leading to the divide of ideas. As resulting that, it is quite important to immediately instill ideas, attitudes, values, and ethical behavior for people in Thai society.

For this reason, the National Peace and Order Maintenance Committee by General Prayut Chan-ocha, the Prime Minister, therefore, aware of the problems that have arisen in Thai society over the past period, and also saw the importance of cultivating moral values, basic values for Thai society. He has set the concept of creating the core values of Thai people to strengthen Thailand, which must be created for people in the country to have the 12 core values of Thailand, namely; 1) Upholding of the three main pillars: the Nation, the Religion, and the Monarchy; 2) Honesty, sacrifice, and patience with positive attitude for the interest of the public; 3) Being grateful to the parents, guardians and teachers; 4) Seeking knowledge and education directly and indirectly; 5) Preservation of Thai traditions and cultures; 6) Maintaining moral, integrity, well-wishes upon others as well as being generous and sharing; 7) Understanding and learning of true democratic ideals with His Majesty the King as Head of State; 8) Maintaining of discipline; respecting laws and the elderly; 9) Being conscious and mindful of action in line with His Majesty's the King's royal statements; 10) Applying His Majesty the King's Sufficiency Economy, saving money for time of need. Being moderate with surplus for sharing or expansion of business while having good immunity; 11) Keeping physical and mental strength, unyielding to the evil power or desires, having sense of shame over guilt and sins in accordance with the religious principles; and 12) Putting the public and national interest before one's own.

Based on a study of literature review and research papers that related to the promotion of the 12 core values, it was found that promoting morality Ethics and basic values of each school would not harmonize with each other that being a modular operation and consistent with the concept of Surang Kowtrakul (2007 : 386), who claimed that the moral and ethics promotion of schools in the past still have different characteristics, and lack of coordination which has resulted to students having moral and ethical problems and desirable values, even if the teacher always warns anyhow, the students still show such behavior again. The problem of teaching on ethics, moral and basic core values in schools may be divided into 4 categories: problems with teaching principles; problems on knowledge, content, morality, ethics and basic values; measurement; and evaluation of teachers' personality which was in line with Saroj Buasri's thought (2006 : 58), who viewed that the moral, ethics, and fundamental values teaching must be inserted into all subjects studied regularly. Also, the schools should organize activities or projects that promote morality, basic ethics and values that it should do both together in order to be more successful.

Therefore, the researcher is interested in studying the guidelines for internalizing the 12 core values to primary students under Nakhon Si Thammarat provincial administration organization, and study the problems and obstacles in building up the 12 core values to be a guideline for improvement and to be used to enhance the 12 core values in other agencies.

Objectives of the study

- 1) To study the guidelines for internalizing the 12 core values to primary school students under Nakhon Si Thammarat provincial administration organization.
- 2) To study the problems and obstacles in strengthening the 12 core values of primary school students under Nakhon Si Thammarat provincial administration organization.
- 3) To propose guidelines for strengthening the 12 core values of schools under Nakhon Si Thammarat provincial administration organization.

Research Methodology

This research is a mixed method research that based on the quantitative research and qualitative research. The sample of this study consisted of 5 primary schools under Nakhon Si Thammarat Administration Organization namely, Ban Tha Ruea Mittraphap 30 School, Ban Nam Cho School, Wat Samnak Khan School, Ban Samnak Mai Riap School, and Mai Riang Prachasan School that calculated by multi-stage sampling. Also, the researcher focused on the study of the guidelines for internalizing the 12 core values to primary school students under Nakhon Si Thammarat provincial administration organization.

Related concepts and theories

The study on “the guidelines for internalizing the 12 core values to primary students under Nakhon Si Thammarat provincial administration organization” would using the mixed method research that based on the quantitative research and qualitative research, caused from the researchers need know the factors, problems, and obstacles that arose in the

process of internalizing the 12 core values, and also recognize the development, the form of presentation and student access in effectively and efficiently with utmost, in order to allow students to practice more concrete. In this research study, it was considered as the case study of internalizing a concept to cultivate a habit, which would be a good value that may result in good things in the country in further. The results showed that the creating value for success have to be required reliance on all sectors, including family institutions and educational institutions in order to instill in the foundation of the mind of children and youth, at any rate by adults, parents, and teachers must be a good example to those. At the same time, teaching materials, teachers, and schools must also cultivate by "cultivating" by starting with the sparkling for students or young people to open their minds, then those would lead to the next step of development and inherit a continuation of culture and carry on until becoming a nation character.

Concepts of values

A study of guidelines for internalizing the 12 core values to primary students under Nakhon Si Thammarat provincial administration organization, the researcher has studied and collected the works related to 12 core values, including concepts, theories relating to internalizing or enhancing the student characteristics from books, articles, documents, journals, research and various theses. The details were as follow;

1. Definition and importance of 12 core values
2. How to internalize the 12 core values
3. Guidelines for internalizing the 12 core values
4. Form of internalizing the 12 core values
5. Research and related documents

Definitions of values has been given in many meanings as follows;

Rokeach (1968), mentioned that the meaning of values that; it is a belief that its characteristic would be quite permanent, and believe that some practices or goals would be things that themselves and society deem appropriate to adhere to rather than other practices or other goals.

Feather, N. (1975 : 4-5), indicates that values would be the enduring beliefs, also as behavior guide or target for life that oneself or its society sees well, approves and deserves to practice.

Dubrin (2001 : 30), has given the meaning of values as being a person's focus on things by linking their own personal opinions, and adhering to that good thing for their own which influencing the behavior of individuals.

Somsak Srisontisuk (1985), said that the values would refer to the criteria for choosing behaviors that will be used to make a decisions in choosing an action plan and an opinion that being a desire or a good thing.

Conclusions

The results revealed that the administrators, who responded to the questionnaires, have had the opinions about the guidelines for internalizing the 12 core values in educational institutions at a high level ($x = 3.97$) and when considering in each aspect, it was found that the aspect of the policy of internalization of the 12 core values were at a high level ($x = 3.82$), and can be ordered in the sub-categories as follows; the policy of internalization of the 12 core values being consistent with the current situation ($x = 3.81$), the policy of internalization of the 12 core values had clear objectives that can be understood ($x = 3.59$), guidelines for internalizing the 12 core values had the appropriateness in implementation ($x = 3.59$), guidelines internalizing the 12 core values affecting the Thai concept change ($x = 3.59$); the aspect of the management structure of the guidelines for internalizing the 12 core values in educational institutions were at a high level ($x = 3.52$), and can be ordered in the sub-categories as follows; the scope of powers and duties that conducive to the guideline of for internalizing the 12 core values in educational institutions ($x = 3.49$), stakeholders who have good relationships and interactions in management ($x = 3.41$), the unity in command and order ($x = 3.35$), sufficient resource allocation ($x = 3.31$), division of duties in each department has the clearness ($x = 3.19$); the aspect of the environment that is favorable to the administration and the value-driven conditions were at a high level ($x = 3.07$), and were able to sort the opinions in the interview as follows; Administrators, teachers, personnel of all departments in the educational institutions were involved in communicating guidelines to instill the 12 Thai core values; all personnel pursued education and knowledge, and being up-to-date, including have the promoting and support from parents, communities, and relevant agencies; the aspect of the teachers, there has been an awakening which can sort the process of internalization of values from qualitative research as follows; teachers have had knowledge and understanding about the 12 core values in reasonable level, teachers placed the importance on internalization of 12 core values with the practical activities to instill these values in their students. In addition, teachers of all learning groups applied the 12 core values to practice in the classroom.

Anyway, the problems that were found in the way of internalizing the 12 core values to primary students under Nakhon Si Thammarat provincial administration organization can be clarified as follows; in terms of policy, the policy was being clear and its objective needed to behold their youths and students get the internalization of useful values. The problem was that the stakeholders should not focus on just one subject, that being consistent with the policy that government would always emphasize the use of history as a base, and should spread the policy out on a whole to be to be involved for sustainable internalization.

In terms of the management structure, still not yet compiled of the content of the values in the official organizational plan. Lacking of clear and concrete tasks, clear structure in practical manner, a clear scope of work of each department that led the practice was being not unity.

As for the learners, with the seniority of primary school students, it was seen as a normal practice in everyday life, so that, the problem of learners would be the belief that learning about the 12 core values is just being memorization. Moreover, only practical subject was Citizenship, that results of having little practice time causing them to not see the importance, then making these values not deeply rooted in their mind and would take time to practice as a habit. Students must be developed from all parties apart from their schools. Therefore, there should be a campaign for other agencies to participate in student development. Also, some students have the family problems including divorce, economy and community conditions such as drugs, high material values, that affecting the disregard of the 12 Thai core values. Students were cultivated from the external environment and therefore lacked good consciousness, lack of attention, lack of awareness. Some families have problems, and still do not understand in their own roles that bearing on the implantation. Students have various media and other stimuli to call attention, and were likely to focus on the current stimuli fashion. Lacking of knowledge and understanding of the 12 Thai core values of them, which can only memorize but do not understand how to apply each topic. In practice ways, students were not able to complete all 12 items, in which some students do not clear in their role of how to express themselves, students may be tired and confused in values and virtues, due to there are many examples of bad society.

Results and Discussions

Schools that are being under the Nakhon Si Thammarat Provincial Administration Organization have had the forms of strengthening the 12 core values by creating awareness and recognizing the importance of building the 12 core values by inserting to all groups, courses and activities. Various schools having had the follow-up operations to strengthen the 12 core values continuously that being consistent with Weerapong Cloydee et.al. (2015 : 58-67), which has studied the strategies of driving the core values of the Thai people in 12 ways. The overview of process were as follow; 1) Creating awareness of values that will be internalized; 2) driving practices according to the Thai core values indicators; 3) praise and build the motivation that leading to practice; 4) continuously performing activities according to the criteria of values; 5) developing a management system that supports the development of core values; and 6) monitoring, evaluation, and driver performance report of the 12 core values. In addition, the instruction of schools under the Nakhon Si Thammarat Provincial Administration Organization also included the 12 core values in the course in order to create desirable behavior for students.

For the next study, the researcher agreed that there should be a study of the creation of activity patterns that able to promote the 12 core values besides the insertion instruction in teaching or integration in the school project, and there should be research on the form of promoting the 12 core values in other schools as well in order to get a different and useful form for further study.

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