An Effectiveness Model Development of Scout Management in Basic Education Institutions Pathum Thani Province

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Abstract

The objectives of this dissertation were 1) to study the factors affecting scout management in Basic Education Institutions, Pathum Thani province, 2) to develop an effectiveness model of scout management in Basic Education Institutions, Pathum Thani province, 3) to propose an effectiveness model of scout management in Basic Education Institutions, Pathum Thani province. Multiphase mixed methods research was designed by using quantitative methods to extend qualitative results. It was divided into 3 phases. Phase 1 qualitative research, the key informants where expert in scout management were selected by using purposive sampling of 12 key informants. Data were collected by interview form and were analyzed by using analytic induction. Phase 2 qualitative research, focus group discussion by a qualified person, namely the school scout director, Qualified Official Boy Scouts Specifically of 9experts were used, data were analyzed by content analysis. Phase 3 quantitative research, the questionnaire was used to validate the effectiveness model of scout management in Basic Education Institutions, Pathum Thani Province. The sample group was determined using a sample size of 10 persons per 1number of path showing the relationship between the variables in the model for all 62 paths. Therefore, the appropriate sample size should be 620 samples. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and analyzed to validate the model with the empirical data, and analyze the direct and indirect effects. Results indicated that 1. The factors affecting scout management in Basic Education Institutions Pathum Thani Province consisted of 7 factors: 1) Scouting activities, 2) scout attributes, 3) director attributes, 4) executive attributes, 5) PDCA of Deming cycle, 6) factors of success (Iddhipāda IV), and 7) effectiveness of scout management. 2. An effectiveness model of scout management in Basic Education Institutions, Pathum Thani province was developed and had shown important factors in causal relationship model. Results lead to the effectiveness of scout management consisted of: 1) scout activities, 2) scout attributes, 3) director attributes, 4) executive attributes, 5) PDCA of Deming cycle, 6) factors of success (Iddhipāda IV) and the results of the examination found that possible, be accurate and appropriate. 3. An effectiveness model of scout management in Basic Education Institutions, Pathum Thani province proposed as a

causal relationship model that fit with the empirical data (Chi-square = 127.77, df = 104, p = .057, GFI = .982, AGFI = .953, RMR = .015). Accounting for the variations in effectiveness of scout management was 82.30 percent, indicating that scout activities, scout attributes, director attributes, executive attributes, PDCA of Deming cycle, factors of success (Iddhipāda IV) were variables that supporting in the effectiveness model of scout management in Basic Education Institutions, Pathum Thani province.

1. Introduction

Since the beginning of the Thai scout business during the reign of King Rama VI until now. In other words, primary schools and secondary schools' scouts have been established in the school. It is hoped that scouting will be an activity that helps build ethics, morality and personality for Thai youth. As a result, the Thai Scout business has progressed and the number of Scouts has increased. in order to create morality and ethics and in the development of that country, there are many factors that will help the development of the country to achieve its goals among the factors that will contribute to the development of the country in addition to economic, social, political development, public health, public utilities, and social work. Education development is one of the most important aspects. Due to education is the foundation of all kinds of development, it is one of the important things in creating progress and solving problems in society because education is a process that helps people develop themselves and activities along with learning in the classroom is one of the processes that need to be organized in the school. The activities organized by the school are called "Student activities" are real learning activities being thoughtful, creative, practice, and solve problems helps to foster many personality traits to occur with the students where the curriculum in the classroom cannot be caused.[1]

The Ministry of Education has announced the Basic Education Core Curriculum B.E.2553 and teaching and learning to develop all Thai children and youth at the basic education level to have the quality of knowledge. Skills needed to survive in a changing society and constantly seeking knowledge for self-improvement throughout life. In addition, the National Education Act B.E. 2542 (1999) [2] and the second amendment (section 2) B.E. 2553 by adhering to the principle that learners are the most important. The educational management process must encourage learners to develop naturally and to their full potential. The contents and activities are arranged in accordance with the interests and aptitudes of the learners, taking into account differences between people, practicing skills, thinking process, management, coping with situations coupled with the rapid changes in society and technology causes both good and bad effects on a person's current lifestyle, causing even more complications. It is necessary to change the way of life in order to live in society with value, dignity and happiness on the basis of a sufficiency and sustainable economy. This approach is consistent with the policy of the Ministry of Education in developing the nation's youth into the 21st century world by promoting learners to have virtue and love for Thainess to have analytical and creative thinking skills technology skills, being able to work and live with others in the global society peacefully. [3]

For the policy and focus of the Ministry of Education, 2020, the Ministry of Education has determined the teaching and learning of boy scouts and Red Cross Youth at the elementary level focus on the multiple intelligences of individual learners as diverse as their potential with the focus being "Cultivate discipline: The Right Attitude Using the Boy Scouts

and Red Cross Youth Process," The Scouting process is a youth development process that aims to develop, train, educate and develop young people to become good citizens. Regardless of race, religion, in accordance with the purposes, principles and methods set out by the world scouts. Girl scout activities are activities aimed at instilling discipline and rules for living together, know the sacrifice and service to the society and the way of life in a democratic system. The organization of scouting and scouting activities are in accordance with the regulations of the National Scout Office including in accordance with the Basic Education Core Curriculum, B.E.2553 participate in scout activities 1 period per 1 week per semester and in the part of the Office of Educational Service Area has a policy to promote supporting the management of scouts in schools by assigning the education promotion group to be responsible, and there are representative members of the Boy Scout Committee in the educational area, represent various organizations. But nowadays, scout activities in schools still lack the attention of teachers. Educational administrators and school administrators at all levels causing it to not be developed as it should be. It depends on the policy of educational administrators and school administrators on how much attention is given to scouting and the management of scouts in schools still encountered many problems, as a result, the organization of scout activities did not meet the objectives of the National Scout Committee. [4]

Administrators can apply Buddhist principles in administration as a success factor for boy scout administration in educational institutions. According to the Buddhist principles of Buddhism, there are the Buddhist principles that are suitable for use in the boy scouts administration in educational institutions are Iddhipāda IV. The word "Iddhipāda IV" means the foundation of success, machine to achieve success as one wishes who hopes for success in anything must complete oneself with what is known as power, which is classified into four, i.e.1) Chanda; aspiration affection for that thing, 2) Viraya; persistence, diligence in that thing, 3) Citta; attention to that thing, 4) Vimaṃsā; carefulness to the reason thereof, these four virtues arise, each of them has its own specific function: Chanta; satisfaction, as what one considers the best that human beings should receive this as the first encouragement. That causes all the next virtues. Viriya is perseverance, meaning action that is uninterrupted. It's a long term until being successful. The word has the meaning of courage attached to it. Citta means not abandoning that from one's own feelings, keep that objective in mind. This word fully encompasses the meaning of Samadhi profoundly go up all the time. This word combines the meaning of the word full of wisdom.

Based on the principles and concepts of scout activities in basic education institutions, there is no systematic model for the management of scouts in each educational institution, whether primary, secondary, vocational or various levels in basic educational institutions. There is still no clear model. The researcher found that the conditions of the scout administration in each school had many problems. The researcher therefore studied information to find ways to manage scouts in basic educational institutions. The researcher is a Pathum Thani province Boy Scout Committee being a qualified committee member in the 5th stage of inspection, operation and evaluation. It was found that the management of the scouts was very important that the administrators had to give importance to, especially the Basic Education Institutions, Pathum Thani province. Therefore, the researcher is interested in developing a model for the effectiveness of scouting in basic education institutions, Pathum Thani province in order to further develop the scout management to be more effective.

2. Objectives of the research

1. To study the factors affecting the administration of boy scouts in Basic Educational Institutions, Pathum Thani province.
2. To develop a model for the effectiveness of scout administration in Basic Education Institutions, Pathum Thani province
3. To present a model for the effectiveness of scout administration in Basic Education Institutions, Pathum Thani province.

Conceptual Framework

An Effectiveness Model Development of Scout Management in Basic Education Institutions Pathum Thani Province was developed from document study. The relationship between variables can be shown as follows:
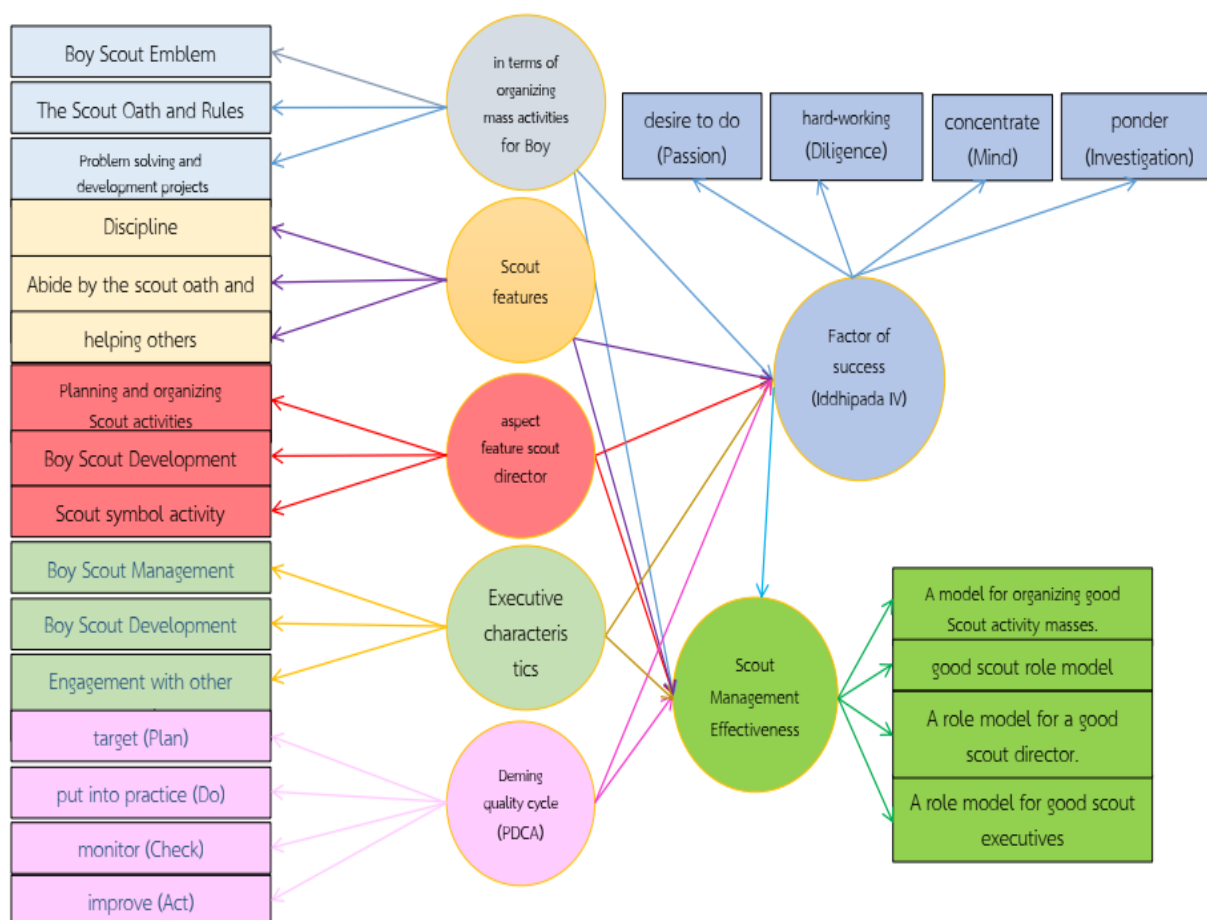

Figure 1 *Conceptual Framework*

3. Research Method

The objectives of this research were1) to study the factors affecting scout management in Basic Education Institutions, Pathum Thani province, 2) to develop an effectiveness model of scout management in Basic Education Institutions, Pathum Thani province, 3) to propose an effectiveness model of scout management in Basic Education Institutions, Pathum Thani province. The research was designed using a mixed method research using tools, interviews, questionnaires from the sample group, which were scout

administrators in Basic Education Institutions, Pathum Thani province. Statistics used in data analysis were Structural Equation Model (SEM) analysis. The research method was divided into 3 phases: Phase 1 used field studies with qualitative research with in-depth interviews by purposive sampling, 12 interviewees to study the factors affecting the management of scouts in Basic Education Institutions, Pathum Thani province, Phase 2 focus group discussion to develop a model for the effectiveness of scout administration in Basic Education Institutions, Pathum Thani province, Phase 3, the use of questionnaires to present a scout management efficiency model in Basic Educational Institutions Pathum Thani province by designing a research on targeting and sample groups, research tools, and data analysis was defined in each phase of the research as follows:

Phase 1: In-depth interview to study the constituent factors affecting the administration of scouts in Basic Education Institutions, Pathum Thani province. The target group is experts in school administration, expert in boy scout management from purposive sampling of 12 people, using interview questions to collect data, then data reduction was performed, check the data and analyze the data by using analytic induction. The results of the analysis will answer the research objective 1, namely, the components that affect the management of scouts in Basic Education Institutions. Pathum Thani province.

Phase 2 Focus group discussion to develop a model for the effectiveness of scout management in Basic Educational Institutions, Pathum Thani province. The target group is academics in Buddhist education administration, expert in educational institution administration, expert in boy scout management by using purposive sampling, 9 persons were used. Questions or issues used in group discussions. The process for organizing the data and The data analysis in Phase 2 resulted in the development of an effective model for scouting in Basic Education Institutions, Pathum Thani province.

Phase 3: Use of questionnaires to propose a model for the effectiveness of scouting in Basic Education Institutions, Pathum Thani province by checking the validity of the developed causal correlation model. The population and the sample were administrators of Basic Education Institutions in Pathum Thani province, the sample size was determined by using the formula of Hair et al. [5], i.e., using a sample size of 10 people per 1 parameter using a two-stage random sampling method. A total of 620 people were sampled questionnaire for data collection and analyze the data quantitative with Descriptive Statistics to test the research hypothesis, validation of the Structural Equation Model. The research results can be summarized as follows.
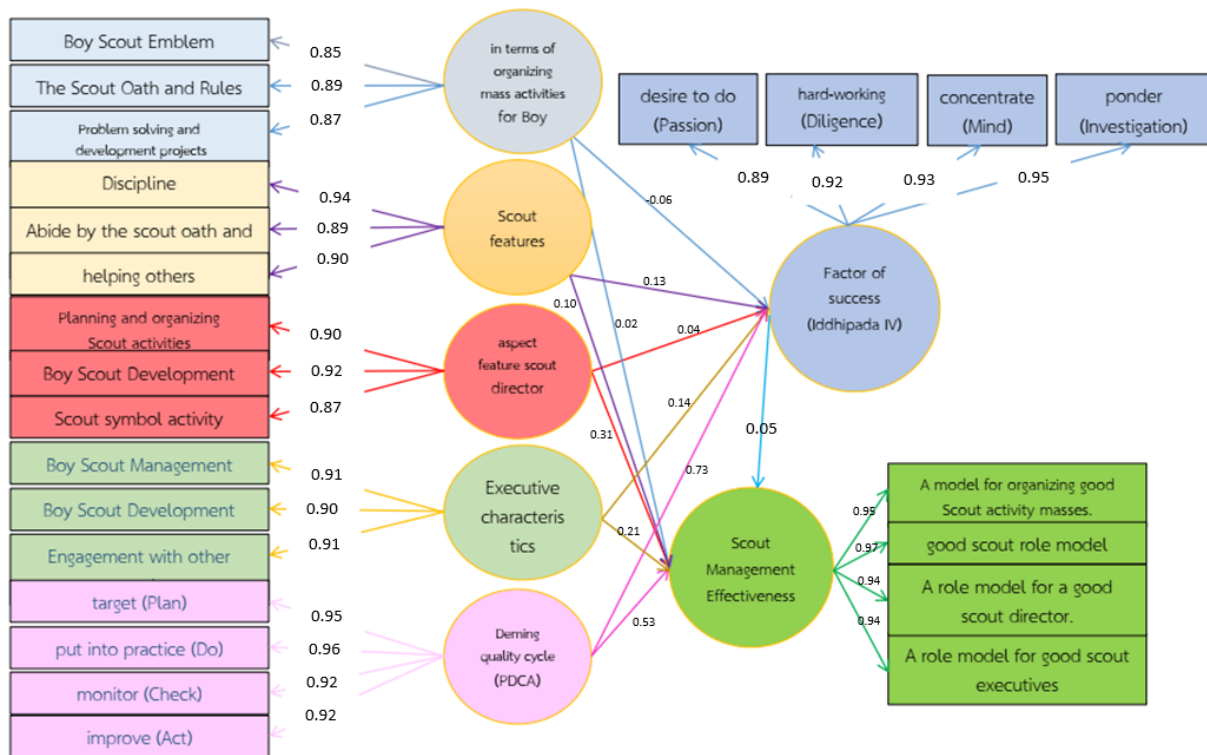
4. Results

1. The factors affecting scout management in Basic Education Institutions, Pathum Thani province consisted of 7 factors: 1) Scouting activities, 2) Scout attributes, 3) Director attributes, 4) executive attributes, 5) PDCA of Deming cycle, 6) Factors of success (Iddhipāda IV), and 7) Effectiveness of scout management.
2. An effectiveness model of scout management in Basic Education Institutions, Pathum Thani province was developed and had shown important factors in causal relationship model. Results lead to the effectiveness of scout management consisted of: 1) scout activities, 2) scout attributes, 3) director attributes, 4) executive attributes, 5) PDCA of Deming cycle, 6) factors of success (Iddhipāda IV) and the results of the examination found that possible, be accurate and appropriate.
3. An effectiveness model of scout management in Basic Education Institutions, Pathum

Thani province proposed as a causal relationship model that fit with the empirical data (Chi-square = 127.77, df = 104, p = .057, GFI = .982, AGFI = .953, RMR = .015). Accounting for the variations in effectiveness of scout management was 82.30 percent, indicating that scout activities, scout attributes, director attributes, executive attributes, PDCA of Deming cycle, factors of success (Iddhipāda IV) were variables that supporting in the effectiveness model of scout management in Basic Education Institutions, Pathum Thani province.

Table 1 *Statistical values of the correlation analysis between latent variables and the analysis of the influence of the development of the Scout Management Effectiveness Model in Basic Education Institutions Pathum Thani province*

Variables	DHAM			EFFECT		
	TE	IE	DE	TE	IE	DE
ACTIVI	-0.064 (.072)	-	-0.064 (0.072)	-0.023 (.070)	-0.003 (.006)	-0.020 (.070)
SCHAR	0.129 (.077)	-	0.129 (.077)	-0.091 (.072)	0.006 (.011)	-0.097 (.072)
TCHAR	0.039 (.072)	-	0.039 (.072)	0.307** (.073)	0.002 (.004)	0.306** (.072)
ACHAR	0.139 (.076)	-	0.139 (.076)	0.216* (.077)	0.007 (.012)	0.209* (.077)
PDCA	0.732** (.054)	-	0.732** (.054)	0.562** (.049)	0.037 (.048)	0.526** (.079)
DHAM	-	-	-	0.050 (.079)	-	0.050 (.079)

Statistics	Chi-Square = 127.77, df=104, p = .057, GFI=.982, AGFI=.953, RMR=.015					
Variable	DHAM1	DHAM2	DHAM3	DHAM4	EFFECT1	EFFECT2
Reliability	1.790	0.846	0.862	0.905	0.903	0.949
Variable	EFFECT3	EFFECT4	ACTIV1	ACTIVI2	ACTIVI3	SCHAR1
Reliability	0.886	0.882	0.731	0.791	0.752	0.875
Variable	SCHAR1	SCHAR3	TCHAR1	TCHAR1	TCHAR3	ACHAR1
Reliability	0.795	0.813	0.812	0.841	0.753	0.829
Variable	ACHAR2	ACHAR3	PDCA1	PDCA2	PDCA3	PDCA4
Reliability	0.802	0.878	0.930	0.928	0.846	0.872

Squared Multiple Correlations for Structural Equations

	DHAM	EFFECT
R SQUARE	0.877	0.823

Correlation matrix between latent variables

Latent variable	DHAM	EFFECT	ACTIVI	SCHAR	TCHAR	ACHAR	PDCA
DHAM	1.000						
EFFECT	0.833	1.000					
ACTIVI	0.721	0.746	1.000				
SCHAR	0.828	0.788	0.874	1.000			
TCHAR	0.741	0.816	0.859	0.819	1.000		
ACHAR	0.783	0.834	0.858	0.831	0.932	1.000	
PDCA	0.927	0.854	0.710	0.831	0.713	0.759	1.000

Remark: The number in the parentheses is the standard error, **p < .01
TE = Total Effect, IE = Indirect Effect, DE = Direct Effect

Chi-square = *127.77, df =104, P-value = 0.057, RMSEA = 0.019*

Figure 2 *Causal relationship model development of scout management effectiveness model in Basic Educational Institutions, Pathum Thani province*

5. Discussions

Research entitled on "Development of the Scout Management Effectiveness Model in Educational Institutions Basic, Pathum Thani Province" The researcher found the important issues that were discussed as follows:

1. To study the factors affecting the boy scout's administration in basic educational institutions, Pathum Thani province found that 1) Organizing mass activities for Scouts that organizes activities according to the regulations of the National Scout Council. This is in line with Sappasit Srirawan, who found that it was the organization of 12 ways of Scout activities and 18 ways of Scouting in educational institutions until it was complete. [6] This may be because management of scout-girl scout activities according to the criteria of "the Scout Model School Office of Student Activity Development. According to the guideline for student development activities Basic Education Core Curriculum 2008", Office of the Basic Education Commission and implementing the management process according to the concept of Deming showing the working principle Plan - Do - Check - Action was used, which was consistent with Mr. Siri Pewchai, found that holistic development of humanity in all aspects, physically, intellectually, emotionally and socially, which may be classified as one way to respond to the policy of building youth of the nation to be moral, ethical, disciplined and quality in order to develop a holistic complete human being. Thoughts of doing good for society which educational institutions must operate with goals. There is an appropriate form and method, student development activities. [7]

2) Scout feature discipline, interest, fun, pride, awareness of the value and the happiness of being a boy scout learn to have the skills of the boy scout symbol, follow the scout

rules including activities related to nation, religion, culture and world society that related to Sumeth Sujariyawong, who found that the evaluation of scout activities must be evaluated in order to sum up. Actual action consists of improving the set of activities, improve teaching and learning make a plan scout teaching activity, carry out scout activities, and actions after improvements. It consists of activities, i.e., there is a scout orientation activity and then a test before class, modify the order of the 8 basic ethics unit activities, organize activities, activities, introductory activities and after-school tests, optimize repetitive steps and teachers have inserted moral content, ethics in each Scouting activities according to procedures and processes. [8]

3) Scout director features scout activities, planning, and training the scouts according to the objectives principles and methods and curriculum and develop the organization of scout activities which corresponds to. Prita Phuetphon found that the senior scout commanders had knowledge and understanding about the management of the senior scouts after training is higher than before training including preparing reports and publicizing the scout activities. Management of buildings, places, materials, equipment, tools related to scouting activities were satisfied at the highest level. [9]

4) Characteristics of scout executives related to Ekapol Kansamreung, who found that self-development through scouting principal characteristics according to teacher opinions. In terms of morality and ethics, there are professional ethics, professional faith good values according to Thai traditions behaving as a good role model for the management of scout affairs relating to Ampai Sodadee, it was found that administrators and teachers of each school had skills and teaching and learning processes in order to have good knowledge in scouting subjects with follow-up Study rules and regulations.

5) Factors of success (Iddhipāda 4) which are diverse and related to each other included to keep learners informed really know what you study, learning the principles of Buddhism according to the teachings of the Buddha. There is an integrated relationship between humans' nature and society in harmony with the Buddha as a teacher that related to Siri Pewchai, found that the scouts who learned the Iddhipāda 4 integration activity to the activities of the scouts who learned the Iddhipāda 4 integration activity with the scout activities, both knowledge and morality. Therefore, teaching methods should be integrated into learning management by using Buddhist principles to solve social problems that students are experiencing in their lives. Because the Dhamma (principle) is a medium that will help develop people in society to access the benefits and happiness in their present lives. This is consistent with Saengarun Pongthura saying that persistence, diligence, sterility, doing that with effort, strength, patience, errand, not abandonment, not discouragement, mindfulness, that is, set your mind to know what you do and do that with sincerity, think not to let go distracted and absent-minded, he uses his thoughts often and always; scrutinize for reasons and examined the points for excessive slack, flaws, problems in what he did by knowing how to experiment, make a plan, measure results, invent ways to improve.

6) Deming PDCA's quality cycle, which is in line with Suparerk Sirothos, said that in terms of general management. There should be sufficient budget support for organizing activities for teaching and learning scout activities. Personnel: the administrators encourage and support scout personnel to go for training to increase scouting knowledge to be higher or to exchange skills and experiences in teaching, scout activities in educational institutes or territories. Scout activities explore the needs that students are interested in and have aptitudes for scout activities are organized according to the curriculum, monitoring and evaluation scout executives,

officials jointly suggest problems, obstacles while organizing activities in order to obtain true information, should provide continuous monitoring and evaluation for ease, and convenient for overall evaluation. It should also be evaluated realistically and improve the results obtained according to the factors of success (Iddhipāda 4), Chanta, Viriya, Citta, Vimaṃsā and the quality cycle of Deming PDCA Planning (Plan) Implementation of the plan (Do) Checking the implementation of the plan (Check), continuous improvement (Act)) and bring the result to improve [10] which is consistent with Sappasit Srirawan, implementing the management process according to the concept of Deming, showing the working principles of Plan - Do - Check - Act, Planning: P means the process of studying the problem goal setting, problem solving and problem-solving planning in operation. Planning helps develop ideas to lead to a form that comes true to cause details that are ready to lead to the implementation of the plan refers to the process of solving the problem or implementing the solution to the problem. Checking refers to the process of comparing the results of solving the problem. It has been verified that the result has been set as a standard of work to be used as a guideline in the future. If a defect is found to follow the correction. According to the nature of the problems found, improvement (Act) means the process of correcting or improving 7) the effectiveness of scout management, scouts with curriculum development and specialized scout subjects with scouting skills, able to obey the scout oath and rules, have volunteer spirit, public spirit, discipline and realize the value of being a boy scout that related to Ampai Sodadee studied and found that social, academic and technological change, time is spent effectively in the management of scouting. Administrators and teachers at each school have the skills and instructional process to provide good knowledge of scouting that's a good scout director. A role model for a good scout, role model for a good executive. A model for organizing good scout activity masses, and have tracking periodically study the rules and regulations of scouting including improving and developing the scout teaching process in order to create educational value for students which corresponds to.

Ekaphon Kansamroeng said that the executives communicated and had good interactions with the team, there was good coordination, that the executives had assigned tasks and used people, suitable for the job, executives dare to change new things that does not go against the rules of the organization success in managing Scout Affairs according to teachers' opinions, personnel management that achieves desired or expected objectives or goals. In other words, effectiveness is determined by comparing the results of the work, project, activity received with the objectives or goal. [11]

2.   To develop a scout management effectiveness model in basic educational institutions Pathum Thani province found that the organization of Scout Activities (ACTIVI), Scout Attributes (SCHAR), Scout Director Attributes (TCHAR), Scout Executive Attributes (ACHAR), Success Factors (Iddhipāda 4) (DHAM), Deming Quality Cycle. (PDCA) Scouting Effectiveness Management (EFFECT) with statistical significance, consistent with some of the findings in the research, Ampai Sodadee found that administrators play an important role in determining the direction and strategy of educational institutions in line with Social, academic and technological change. Time is spent effectively in the management of scouting. Administrators and teachers of each school have skills and instructional processes to provide good knowledge of scouting subjects. Scouting rules and regulations are monitored periodically including improving and developing the scout teaching process in order to create educational value for students. [12]

3.	To present a model for the effectiveness of scouting in basic education institutions. Pathum Thani province found that the organization of Scout Activities (ACTIVI), Boy Scout Attributes (SCHAR), Director Attributes (TCHAR), Executive Attributes (ACHAR), Factors of Success (Iddhipāda 4)(DHAM), Deming Quality Cycle, PDCA, effective. The results of the research are consistent with some findings in the research results of Sanpasit Srirawan in educational institutions under the Office of Secondary Education Service Area 23, consisting of 5 aspects, 72 guidelines, namely 22 guidelines for school administrators, 8 guidelines for Superintendent of scouts, 12 guidelines for outstanding achievements, 12 guidelines for organizing scout mass activities, and 18 guidelines for boy scouts. Management of Scout-Girl Scout activities according to the criteria of the Scout Model School Office of Student Activity Development according to the guideline for student development activities Basic Education Core Curriculum, 2008, Office of the Basic Education Commission (2017: 1–26) and implementing the management process according to the concept of Deming showing the working principles of Plan - Do - Check – Act, Planning (Plan - P) (Weerayut Chatakan, 2012) means the process of studying problems, goal setting, problem solving and problem-solving planning in operation. Planning helps develop ideas to lead to a realistic model, resulting in details that are ready to lead to action according to the plan (Do) refers to the process of solving problems or implementing solutions to problems (Check) refers to the process of comparing the results of solving problems obtained from checking that the result is set as a standard of work to be used as a guideline in the future. If a defect is found to follow the correction. According to the nature of the problems found, improvement (Act) means the process of correcting, improving or develop a flawed operating system to be standardized. This may require some planning can operate again. Then, the recommendations were taken to revise the guidelines for the development of the management of Scout-Girl scout activities in educational institutions until complete [13].

Knowledge from research

Knowledge from this research, researcher presents the knowledge gained from the development of an effective model for scouting in Basic Education Institutions. Pathum Thani province in summary, as shown in Figure 3.
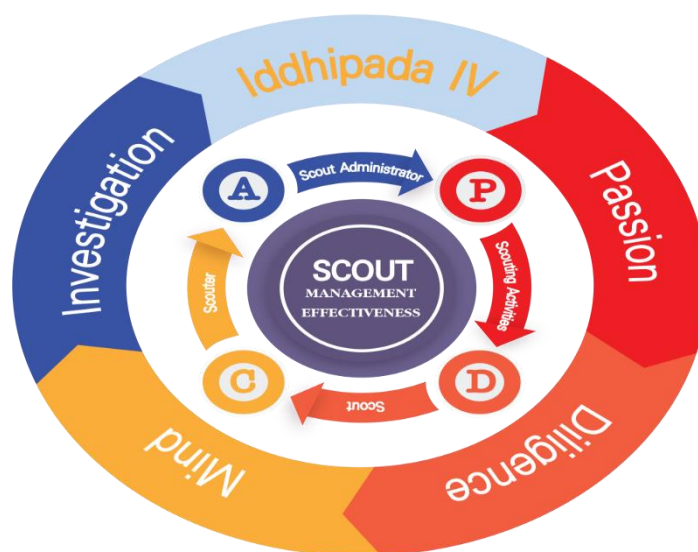

Figure 3 *Knowledge from Research "PRK Model"*
Source: *Phairoat Kanthapong, 2022*

6. Recommendations

The researcher offers suggestions from this research. The details are as follows:

1. Recommendation for Policy

National Scout Bureau, Bureau of Red Cross Youth Scouting and Student Affairs Development Office, student activities Office of the Basic Education Commission, The Ministry of Education should take the results of research on the development of the effective model for scouting in Basic Education Institutions, Pathum Thani provinces to develop and apply to develop scout administrators in educational institutions, which will be beneficial to the process of boy scouts management in educational institutions to achieve the objectives according to the policy.

2. Recommendation for Practice

2.1   National Scout Office Bureau of Red Cross Youth Scouting and Student Affairs Development Office, Student Activities Office of the Basic Education Commissionm, The Ministry of Education should bring the results of research on the development of the effective model for scouting in Basic Education Institutions, Pathum Thani province to adapt to be useful in the management of the Scouts.

2.2   National Scout Office Bureau of Red Cross Youth Scouting and Student Affairs Development Office, Student Activities Office of the Basic Education Commission, The Ministry of Education should provide the importance and lead in the development of the effective model for scouting in basic education institutions Pathum Thani province to develop a training manual for scout executives.

3. Recommendation for further research

3.1   A study of the model development of the effectiveness of scout management in advanced educational institutions should be conducted basics of all departments every province by using other principles to develop.

3.2   The model for the effectiveness of scouting in basic education institutions should be applied in Pathum Thani province to be developed as a training manual for scout executives in the future.

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