

(“NO Cheating”) Policy Recommendation for Moral Child Development in Thai Schools

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— *Review of* —
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ABSTRACT

This Research has 4 Objectives. This research was a Policy Research by implementing as follows: 1) The Multi-cases Study for 3 sources, 2). The Focus Group Discussion, and 3).The Survey Research,4)Interview 7 Experts 5)Try out at Pilot 11 schools in 4 parts of Thailand and 6)Connoisseurship . The research findings:

1. According to the survey of situation, found that the overall and each aspect of situation for developing the students’ ethics and morality in Basic Schools, were in “More” level. The problem in developing the students’ ethics and morality in Basic Schools, in overall and each aspect, were in “Moderate” level in every aspect.

2. The findings of construction and development found that the curriculum and activity enhancing the concrete practice, related ethical principle relating to when they were grown up, they wouldn’t cheat, should be directly emphasized on such as the integrity, and honesty.

3. The findings from trying out the model in pilot school, found that most of schools had major vision, mission, and objective in developing the ethic and morality, and there were curriculum, activity, and mechanism in evaluation without focusing on only one ethics and morality. For trying out the honesty principle for inculcating the ethics, the preciseness of self-practice was occurred more. Most of them were integrated in Social Studies, Religion, and Culture subject. The major thing was that the pilot school should organize activities continuously as well as create climate to do merit as Honesty in every point in school regarding to the physical, verbal, and mental aspect.

4. The findings of establishment for proposed policy were as follows: the objectives of policy: to inculcate and develop the immunity “Not to be cheated when they were grown up” vision: Thai Children were honest “Not to be cheated when they were grown up” Four strategies were: 1) to enhance the role of school, family, and community in developing 2) Strategies, and development of curriculum, and activities for enhancing the concrete. 3) The enhancement of motivation for being continuous and sustainable consisted of following strategies. 4)The development of students’ characteristics to be honest as: 1) telling the truth, not telling a lie, 2) not stealing, 3) behaving oneself to be trustful and reliable as commitment, 4) honest action, 5) being brave for revealing the truth, 6) being able to classify the personal benefit or public benefit, 7) being accountable.

Keywords: “NO Cheating”, Moral Child Development, Thai schools, Policy Recommendation

1.Introduction

Society in The 21st Century needs people with good morals. In order to live together happily. Each community needs good people in this world, and they want to cultivate trained since childhood. The school must be a place of learning in training students. There were recommendations for improving and developing the curriculum in student development, Standard 1: the students have more concrete ethics and morality, the development of instruction for community to participate in and play more role. For the administrators, they had to develop more body of knowledge, leadership, personality to express their competency and intelligence. (Ministry of Education, 2009) In curriculum in Educational management, there was a lack of comprehension in real situation of problem as well as guidelines for solving the problem. This major problem should improve new approach in instruction by emphasizing on the ultimate point as to make students comprehend the ethics and morality in aligned with being intelligent. The administrators had to develop new model for developing the learning in school and collaborate in practicing under new model. (Fullan , 2003)

It could be seen that every division in society should be aware of significance of the inculcation of ethics, value, and desirable characteristic for children and youth in order to oppose the corruption as well as every form of cheating so that the children and youth would be grown up to be good and quality citizen, and it would be guidelines for preventing and solving the problem of corruption in future by implementing to cover 8 basic ethics of Thai children as well as desirable characteristic enhancing the country development and opposing the corruption including: 1) the Honesty, 2) the Public Mind, 3) the Social Justice, 4) the Responsible Action, 5) the Sufficient living. (Bangkok, 2011). But, the inculcation of Thai children consisted of a major problem which should be solved and inculcated in Thai youth to be aware of intensity and collaborate in opposing the corruption problems which were developed the forms as well as techniques until they were difficult to check or arrest for enforcement by national law, and decreased the progress of Thai Social Growth. Therefore, the dishonesty as well as corruption were the causes of many social problems which were likely to be more severe.

The findings from studying the research studies as well as seminar stage, and news which occurred in Thai Society, found that economic crisis, the deterioration in people's ethics and morality in Politicians, Government Officials, or people in other fields of occupations, the obvious picture or news included the corruption, crime, narcotic addiction and selling which were widespread in Thai Youths from Primary School to High Education, quarreling of students in the same institution or different ones etc. These problems were occurred in adolescent groups. Everyone agreed that Thai Adolescents were lacked of sustainable inculcation in ethics and morality or the implementation wasn't cause permanent outcome whereas Thai Society needed to see Thai Youth Development into quality graduates with completeness in physical and mental aspects, consciousness, intelligence, knowledge, ethics and morality, and culture in way of life, being able to live with the others happily. There were reports of survey from the persons who were dismissed from their jobs especially in the staffs' characteristics, found that 17% of them were dismissed because they lacked of skill, knowledge, and experience. For 83% of them, were dismissed because of the problem in their conduct and personality. In the meanwhile, according to the survey of entrepreneurs' opinion in considering the potential workers in their work units or organizations or institutions, found that most of them wanted the graduates who had following characteristics: being diligent, economy, honest, patient,

dedicated, and responsible. The recent occurrence in society, most of them viewed that it was effected from the lack of inculcation in ethics and morality. (Ministry of Education, 2009,Online: searching on 31st July 2013)

According to the study of situation in Integrity and Honesty of Thai People, found that the social values were changed. Most people preferred objectivism. It could be seen that there were dishonesty in every field because the society was demolished including wrong value, many bad examples in society, and action without honesty in society even in the student age. The cause of decreased honesty in Thai People, found that the selfish, greediness, lack of inculcation in childhood, stimulated technology, and more objectivism. (Suandusit Poll, 1-10 November, 2012) The role of Education Institutions, family, and community couldn't take care of children as thoroughly as it should be. The motivation for being honest should be created from childhood to adolescents, and adulthood were not continuous as it should be. There was little number of praise and recognition. As a result, it was emergent to solve the problem. According to the survey of one part of people, found that the persons who could develop Honesty for Thai People, were the family, parents, school, teachers, instructors, official work units, social situation, and nearby persons. (Monday Daily News 12th November, 2012)

According to the above situation, problem, and significance, the researcher was interested in studying the Proposed Policy for developing the Students' Ethics and Morality in Basic Schools so that they wouldn't cheat when they were grown up, by studying the situation, problem, guidelines for developing the students' ethics and morality in Basic Schools, constructing and developing the model for developing the students' ethics and morality so that they wouldn't cheat or corrupt when they were grown up, and trying out the model for developing the students' ethics and morality in pilot schools for being recommendations and guidelines for developing the students' quality further.

2. THE PURPOSE OF RESEARCH

2.1 To study the situation, problem, and guidelines for developing the students' ethics and morality in Basic School.

2.2 To construct and develop the model for developing the students' ethics and morality in Basic School so that they wouldn't cheat when they were grown up.

2.3 To try out the model for developing the students' ethics and morality in Basic School.

2.4 To establish the proposed policy for developing the students' ethics and morality in Basic School so that they wouldn't cheat when they were grown up.

3. MATERIALS AND METHODS

Research Scope

This research was a Policy Research based on conceptual framework of Ann Majchrzak (1984) in 3 steps: to develop the model by studying the problem situation, specify the policy problem issue, and set up the specific research questions for developing the policy alternative as well as collecting from various sources in order to develop into proposed policy.

Research Methodology

Phase 1: The establishment of tentative policy

Step 1: The study of situation, problem, and guidelines for developing the students' ethics and morality in Basic School so that they wouldn't cheat when they were grown up, in order to establish the proposed policy by implementing as follows: 1). The Multi-cases Study for 3 sources, 2). The Focus Group Discussion, and 3). The Survey Research. The implementation was performed as follows: **Multi-cases Study**

1.1 Lam Play Mad Pattana School, Lam Play Mad District, Buriram Province, the researcher and teamwork went for a field trip study at Lam Play Mad School, Lam Play Mad District, Buriram Province, on the 8th October 2012, for one day, by studying general information, school history, prominent of school as well as guidelines for developing the students' ethics and morality, curriculum and activity for development.

1.2 Sattayasai School, Chai Ba Dan District, Lopburi Province, the researcher went for a field trip study as well as interview Dr. Aj-ong Choomsai Na Au=yudaya on the 2nd November 2012 at Sattayasai School.

1.3 The Office of Merit Ambassador of Thailand, the researchers and teamwork went for a field trip study at the Office of Merit Ambassador of Thailand, Bangkok, on the 13th November 2012, for one day, by studying the general information, historical background, and guidelines for developing the children's ethics and morality.

2. Focus Group Discussion, the Focus Group Discussion was performed for one day on the 12th November 2012 at Parliament Building 2, Conference Room 304 and 305. The target group participating in discussion consisted of 62 experts including 7 experts with Educational Administration Degree as well as in Ethics and Morality, and being five alliances from 11 tried out pilot schools (55 persons) including the administrators, teachers, School Boards, parent representatives, and student representatives from both of Public and Private Schools in different Regions by cooperating with the experts who would participate in Focus Group Discussion, determining their characteristics as the persons with knowledge, comprehension, and experience in Education, inculcation for ethics and morality, inviting the experts from Educational Institutions to be pilot studied from all over the country which called Five alliances, organizing the place and documents for Focus Group Discussion as well as equipment in recording the video tape and audio tape, the camera, and other kinds of equipment. In addition, the research team assigned responsibility in implementation to collaborate for the place of Focus Group Discussion, inviting the research consultants to attend and be president for opening the Focus Group Discussion as well as special speech which the researcher presented significance and background of research through the video tape introducing the project to the conference in order to create knowledge and comprehension in research, research objectives, and desired objectives from Focus Group Discussion. The experts presented their opinion. The Focus Group Discussion was recorded in record form. Consequently, the detailed information which could answer the questions of research team from Focus Group Discussion, was obtained by deciphering the tape and concluding the findings in order to synthesize into the model further.

3. Survey Research, the population and samples of this study consisted of the administrators or teachers being responsible for or involving in developing the students'

ethics and morality from 395 Basic Schools. The sample size was determined by Krejcie and Morgan' Table. The samples were selected by Simple Random Sampling from 32,560 Basic Schools of population. (Data in 2012 school year)

The instruments using for data collection consisted of the kind of instrument, Phase 1, the Record Form of Focus Group Discussion, the Record Form of Field Trip Study, and the 5 Level Rating Scale : 5 referred to the Highest level of situation/problem, 4 referred to the High level of situation/problem, 3 referred to the Moderate level of situation/problem, 2 referred to the Low level of situation/problem, and 1 referred to the Lowest level of situation/problem. The quality of questionnaire was found out from IOC as well as Reliability before being published as complete or final issue.

The technique for construction and validation of instrument, the researcher studied the document and related research literature as well as the technique for constructing the questionnaire of situation, problem, and guidelines for developing the students' ethics and morality in schools. The was development for researcher to survey the situation, problem, and guidelines for developing the students' ethics and morality in Basic Schools, by constructing the questionnaire based on conceptual framework through the study from document as well as related research literature to cover the operational definition, classifying into 3 parts. Part 1: was the questionnaire asking general information as a Checklist. Part 2: was the questionnaire as Rating Scale asking the situation and problem of development in students' ethics and morality in school, for 4 aspects and 53 items. Aspect 1: was the role of schools and community for student development, for 5 items. Aspect 2: was the curriculum and activities enhancing the concrete practice, for 9 items. Aspect 3: was the development of motivation for continuous and sustainable development, for 5 items, and Part 4: was the development of students' characteristics including 5 major items and 34 sub-items. Part 3: was the Open-ended questionnaire regarding to the guidelines for developing the students' ethics and morality in schools in order to determine the tentative proposed policy for developing Thai Children's ethics and morality so that they wouldn't cheat when they were grown up. Then, they were validated by 5 experts by investigating the correctness of content, language, and reliability value of questionnaire by finding the IOC values which were ranged between 0.67-1.00. Then, 30 issues of questionnaire were tried out with school which was not the sample. The Reliability of questionnaire in the situation of development for students' ethics and morality = .97. The Reliability of questionnaire in the problem of development for students' ethics and morality in Basic Schools = .98. The questionnaires were improved into real issues and distributed to the samples by mail. The duration of data collection was ranged between 26th October 2012-4th December 2012. For the remained issues, the researcher collected by herself.

Data Collection Method, Phase 1, Focus Group Discussion for one day, Multi-cases study for 3 days, and survey the duration for data collection for 6 weeks. The research methodology in each area, Qualitative Research was used by small group discussion to conclude, analyze, and decipher the lesson of development of eths and morality so that the youth wouldn't cheat when they were grown up for the youth in the local area. In small group process, it was participated by the representatives from different groups.

The data analysis technique, Phase 1, was implemented as follows: data from Focus Group Discussion were analyzed by Content Analysis. Then, data were organized into system. The congruence of each group of data were analyzed. The obtained data were synthesized into problem issues for outlining as recommendations from: 1) Multi-cases study by field trip study from 3 places, 2) Focus Group Discussion, 3) Surveying by using the questionnaire for analyzing the Mean, Standard Deviation, Frequency, and Percentage from the Open-ended Questionnaire. They were presented in Tables. The analytic findings from all of 3 items were concluded from the recording based on content framework, and the conference by research team in order to establish the tentative proposed policy.

Step 2: the construction and development of tentative proposed policy.

The instrument of Phase 2, was the questionnaire of experts. **Phase 3**, consisted of the instruments using for development including the curriculum, project, lesson plan, and handbook of media use, measurement and evaluation. The instrument for data collection, consisted of the project evaluation, the Record Form of Supervision, and the Interview Form of target group.

Data Collection in Phase 2, data were collected from the confirmative investigation of tentative model by interviewing the experts, for 2 weeks. Phase 3, the session for collecting from pilot school, was one semester by using PAOR in Action Research.

Data Analysis in Phase 2, the findings from Phase 2 were checked and confirmed, and established into the instrument for development as well as data collection. The quality of instrument was analyzed by using IOC value. The Reliability of instrument was searched for. In Phase 3, was improved from Phase 2, and tried out in 11 pilot schools. (4 Parts of Thailand) Then, the findings from trying out, were studied.

Step 3: the establishment of proposed policy

The instrument in Phase 4, **The Connoisseurship**, Technique for data collection in Phase 4, the Connoisseurship was performed for one day.

Data analysis in Phase 4, **The findings from Connoisseurship** from the experts were used in the Accuracy and Covering, were congruent with both of the problem and need for developing the students' ethics and morality.

4. RESULTS AND DISCUSSION

4.1 According to the survey of situation, problem, and guidelines for developing the students' ethics and morality in Basic Schools, found that the overall and each aspect of situation for developing the students' ethics and morality in Basic Schools, were in "More" level. The Mean value of the role for development of school and community, was higher than the other aspects. For the students' characteristic development not to be cheated when they were grown up, its Mean value was lower than the other aspects.

The problem in developing the students' ethics and morality in Basic Schools, in overall and each aspect, were in "Moderate" level in every aspect. For the role for

development of school and community, its Mean value was higher than the other aspects. For the students' characteristic development so that they wouldn't be cheated when they were grown up, its Mean value was lower than the other aspects. Considering each item in 3 aspects, the role for development of school and community, the curriculum and activity enhancing the concrete practice, and the creation of motivation for continuity and sustaining, every item was in "Moderate" level. As Figure 1.

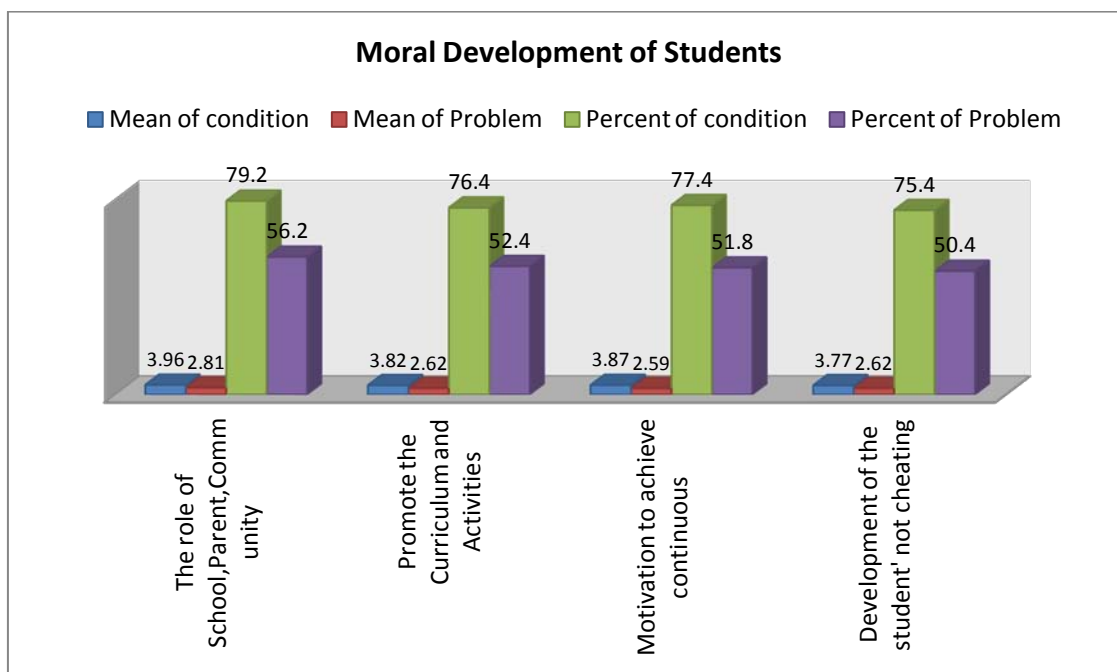


Fig 1. Graph shows that condition, problem of Moral development of students in Thai Schools

The graph shows that Current conditions have taken the moral development in high level But all the problems there are more than 50 percent.

Considering the students' characteristic so that they wouldn't be cheated when they were grown up, found that the practice situation, in overall and every item, were in "More" level. For the overall problem, it was in "Moderate" level, the Public Mind, the Social Justice, the Responsible Action, were in "Moderate" level. For the other 2 aspects, the Integrity, Honesty, and students' characteristic in sufficient living, the problem was in "Low" level. Considering each item in 34 items of students' characteristic as not to be cheated when they were grown up, found that the situation of development in characteristic of not to be cheated when they were grown up, every item was in "More" level. For the problem of development in characteristic of not to be cheated when they were grown up, 17 items were in "Moderate" level, and 17 items were in "Low" level.

For recommendations, the respondents suggested guidelines for developing the students' ethics and morality in Basic Schools, 1) the teachers, students' parents, and community should collaboratively participate in searching for guidelines in development regarding to mental aspect, inculcate the ethics and morality in one's mind, 2) for the curriculum and activity of training, the camp for ethics and morality, real practice should

be emphasized on, and 3) the students should be developed their motivation, the students as well as persons with good merit should be praised and recognized. Most of recommendations covered research framework studied from basic document by the researcher.

4.2 The findings of construction and development in the model for developing the students' ethics and morality in Basic Schools, so that they wouldn't be cheated when they were grown up, by bringing the findings from Phase 2 to be investigated by 7 experts, found that the model of development for students' ethics and morality in Basic Schools, followed the framework including: the role for development of school and community, the experts suggested to add the role of temple or church or the other religions or in Buddhism called "H-T-S" Home, Temple, and School, 2) the curriculum and activity enhancing the concrete practice, related ethical principle relating to when they were grown up, they wouldn't cheat, should be directly emphasized on such as the integrity, and honesty. The other parts were related indirect ethical principles, 3) the creation of motivation for continuity and sustaining, should be worthy and useful motivation for practitioners including: when there was integrity, society should recognize and praise for being accepted by society, and being able to use the findings in higher level of Education to Higher Education as well as applying for a job in different work units. Besides, every work unit should provide priority opportunity for the honest persons to work as the first group, 4) the students' characteristic as not to cheat when they were grown up, most of experts agreed that the characteristic in Item 1 as to be honest as priority regarding to the physical, verbal, and mental honesty, should be used. Besides were indirect characteristics, sufficient being and living, being responsible, social justice, and public mind. Cooperation can be expressed as follows: figure.2

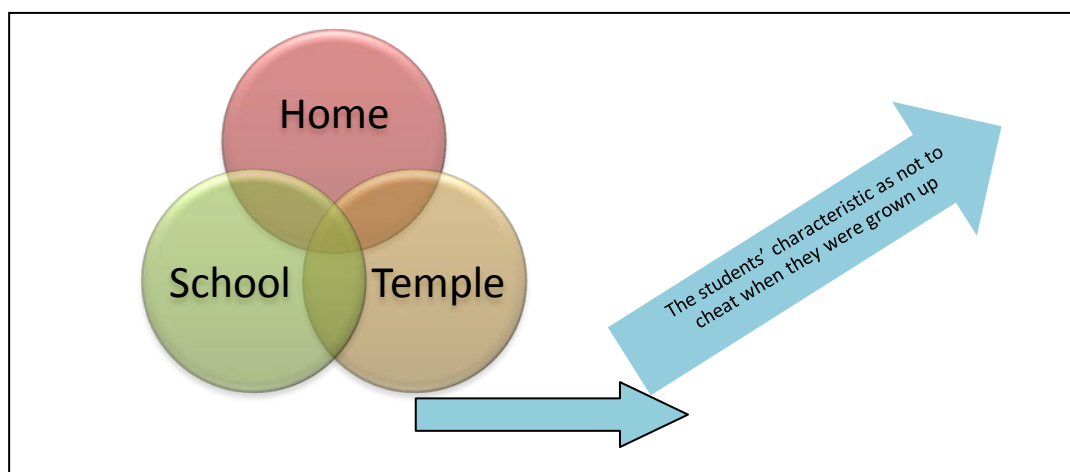


Fig.2 Cooperation "H-T-S"

4.3 The findings from trying out the model in pilot school, found that most of schools had major vision, mission, and objective in developing the ethic and morality, and there were curriculum, activity, and mechanism in evaluation without focusing on only one

ethics and morality. For trying out the honesty principle for inculcating the ethics, the preciseness of self-practice was occurred more. Most of them were integrated in Social Studies, Religion, and Culture subject. Moreover, according to the visit, supervision, and following up the development of Thai Children's ethics and morality so that they wouldn't cheat when they were grown up, found that each school developed the students according to their own context. Although there was only one framework, there were different integration techniques with other Learning Substances. But, they followed the specified objective: the desirable characteristic of honesty in order to inculcate the students' immunity so that they wouldn't cheat when they were grown up. According to the interview of information in successful alumni who were praised and recognized in school community, found that the schools played an important role in inculcating the children during their studying age. According to the information, it supported the framework of school role to be very important in developing as well as enhancing the curriculum and activity for concrete practice. As a result, clear direction was occurred for developing and focusing on the only one aspect of ethics and morality: the Honesty. The major thing was that the pilot school should organize activities continuously as well as create climate to do merit as Honesty in every point in school regarding to the physical, verbal, and mental aspect. Furthermore, the motivation in providing reward and recognition should be developed by collaborating with both of family and community to conclude the findings of model for developing Thai Children's ethics and morality so that they wouldn't be cheated when they were grown up as a follow figure.3.

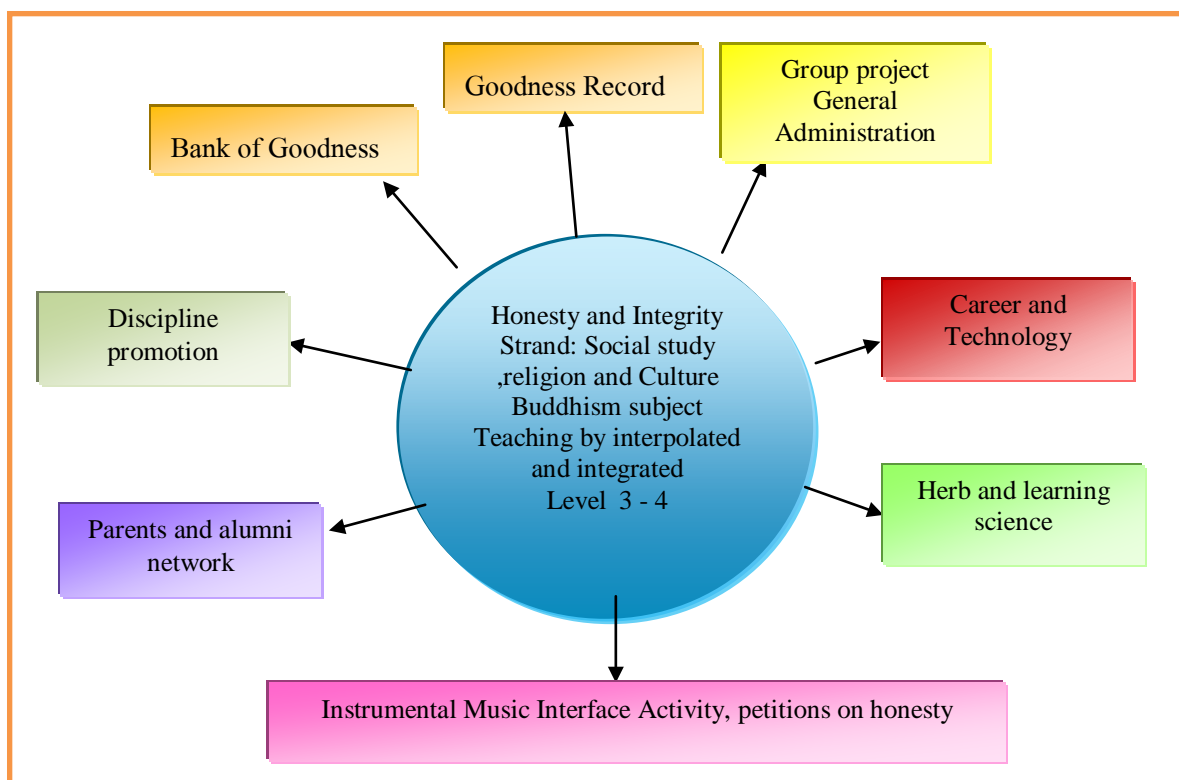


Fig.3 One of Pilot school Model for Moral development of students were not cheating

4.4 The findings of establishment for proposed policy in developing the Thai Children's ethics and morality so that they wouldn't cheat when they were grown up, were as follows:

Table 1: Appropriate levels and Feasibility levels of the Experts assessment

Moral Development	Appropriate levels		Feasibility levels	
	\bar{x}	levels	\bar{x}	level
The role of School, Family and Community Development	3.83	High	4.00	High
Curriculum and Activities a practical blueprint.	3.20	Moderate	3.50	Moderate
The motivation to achieve continuity and sustainability.	4.10	High	3.70	Moderate
Developing the students to be honest and Integrity.	3.50	Moderate	3.64	Moderate
Overall	3.66	High	3.71	High

Table 1: shows that all the experts agree that it is appropriate at a high level. It is possible in a high reasonable level. Curriculum and activities that have a substantial performance was higher than the other side.

4.4.1. The suggested opinion on policy developed from Policy Research Process by the researcher: was emphasized on development of Thai Children's ethics and morality to be honest, the opinion on objective of policy consisted of the vision, mission, and major objectives as follows: the objectives of policy: to inculcate and develop the immunity "Not to be cheated when they were grown up" vision: Thai Children were honest "Not to be cheated when they were grown up," the Mission: to enhance the school, family, community to develop Honesty so that the Thai Children wouldn't be cheated when they were grown up." The major objectives: 1) to develop the schools to be able to construct the integrated curriculum, organize the activities and concrete evaluation, 2) to enhance the family and community to collaborate with school in creating the motivation in continuous development.

4.4.2. The opinion on model of recommendation consisted of the strategies, goal, strategies, measure, mechanism, practice, curriculum, activities, and mechanism in evaluation.

5.CONCLUSIONS

The results of the model **Four strategies were:**

5.1 to enhance the role of school, family, and community in developing the strategies were as follows: 1) There was a precise determination of policy in developing the students' ethics and morality. 2) There was a formal appointment for the staffs to

develop the students' ethics and morality. 3) There was an enhancement for the role model or good example in school or community. 4) There was an enhancement for community to participate in developing the students' ethics and morality. 5) There was an enhancement for the parents to play their role in implementing the development as well as solving the problem of students' ethics and morality. 6) There was an enhancement for the family to play role in developing and solving the problem of students' ethics and morality.

5.2 Strategies, and development of curriculum, and activities for enhancing the concrete Practice were as follows: 7) The curriculum for developing the students' ethics and morality was congruent with reality focusing on practice. 8) The structure of curriculum regarding to development of students' ethics and morality. 9) The school curriculum determined the content regarding to the ethics and morality in integration form. 10) The establishment of handbook or lesson plan for developing the students' ethics and morality. 11) The activities creating and enhancing the experience in merit and honesty. 12) The activities were creative and cheerful in stimulating the children to think logically. 13) The activities or media encouraging the students for concrete practice. 14) The systematic supervision and following up. 15) The various techniques of measurement and evaluation.

5.3 The enhancement of motivation for being continuous and sustainable consisted of following strategies: 16) The project for enhancement of students' ethics and morality. 17) The promotion for merit through reward and motivation. 18) The regular training and camping of ethics and morality. 19) The student development activities to obtain ethics and morality outside classroom. 20) The collaboration with both of Public and Private work units in developing the motivation in merit as well as obtaining ethics and morality.

5.4 The development of students' characteristics to be honest as: 1) telling the truth, not telling a lie, 2) not stealing, 3) behaving oneself to be trustful and reliable as commitment, 4) honest action, 5) being brave for revealing the truth, 6) being able to classify the personal benefit or public benefit, 7) being accountable. Therefore, the findings of development for Thai Children's ethics and morality so that they wouldn't cheat when they were grown up, could be concluded as the following figure 4:

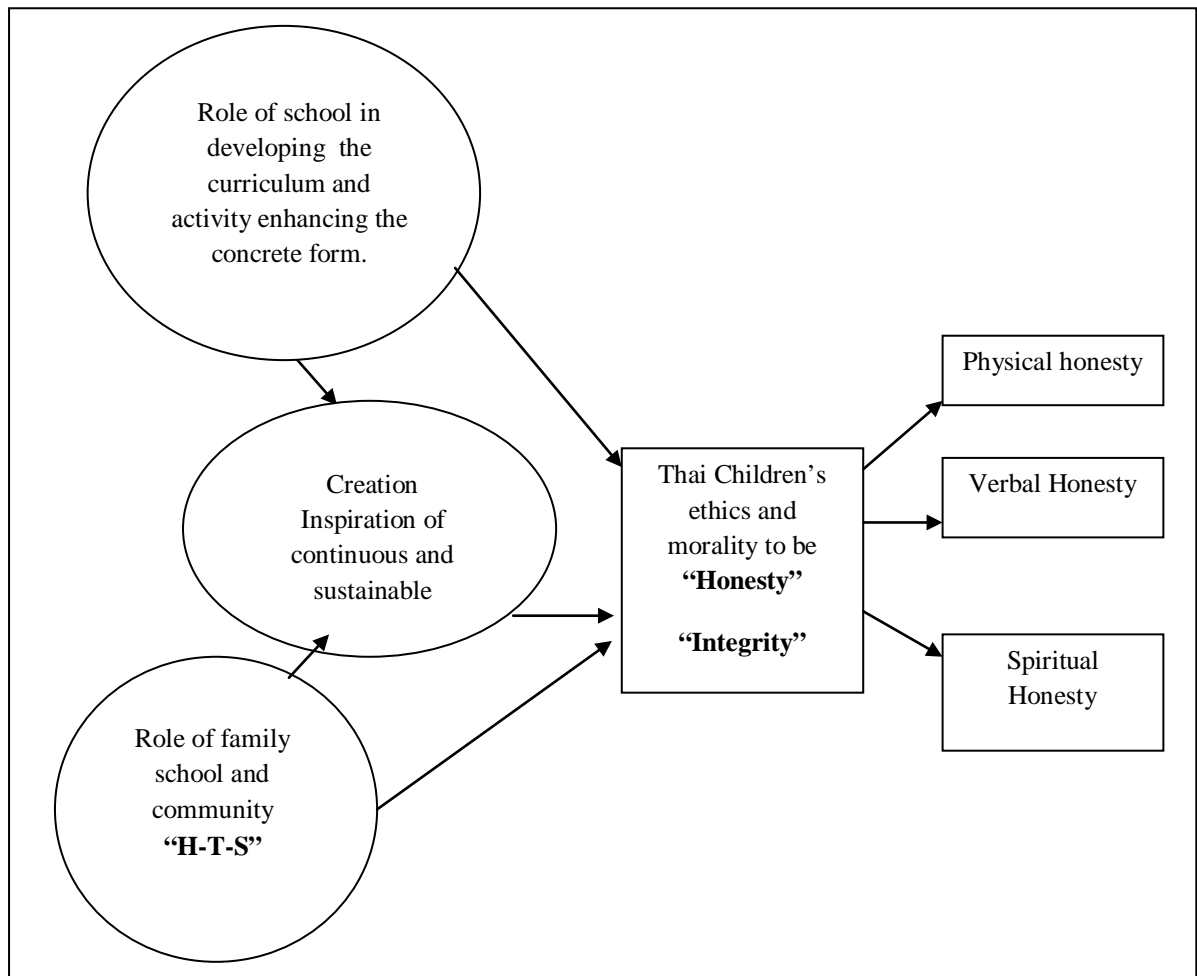


Fig.4 Illustration of the Final Model of Thai Children's ethics and morality to be **"Honesty and Integrity"**

Discussion

1. Moral Development Ethics classes in basic education. Found that moral development Ethics classes in basic education as a whole and all at a high level. The role of education and community development higher than the other side is the developer of features boasted to the students do not cheat with an average lower than the other side. Studies such as this may be due schools have tried to implement the program and the role that education, knowledge and morality of the National Education Act. And the principles of good governance to strengthen the integrity and character of the school and the community need to work together as Veerawit Kongsak (2008) proposed that Good governance Committee will hold in society. Thailand has all need the basic values of integrity and discipline. The government of the state to "think about it" meets all state and the power delivered by the best interests of the nation and the public at all times. Therefore, the development has indicated that education is the development at a high level.

There are guidelines to foster students' moral consistency. This is consistent with Churairat Sangbunnum (2013) concluded about that the ability to apply knowledge & the scope of moral virtues. Required to live happily at the Office of the Basic Education. want to happen to the students and young people are diligent, efficient, honest, disciplined, polite, clean, harmonious and generous, consistent with the findings of the Board of Education (2011) offers education, policy development and teacher education with the aim to provide a framework and clear guidelines. Development and teacher education as a system that allows teachers and educational potential with morale in the performance management development and learning management effectively the quality of the students and to promote, develop and retain teachers and educational personnel 1) propose policy issues 1. systems and mechanisms in the development of teachers and educational personnel qualified to teaching, administration and support of teaching and learning that affect the quality of learners effectively, 2) proposed a policy issue 2: Develop a management system to effectively contributing to the performance of teachers and educational personnel, 3) proposed a policy point 3 organization promoting the teaching and learning for contributing. the performance of teachers and educational personnel, 4) proposed a policy point 4 systems strengthening morale and career advancement of teachers and educational personnel. The problem of moral development ethics classes in basic education. Considering the average is moderate when considering the value percentage points, found that 52.4 percent of the vote, which constitutes more than half of the problem. Should be corrected. Consistent with the results of focus group discussions The conclusion that the moral of the students. Honesty is the key issue is urgent that all organizations should speed up due primarily to the lack of teaching materials. The Principle is a good example. The problem of corruption is likely to intensify in line with Sairuedi Vorakitphokatorn and et al (2009) have found that. Virtue ethics forms and processes of social institutions in Thailand is mainly all institutions. Is to teach verbal and the environment. The results from the document quantitative research and qualitative research indicated that match. See exemplary conduct and teaching by offering various forms of mass media. This is a way to get attention. The recognition impress and provide a good model. Although teaching such step would be cumbersome and costly. And lack of personnel in all phases of operation. Lack of academic knowledge in Manufacturing Attention of sponsors And the absence of support from the government. It was also found that leaders with moral and ethical significance. And a key part in driving a different dimension of society run by a director of ethics. As well as innovative projects / activities. To instill morality in society. Contributing to the creation of rules and standards of moral agency, that person is affiliated with the findings also indicate the individual's personal circumstances are growing up in a family. "Master morality" which clearly means to parents, caregivers and family members. This finding is consistent with theories of human development theory are two major theories mirror cell. And the theory of the learning process of the brain, thereby creating moral attributes. Is to focus on cultivating "ideas" as the foundation of the action habit and character, with 7 Indicators include: 1) an underlying moral is clear, 2) a sense of compassion in the chest understanding, 3) activities that build to happen to children 0-6 years old, 4) create events through sensory perception in both eyes, ears, nose, tongue, body and 6 is not an activity that the kids have tried to do it manually, 5) activities should be considered alongside the incubator for Virtue Ethics, 6) while learning children in the mood to enjoy open to learning and, 7) the frequency and consistency.

2. The creation and development of moral development ethics learners in basic schools grown to not cheat. The role of education and community development.

Qualified to additional interest is the role of the temple, churches or places of religion or other. In Buddhism called "H-T-S" Home, School, Temple and 2) curriculum activities that will cause the concrete should focus on ethics related to the fraud was not directly include honesty, the other is the principle involved indirectly. Studies such as this may be due experts want to emphasize the point, the most tangible aspects can improve children do not cheat while growing up. Schools can arrange clearly as Thanet Khumkert (2012) propose guidelines for the promotion of ethics and students: 1) to encourage school activities instruct (absorb), moral cause to students as 1.1.) monks were invited to the school in the morning, teachers and students have merit bowl every day. Because of the atmosphere and precedent, as this will help the students to absorb a soul. Delicate love philanthropy once back home, it will persuade parents. Relative to the merits whenever possible 1.2) activities for students to respect the morning prayer, the evening before the main event. In the week ending Where there's a conscious customers and try to link to the class with 1.4) encourages students to pray and meditate before bed every night, with reinforcement activities and monitor student performance continuous 1.5) event stage talent help the community including sending students to compete in the arena of moral and 1.6), taking students to attend religious occasions in respect of such activities do not form, but must aim to train students to absorb. Must be done continuously, 2) encourage teachers teaching to foster ethics to students based on the principles of: 2.1) encourages teachers as models (Modeling) good for a child to your child. faith and to follow due process, socialization (Social Learning) that the model is the most important tools for Virtue Ethics 2.2), group to instruct (Group Process) 2.3 All teachers will teach anyone. Be aware that you are responsible for teaching moral 2.4.) Should be selected to suit the teaching approach. Do not use the lecture only. How to use rational thinking. The logic used to create the critically acclaimed assumes the use of metaphor. Consistent with the research of Sompong Jaideechuey and colleagues (2011) studied the methods / processes Virtue Ethics in Thailand found that social Thailand has the form / method / process instill moral customers include: 1) teaching verbally. 2) teaching through providing the right thing for people to learn on their own, 3) Compliance with a model / use a good role model, 4) teaching inserted in activities together, 5). taught by reward and punishment, 6) teaching by offering the public media in various formats, 7) teaching encourages reasoning why one thing is good or bad, 8) teaching them in real situation forward the ideas that led to the aim of creating a good and nice effectively as a method / process instill morality in foreign countries, each country has its features and processes Virtue ethics is themselves cooperation in all sectors, from family, which has a close relationship with the children, most parents should be treated as an example and instill in children a priority because it will absorb and learn about goodness easily institution, it is important not to lose the family as a place to study and teach as well as help teach children to be a moral as well as agencies, both public and private sectors must work together to promote. support and cooperation of all parties, but also a matter of having a good role model for the children to see and exemplary practitioners to cause awareness of goodness more.

3. The results of the model with the pilot schools were as follows: Most schools have a vision, mission and objective. to develop ethical and moral curriculum and evaluation mechanism. But do not focus on moral, ethical only when the program integrity. To cultivate virtue makes it clear in practice more self. Most are integrated into the social, religious and cultural subjects. In addition to the excellent track the development of children's moral Thailand's not cheating found that schools, each school will develop the students according to their own context. Even with the same concept with

the integration with other learning differences. It is based on a voluntary set of desirable characteristics of integrity, to cultivate students who have grown immune to not cheat. Studies like this. Probably due to education policy has been the policy and practice. The meeting in a format that matches the context. Themselves as the office of the Secretariat of Education (2007) conducted a study. "The research project forms of Virtue Ethics. Values and desirable "after the analysis has found a synthesis of cultivating morality. Values and desirable features 4 format is the format of the house (family), the school (education) and the community in all forms of content that should be both physically and mentally. How to cultivate and measurement. As Jintana Buddhometta (2005) have discussed for Virtue ethics of the Republic of Korea, "The Virtue Ethics in families of Korea will follow the philosophy of Confucius, which makes the family of Korean families who have moral high. Although the Korean society will change, but every family has remained steadfastly follow the teachings and moral indoctrination in schools by creating explicit teaching of ethics.

4. The preparation of policy recommendations found. Experts at the meeting agreed that there is a possibility and is suitable to be used as a comprehensive policy. Studies such as this may be due. Want to be used in developing countries to cultivate the child. As the network of Community Organizations for Reform. (2011) has proposed a policy local self-management into the Reform of the conflict situation in Thailand from the community until the country during the past 10 years, a phenomenon that reflects the conflict. the accumulation of both the political struggle. Poverty the feeling of being disadvantaged. Not a just society. The disparity in the lack of access policy and the allocation of public resources. Public Services and the budget is fair and thorough. Caused by structural problems as a representative democracy. System administration Management of the public sector in the economy and natural resources. Responsive and inclusive decision-making power in the country at both central and local government reform in Thailand. We need a structural solution to the general public in the management and development of their communities. The power / transfer of power management of natural resources, economy, society and government / politics back into the community to community by community organizations, the district has the authority to consider. Decision-making and project management for the future of the state and local communities themselves based on a variety of cultural and community life. Reform of public administration to support the role the public sector. The reform process was a collaboration between the government and the community as a community organization, the core and the "reformed by the community for the community," the social Thailand Green and Happiness. The study found that the network of community organizations. Therefore, proposals to reform Canada: 1) how to reform the mechanism design from below upwards, with all sectors. All the participants with equality since the target create a society that wants to see together 2) The process of thinking people with public participation at all levels. With regard to the public interest rather than their own interests. 3) Use the key reforms made to the mouth of the people support the formation of community organizations operate. To resolve the problem of exploitation modified production methods. The villagers owned the means of production itself, create a career that people have a choice to stay at home / community of their own. To train the core and community organizations coordinate with state 4) reform the mainstream media. The state media Provide space for the communication of community formation. Television and radio frequency allocation to train community organizations make their own media. 5) Review the reform, restructuring and central regions to facilitate and to increase the role. Add the

power of self-management in the public sector. The provincial-level People's Council Partners from all sectors to participate.

6.SUGGESTIONS

6.1 The policy recommendations for researchers offer policy recommendations to the Senate on the government and the Ministry of Education.

1. Policy recommendations to the Senate.

- 1.1 The policy should focus on ethics, integrity is Thailand's national agenda.
- 1.2 The policy objectives should continue to cultivate and build immunity "was not cheating."
- 1.3 The Vision should create a common vision. Thailand's honesty "was not cheating."
- 1.4 The Mission should promote education, family, honesty, creating a "child Thailand's not cheating."
- 1.5 The main objective: the Senate should have the following objectives.
 - 1.5.1., To develop educational programs to develop an integrated approach to create an event that is tangible and evaluation with a focus on authentic assessment.
 - 1.5.2., To promote family and community partnerships with schools to create incentives for developers continue to build a better, more.

2. Policy recommendations to the government.

- 2.1 The strategy should the role of education families and communities to develop a strategy follows.
 - 1). The policy of developing learners moral clarity.
 - 2). The personnel assigned moral development ethics official learners
 - 3). The promotion of a prototype or role model in the school or community.
 - 4). It is encouraging community participation in the development of moral learning.
 - 5). The role of parental support joint development solution for moral learners
 - 6). The role of family support co-operation to develop solutions for moral learners
- 2.2 There should develop communication every sector of the honesty. Extend more results and promote national

3. Policy recommendations The Ministry of Education.

- 3.1. Should develop and foster a practical blueprint. As the following strategies
 - 1) There curriculum on moral development. Ethics learners in line with the actual situation.
 - 2) There the development of a course on ethics, the students should have related goals. Clear honesty

- 3) There curriculum is defined based on ethics in the insertion and integration.
 - 4) There should be developed to guide Moral or lesson plans to develop learners.
 - 5) There should support activities to experience the good, honest.
 - 6) There should be a fun creative activities encourage children to think rationally.
 - 7) There should be a media event. Encourage learners to practice the concrete.
 - 8) There should be a system of supervision should be the responsibility of local authorities.
 - 9) There should be measurable Evaluation of ways Is showing the effects Every year
- 3.2. There should strengthen the motivation of learners to achieve continuous and sustained by the following strategy.
- 1) projects that promote moral ethics, they should continuously.
 - 2) There should support the good works in the form of incentives and from Childhood to the working age
 - 3) There should be training. Create good people who grow up to be a fraud. Camp about ethics continues.
 - 4) There should promote development activities have moral ethics. Outside the classroom is always
 - 5) There should focus on cooperation with the agency. Public and private Incentives for good have moral
- 3.3. Should develop learners. 7 ways are honest. 1) Speak the truth, do not lie. 2) reveal the truth
- 3) act as a reliable trusted the contract. 4) the action is straightforward. 5) recognize common interests. 6) transparent 7) Do not steal

6.2 Suggestions for further research

1. From the survey found that conditions of Moral Development Learners in basic education at a high level. The problem developed in more than the 50 percent, so find ways to develop and make it more interesting.
2. The results of the trial in basic education. In elementary school, most have been developed by the insertion of studying various topics. The school should have a curriculum that is more concrete about the implant. Honesty was not cheating.

6.3 Recommended for academic

1. The research should investigate the relationship between the role of the Senate to promote effective school improvement-oriented moral integrity immunity was not cheating.

2. Should the factors that influence directly and indirectly influence the development of Thailand's honesty was not cheating.

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