



**Enhancing Students' Self-discipline through The footstep of Saint Louis  
Marie Grignon de Montfort in terms of responsibility, honesty and civil  
mind : A case study of Montfort College**

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## **ABSTRACT**

The purpose of this study was to find out the initial impact of ODI's on Student self-discipline in the aspects of responsibility, honesty, and public mind according to the footsteps of Saint Louis Marie de Montfort through positive-basic OD intervention in students at Montfort college school. The respondents consisted of 30 males and 11 females in Mc Knight Club of Montfort college school and 10 teachers who came to participate in Mc Knight Club. And the study focused on comparison of two groups which were 31 of ODI or experimental group and 10 non-ODI or control group (N=41) who were students from grade 9-12. Results indicated that the ODI's enhanced students' Self-discipline in 3 main variables in responsibility, honesty, and civic mind. The research instrument consisted of qualitative and quantitative; three kinds of instruments as questionnaires, interview, and observation. The ODI's activities were distributed on 7 weeks, 13 hours in semester 1, academic year 2012 by using Appreciative Inquiry, World café, Metaphor (Iceberg), Diagnose (Fish bone), 6 Senses, and Whole Brain Literacy.

The results confirmed that there were initial impact and significant differences of ODI on students' self-discipline in terms of responsibility, honesty and civil mind in experimental group but it did not change students' self-discipline in control group.

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## CHAPTER 1

### The problem / Potential Challenge for Change

The first chapter presents the inspiration and dream of the researcher about Self-discipline of Thai students in the future according to the Model of Saint Louis Marie Grignion de Montfort who is the founder of Saint Gabriel foundation and still present about the context of Self- discipline in global context, Asian context, National context and Organization context at the present and specially merges into one organization. The historical background of organization Education in the north of Thai culture which were selected for this case study, together with the issues and situation of the people are presented for more perceptive of background of this research. And this chapter contains the research objectives, statement of the problem, research questions, research hypothesis, significance of Self- discipline study, scope and delimitation of Self-discipline study. The one part of this chapter is composed of definitions of terms used throughout in this research to certify ordinary understanding of concepts and processes of Self-discipline study.

#### 1.1 Background of the Study :

Nowadays, our world is rapidly changing by Globalization and it is changing our world faster than we can imagine. Those who will survive is the person who can change as Charles Darwin (1809 - 1882) said "*It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change.*" And the most important pillar character of the person who survives that will feature with body and heart's competency and including intellectual, capability, tolerance, laborious, Indefatigable hardship and face problems with commitment. These features need to be in the character of the one that is most adaptable to change or the competent person in terms of " Self-discipline". And Self-discipline is the one moral that everyone should create for their own behavior if they would like to achieve the goal and purpose of life with happiness and prosperity.

Self-discipline is an important character of child and youth for developing country. And it is the duty of everyone and organization such as family, church(or temple), school and community to enhance child and youth to be a good person who has good behavior and participation with others according to the rule of society. By the reason of encouraging child and youth to be the self-discipline persons who have responsibility for themselves, family and social in the future. ( Pradit Uparamai : ประดิษฐ์ )

อุปถัมภ์. 2542 : 52). And how can we enhance self-discipline of child and youth. It is the big assignment. The researcher wishes to help students grow with self-discipline character. The researcher was inspired by the big natural disaster of tsunami which hit Japan on March 11, 2011. The researcher was impressed by the behavior of a group of students who can manage to escape from such natural disaster as the result of self-discipline.

Hence, the researcher looks back on the philosophy of school and Saint Louis Marie Grignon de Montfort the founder of Saint Gabriel foundation and have met the most important pillar of Saint Louis is "Self-discipline" which features responsibility, honesty and public mind that everyone know in the name of The footsteps of Saint Louis Marie de Montfort. Thus the researcher would like to enhance students' self-discipline in the foot step of Saint Louis Marie de Montfort or Montfort's way in terms of responsibility, honesty and civil mind to be fulfilled persons who are happy in their life and care for others in our world in the character of Moral and ethic.

### 1.1. 1 Global Context

The most important factor to develop countries to be the strong leader in the world is Education. The objective of education is to improve the quality of human body and mind to be a person who has knowledge, moral, ethical behavior and self-discipline for sharing in public. As the speech of King Bhumibol Adulyadey (Pravit Chusint : ประวัติศาสตร์ ชูศิลป์, 2542) said about Education that developing the country must begin with people development first. Development of people is Education and can be divided in two parts 1. The Academic learning part 2. The spiritual development parts. Personal development will be developed to complete both parts to encourage people to have knowledge, morality, virtue for doing good thing and support the good behavior in the right way in public.

In the same way of the greatest Greek philosopher Plato who show the vision's education that good education is to proper education of the young consisting of helping them to form the correct mental habits for living by "the rule of right reason." (George Charlesro,1969)

Many developed countries such as The United States of America have adapted comprising of diverse Plato's ideas to action. The population in America are nations and culture but they have strong unity because all of them have strong belief in three values which are Self-radiance, Competition and Individual freedom.

Americans believe that they should take care of themselves, solve their own problems, and “stand on their own two feet.” And for the American people Self-discipline is the key to success. (Pardede, 2011) The article of Dr. George Bear described that self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being. (George Bear, 1999)

Thus, if the success of education must be part of the school system have to self-discipline as the self-discipline in particular. As William A. Donohue said that good personnel skills are not only critical for learning but also discipline in the classroom is important as well. (Stem, 1983)

### **1.1.2 Asian Context : Education in Japan**

In Asia many countries develop their people through self-discipline. Religious belief such as Zen and Buddhist people are to have self-discipline, influence the developmental discipline and awareness, self- realization and personnel growth. (Sensei, 1998) Through self-discipline Buddhist aims at peace of mind. (Shu, 2002-2008)

Self-discipline is re-enforced in many sport activities such as Thai boxing and requesting self-discipline learning if one needs to be successful. Thai boxing is actually self-discipline development. (Pitbull, 2012) Similarly Kung Fu, if one wishes to advance Kung Fu. Self-discipline is necessary. The concept of Kung Fu revolves around three basic principles Motivation, Self-discipline and Time. (Mercier, 2012) Historically, Japanese soldiers employed self-discipline in the way of Samurai according to the Zen’s way with emphasis on meditation and discipline. That is the basis in the performance of Samurai who need to concentrate on his sword, thus one must be highly disciplined. (Srisinga, 2552)

The idea of Samurai or Bushido were propagated to the entire population through a series of temple schools (terakoya) that, in the strongly centralized political system of the time in Japan, passed down the ideas of bushido and of fixed roles and responsibilities in life. (Ishikawa, 1995: 195). That is the reason why Japanese people can develop their country quickly economically. Japanese education is very earnest. Japanese education philosophy aims at the development of whole person and lifelong learning. Modern Japanese curriculum consists of Self-discipline, punctuality, regularity, autonomy, structural consistency, standardized forms, individuality, and utilitarian value orientation. (Pinar, 2003) Thus, Japanese students have been equipped with self-discipline character.

### 1.1.3 Thai Context :

2008 Basic Education Core Curriculum of Thailand is aimed at enhancing capacity of all learners, who constitute the major force of the country while developing in physical strength, knowledge and morality. Learners will fully realize their commitment and responsibilities as Thai citizens as well as members of the world community. Adhering to a democratic form of government under constitutional monarchy, learners will be endowed with basic knowledge and essential skills and favourable attitude towards education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to reach their potentials.

The underlying principal of the Basic Education Core Curriculum is embracing national unity ; learning standards and goals are set to enable the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

The Basic Education Cores Curriculum is aimed at full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. And one main goal is the morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principal of Sufficiency Economy; (The Ministry of Education, 2008)

Desirable characteristics, enabling learners to enjoy life of harmony with others Thai citizens and global citizens:

1. Love of nation, religion and king
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Observance of principal of Sufficiency Economy Philosophy in one's way of life
6. Dedication and commitment to work
7. Cherishing Thai-ness
8. Public-mindedness (The Ministry of Education, 2008)

The problem today is that youth are not only struggling with social problem such as consumerism, violence, untimely sex, drug, family or parents and accidental pregnancy. (Martin, May 2005) Those are the primary causes as well as for Youth or student who have to improve their life skill especially in Self-discipline.

#### 1.1.4 Thai culture

Thailand is situated in the center of Southeast Asia. Thailand is rich in agricultural and mineral resources, making it more prosperous than many other nations in the Far East. Thailand has a population of approximately 65 million, of which 75 percent are Thai – a Mongoloid subgroup with a light complexion. The largest minority is the Chinese. The 95 percent of Thai population are Buddhist and the rest of other religions, such as Islam, Christianity, Hinduism and Confucianism.

( Tuong Hung Nguyen, 2003 )

Thai people give the high value of family and give a very high respect for parents and the elderly. And it comprises of father as leader of the family and mother respectively. Father understands his position in the family hierarchy, not only in the relationship among parents and their children, but also the relationships between relatives of different ages. And this notion also expands outside the family where a more senior person is regarded as “Poo-Yai”, a Thai word that means someone who possesses a higher position and authority in a company or society and thus commands humble respect from those who are younger or have less work experience ( National Identity Board Office of the Prime Minister Kingdom of Thailand, 1995 & <http://www.mfa.go.th>. Nov, 2009). ( Preudhikulpradab, 2011)

The characteristics of Thai culture are bureaucratic and hierarchical which come from the old tradition but after Thai culture open for modern technology ; computer , communication or the new way of process thinking such as the managing the decision making process. They can change the way of Thai culture ( Thanasankit, Vol. 7, No. 1, January 2002)

## 1.2 Organization Background

### 1.2.1 Montfort college :

Montfort College is a Catholic school which follows the footsteps of Saint Louis Marie de Montfort who imitated the lifestyle of Jesus who did not care about everything in the world but care about the real property in heaven. Montfort College is a famous high school in the north of Thailand. It belongs to St. Gabriel's Foundation. It was established since 16 March, 1932 by Brothers of Saint Gabriel. The school abides by strongly 2 main principles from Saint Louis Marie's philosophy : 1. The ultimate aim in life is to attain the truth, which is the origin of life. 2. LABOR OMNIA VINCIT - *Diligence and perseverance conquer all things* and bring about achievement in life. That means St. Louis Marie copies the way of his founder of his religious

“Jesus” by doing everything for everybody with love and service. He taught

the people to have wisdom by education. And a group of brothers of Saint Gabriel carry on by setting up school for youth and using the high method that we call “Montfort cycle education way” ( or Montfort spirituality ) to educate youth ”. Montfort school is the third school of Brother Saint Gabriel foundation and teach the students from grade 7 to 12. The school has 3,096 students and 247 teachers.

**Vision** : The school for eternal wisdom

**Mission** : To nurture everyone to become compassionate and discerning individuals through the holistic education.

**Goal / Object** : Montfort aims to produce students with the following qualities: Self accomplished, sociable, generous, ethical and universally qualified.

**Mc Culture** : The Montfort culture is following the footsteps of Saint Louis Mary in the way of love and service and Montfort supports students’ self-development, believing that all are capable of *phutha*, or enlightenment and awareness of all things. And the aims to produce students with the following qualities.

- *Fulfilled*. Developed in all areas knowledge, physical, spiritual, social.
- *Warm*. Friendly, trustful, reliable.
- *Generous*. Helpful in all situations, giving to others and society.
- *Moral*. Joyful, and good to others.
- *Well rounded*. Skillful, knowledgeable, efficient, and sociable.

( Asia-Pasific Human Right Information Center, 1998)

School taught in Thai programs and English program. Montfort’ students passed national entrance examination for state universities 506 persons. 119 out of 506 studied faculty of Engineering and 69 out of 506 students studied faculty of Medicine.

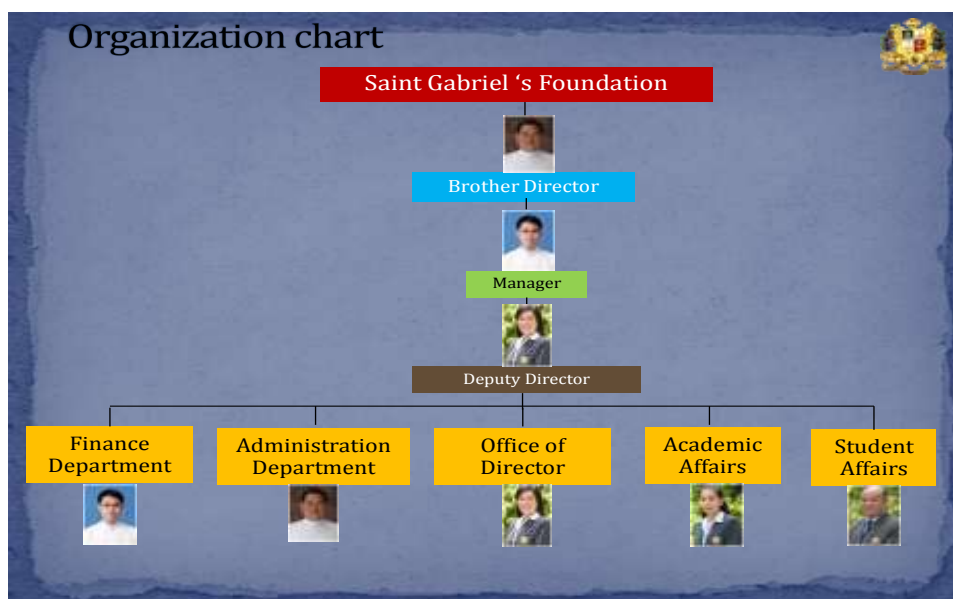


Figure 1.1 : Montfort's Administration

### 1.2.2 The footstep of Saint Louis Marie Grignon De Montfort or Montfort's way.

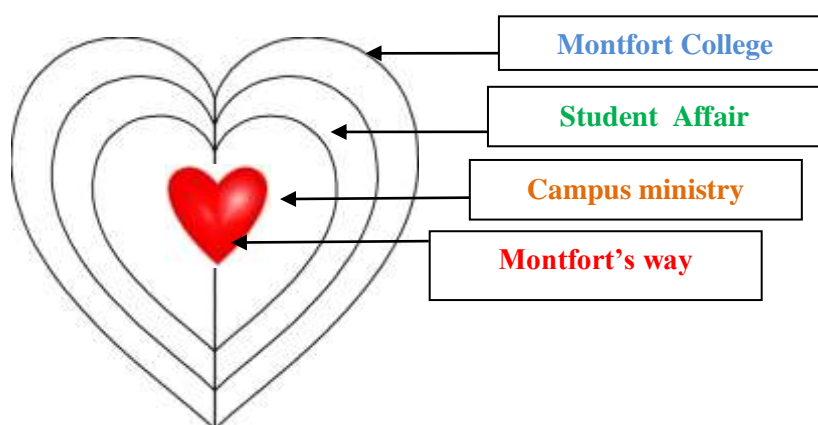


Figure 1.2 Montfort's way as The heart of Montfort college

*"If we do not risk anything for God we will never do anything great for Him."*

This is the great word of Saint Louis Mary De Montfort. And this sentence can show the footstep of Saint Louis Marie de Montfort of Montfort's way clearly because all his life of Father Louis Marie De Montfort who the people were known in the name of Father Montfort he always brought many people towards God by doing the good thing for the other always.

The footstep or Montfort's way is the heart of Saint Gabriel Foundation which Brother of Saint Gabriel follow in daily life. Saint Louis Marie De Montfort is a France

catholic priest who was the founder of Saint Gabriel Foundation. He was born on January 13, 1673 and became a priest in 1700. Fr. Montfort always served and serviced to the poor and the sick with his inner power in God according to 16 years of his resolute work in the service. Which we know in Latin word is, *Labor Omnia Vincit* that mean “***Diligence and perseverance conquer all things***”. Fr. Montfort had done the good activities to the other always even though in the terrible situation . He stills keeps his purpose in God by taking many people towards God by teaching the truth and an universal love with responsibility ,honesty, service and sharing. And after Fr. Montfort's death in 1716, the Catholic Church proclaimed him a saint on 20 July, 1947. Because of his goodness and innumerable fruits of good activities which he had done all his life. And if we study and analyze Fr. Montfort's life starting from he was born until the day of his death we will meet the most important pillar in his life is “Self-discipline”, which we can define in three characters the responsibility, honesty and service or Public mind as follows:

**Responsibility** : We met a lot of situations which show about his responsibility such as : when he was a child he always took his sister to pray and when he was a pupil who had to walk to school, on the way he prayed rosary always and he never missed the ceremony of Jesus or “Missa.” And when he was a seminarian, he always did his work perfectly until his teacher admired him which we had a short essay from his uncle who was a catholic priest, written about him as “*All of his masters love and admire him and always refer his role model to the other students in the example of the intensity and the way of his study. Therefore he get all of rewards in the end of the year.*” (C.Ss.r, 2002. P 29

Louis Marie was a model for the other students because he is a responsible person who honored his commitments and he accepted the consequences of what he said and did. Hence the responsible people are people who are responsible to take charge of their lives. They make, plan and set goals for their hope. They are flexible in finding ways to overcome unpleasant situation. They make decisions, taking into account obligations to his purpose, family and community (U.S. Department of Education, 2005) as Aurathai Chanvichanuwong (อรทัย จันทวิชานวงศ์, 2523:7) said that persons who have a responsibility will care about themselves and others. (Phumpung : พุ่มพวง, 2546)

Thus according to the model of Saint Louis Marie De Montfort we know the character of the responsible person who expressed willingness to focus and dedicated attention to the work, the study and well being of themselves, people who are in charge and social and use full of capabilities to achieve the aim at a specific time and recognize both the advantages and disadvantages and would like to improve their practice in the better way.

**Honesty** : Honesty seems to be an important part of the expected a particular quality in one's personality or characteristics for several professions and various organizational contexts and it is the most important character of Saint Louis Marie De Montfort Because Honesty is the virtue of refusing to fake the fact reality. (Hsieh, 2002) That we can see his action in the way of honesty in many situations of his life such as when he was a poor holy seminarian somebody gave a new uniform for him but he returned it to his friend immediately and when he was ordained to priest already the high lady offered high position with a lot of money to him but he refused again because he will keep his promise in God by living in the way of poor people and did not pay attention to the world's treasure. (C.Ss.r, 2002, P.86)

Thus by the model of Saint Louis Marie we learn about value of honesty is the virtue of holding in the fact reality .

**Civil minds** : The problems in present time are caused from the decline of morality. Nowadays in Thai society people often think. if we behave morally will be at a disadvantage in offices or community, so that why a lot of new Thai generation do not understand about Public mind. The situation is the same situation in period time of Saint Louis Marie De Montfort in France. All French people in that time did everything on benefit and if somebody did in opposite way, he was a strange or odd man. Saint Louis was an odd person in that time because he always did differently. Although he was the intelligent person who can get the good position and could earn a lot of money, he refused and did in the different way by participation and living with the poor people and did everything for them by teaching without selfishness until he died. Hence everybody knew him as Civil mind person or Apostolic Missionary. (C.Ss.r, 2002. P.142)

So from the life of Saint Louis Marie De Montfort we can understand about the character of the person who have civil mind think positive, participation, good communication with people, unselfish, wish well and love for others as Ranee Sillapachai said about the character of this person are Positive thinking, Participation,

Useful, Unselfish, Understanding and Empathy, Broad Mind, Love, In trend, and Good communication. (Sillapachai)

If somebody would like to follow the footsteps of Saint Louis Marie de Montfort, they must have the supreme goal like him and they must decide with high responsibility, honesty, civil mind and try to keep it in their life always as the word in Latin “ Labor Omnia Vincit”. And if we keep it in our life always that means we will reach the ultimate Goal as the same Goal of Saint Louis Marie de Montfort and we can say the word that Saint Louis said “ God Alone” (C.Ss.r, 2002)

Self- disciplines is the root of the high competency person in society which every country realized the significance and it is a basic requirement in any career. (PCTI Group, 1990)

### **1.2.3 Current Situation of Montfort students in Montfort college**

Normally all Montfort students come from a single and small family and their parent love them too much. Hence the parent spoil their children with the various comfortable things such as computer, Iphone, Ipad which have effected to the children. Children can not grow according the maturity's way. They have become valueless because they do not know the value of three important pillar characters in their life as responsibility, honesty and civil minds.

**Responsibility :** In this character Montfort's students have to improve because in the present day almost of them have done a lot of activities without paying attention to the other unless themselves. Nevertheless they have studied that because of themselves or their family.

**Honesty :** Montfort' students will do everything for the success in their life even if that action is wrong such as cheating in the examination. They had known that action was mistaken but they did not care. And many time they told a lie although they had known but they still did it because of their face.

**Civil minds :** Almost of Montfort' students are egocentric. They think only about themselves and not about what other people need or want. Especially in the special group of students who have supreme purpose such as doctor, dentist or architect. They did not like to joy in charity activities of the school but they paid attentions to the special class. And they did not dare to accept the true when they have some mistake, and they always said “ I will do this because my friend do it ”.

### **1.2.4 SWOTAR**

“ One who knows the enemy and knows himself will not be in danger in a hundred battles”. It is the great word of the great military’s Chinese philosopher name Sūn Wǔ. It was explained that if we need to have the success in something we have to know the detail of the things which we need to do in the first step. And the second step we will know the way how to plan it for achieve our goal. Thus the researcher used SWOTAR for analysis the data for moving forward. And the detail was presented in table 1.1.

Table 1.1

*SWOTAR*

<p><b>Strengths :</b></p> <ol style="list-style-type: none"> <li>1. Good family.</li> <li>2. High capacity for development.</li> </ol>	<p><b>Opportunities :</b></p> <ol style="list-style-type: none"> <li>1. Have Good network Education for support student.</li> </ol>
<p><b>Aspirations :</b></p> <ol style="list-style-type: none"> <li>1. The influence of the lifestyle of St. Louis affected to the feature of the students in the areas of responsibility, honest and the public minds.</li> <li>2. Study the effectiveness of activities to strengthen responsibility, honest and the public minds.</li> </ol>	<p><b>Results</b></p> <ol style="list-style-type: none"> <li>1. <b>Students have responsibility.</b> <ol style="list-style-type: none"> <li>1.1 Student came to class on time and Always do homework with care and thoroughness.</li> <li>1.2 If student miss class, make up missed work quickly; check homework online for what he missed and be prepared when return to school. Call classmates for the assignment.</li> <li>1.3 Students dress according to the regulation of the school.</li> <li>1.4 Students maintain the cleanliness of the classroom building and school environment.</li> </ol> </li> <li>2. <b>Students have honesty</b> <p><b>Indicators;</b></p> <ol style="list-style-type: none"> <li>2.1 Student integrity in the test.</li> <li>2.2 Student speaks the truth.</li> <li>2.3 Students do not steal and return lost and found items if those are not theirs.</li> <li>2.4 Student a good role model for others in term of honesty.</li> </ol> </li> <li>3. <b>Students have public mind.</b> <p><b>Indicator :</b></p> <ol style="list-style-type: none"> <li>3.1 Students are willing to help friends.</li> <li>3.2 Students participate in the practice activities both within and outside the school.</li> <li>3.3 Students donate to help those who suffer from illness.</li> <li>3.4 Students help and serve others without expecting something in return.</li> <li>3.5 Students demonstrate positive "gamesmanship".</li> </ol> </li> </ol>
<p><b>Weaknesses :</b></p> <ol style="list-style-type: none"> <li>1. Self-discipline are vanished.</li> <li>2. Follow friends.</li> <li>3. Family members connectivity.</li> <li>4. Unaware of negative consequence of inappropriate use of High technology and/on any communication tool.</li> </ol>	<p><b>Threats :</b></p> <ol style="list-style-type: none"> <li>1. High competition in study.</li> <li>2. Some group of parent don't accept the school policy.</li> <li>3. The students are used to using the technology in the wrong way not focus in education.</li> </ol>

### 1.3. Research Objectives

This research aims to enhance Student self-discipline in the aspects of responsibility, honesty and public mind according to the footsteps of saint Louis Marie de Montfort through positive-basic OD intervention. Definite objects of the study that were ;

1. To analyze and describe the current situation of Montfort students' Self- discipline in terms of responsibility, honesty and civil mind.
2. To identify and implement appropriate ODI's for Students' Self-discipline in terms of responsibility, honesty and civil mind.
3. To determine the initial effect of ODI on students' Self-discipline in terms of responsibility, honesty and civil mind.
4. To compare the difference of students' Self-discipline in terms of responsibility, honesty and civil mind before and after ODI.

### 1.4 Statement of the Problem

The main purpose of this research is the initial impact of ODI on students' Self-discipline in terms of responsibility, honesty and civil mind through The footsteps of Saint Louis Marie Grignon de Montfort.

### 1.5 Research Questions

The objective of this study is to enhance students' Self-discipline by comparing to identify the differences of students' Self-discipline in Mc knight Club at Montfort school.

1.5.1 What is the current situation and condition of Students' Self-discipline in Mc Knight Club at Montfort college School ?

1.5.2 What are the appropriate ODI interventions for students' Self-discipline in Mc Knight Club at Montfort college School ?

1.5.3 What is the initial affect of ODI on students' Self-discipline in Mc Knight Club at Montfort college School ?

1.5.4 What is the difference between Pre ODI and after ODI ?

### 1.6 Hypothesis(es)

The following hypotheses of the research were applied to guide the investigation.

Ho : ODI have no initial effect on students' Self- discipline in Mc Knight Club at Montfort's college.

Ha : ODI have been initial effect on students' Self- discipline in Mc Knight Club at Montfort's college.

Ho 2: There is no significant difference between two groups of students with and without the implementation of students' self-discipline in terms of responsibility, honesty, and civil mind.

Ha 2: There is significant difference between two groups of students with, and without the implementation of students' self-discipline in terms of responsibility, honesty, and civil mind.

### **1.7 Definition of Terms:**

Enhancing is the processing to intensify or further improve the quality of students with understanding and love.

Self-discipline is the ability of practice in processing to control one's feeling and overcome one's weaknesses by voluntarily obeying rules or a code of behavior in both the short and long terms with Responsibility, Honesty, and Civil mind.

Responsibility is inner power to accept responsibility for the actions, both good or bad and can be controlled manually with moral conscience.

Honesty is the ability of practice in virtue to refuse and fake reality by keeping the truth which comes from the strongly inner potential of person.

Civil mind is one's character of awareness, caring, participating in community activities together by being considerate of Social's benefit more than own benefit .

### **1.8 Significance of the Study**

The results of this research are expected to benefit the following parties;

- Montfort administrators and they will plan and develop a desirable feature of the students.
- Teachers and they will understand and encourage students to grow in self-discipline.
- Parents will understand and stimulate their children to develop in self-discipline.
- For students who have to grow in self-discipline.

- For other teachers, schools and organizations in education who need to use the result to implement their students or youth.

### **1.9 Scope and Delimitation of the Study :**

This study is to define the scope of the study of 41 students in MC Knight Club of Montfort college relative to the study for ODI in Students' Self-discipline and this study consists of pre – ODI, IDI and Post ODI during the first semester of academic year 2012.

## CHAPTER 2

### Review of Related Literature And Conceptual Framework

This research focused on Students' Self-discipline. Many authors studied the valuable theories, concepts and ideas of students' Self-discipline. Hence, the researcher has studied the various literatures with variable factors used in this study as (1) ODI processes and Positive Activities (2) Self-discipline in terms of Responsibility, Honesty, Civil mind. And the literatures presented in this chapter are classified into 8 sections. The first section is organization as a system, the second section is organization development and intervention, and the third section is organization change management. And subsequently, the fourth, the fifth, to the last section discuss the instructional development of students' self-discipline including with the framework as follows :

#### 2.1 Organization as a System :

Before we go deeply in the organization as system, it is better to understand the significance of the organization. The old concept about Organization is self (a close system). Hence, when the conditions have changed, so do not hold the same for further management. However nowadays organization is open system which interacts with the environment, social, people who buy or use, the political economy, technologies, information and data. Thus, many scholars have noted a variety of meanings of the definition of the organization like open system. Which is considering a similar and very similar such as Herbert G. Hicks (1972) give the definition of organization as structured to provide personal interaction to achieve the objectives. And Chester I Barnard (Barnard: 1970) said that organization is a party of two or more people working together with consciousness. Hence, Organization is system which encourage people to work together in the whole part of society. And John Sedden Vanguard said about system that

*"A system is a whole made up of parts. Each part can affect the way other parts work and the way all parts work together will determine how well the system works. This is a fundamental challenge to traditional management thinking. Traditionally we have learned to manage an organization by managing its separate pieces (sales, marketing, production, logistics, service, etc.). Managing in this way always causes sub-optimization; parts achieve their goals at the expense of the whole. Only changing the system solves the problem." (Wsi, 2007)*

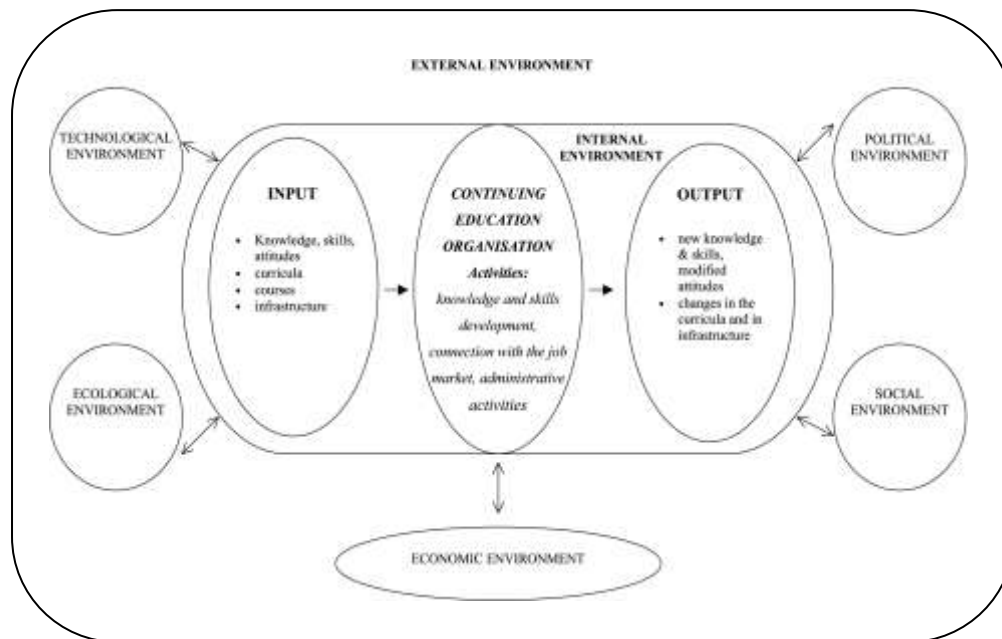


Figure 2.1 Organization as Open System according Eugenia Petridouz and Paraskevi Chatzipanagiotou Idea

Source : <http://www.emeraldinsight.com/journals.htm?articleid=838889&show=html>

## 2.2 Organization Development and Intervention

Organizational Development as a Framework for Creating Anti Poverty Strategies and Action Including Gender Mainstreaming. ( WAMWANGI, 2003)

And Richard Beckhard who wrote Organization development : Strategies and models gives the meaning of Organization development (OD) as an interdisciplinary field with contributions from business, industrial/organizational psychology, human resources management, communication, sociology, and many other disciplines. (Beckhard, 1969) And he also expand the meaning of Organization development is an effort (1) planned, (2) organization wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge.(Beckhard,1969, p. 9)

According to Warren Bennis, OD is the complex strategy intended to change the beliefs, attitudes, values, and structure of organization, so that they can better adopt to new technologies, markets, and challenges. Warner Burke emphasizes that OD is not just "anything done to better and organization". It is a particular kind of designed changing process to bring about a particular kind of result. OD involves organizational reflection, system improvement, planning, and self-analysis. The term " Organization Development" is often used interchangeably with Organizational effectiveness, especially when used as the name of department or a part of the Human Resources

function within an organization. Organization Development is a growing field that is responsive to many new approaches including Positive Adult Development. ([http://www.vectorstudy.com/management\\_topics/organizational\\_development.htm](http://www.vectorstudy.com/management_topics/organizational_development.htm), 2008)

Hence, organization Development is that plan for the changes which are effective and important for humanity (More effective and more human). That OD paradigm is to give priority to the values of humanity and the advancement of the organization together, by emphasizing cooperation and participation, spirit of inquiry. Thus, the essence's values of the philosophy of Organization development are 1. Respect for people 2. Trust and support 3. Power equalization 4. Confrontation 5. Participation.

( Rajamangala University of Technology Phra Nakhon)

Organization Development is composed of several techniques sometimes referred to support activities or OD intervention. Sharon Glazer, Ph.D. from San Jose State University gives the meaning of OD as a sequence of planned activities, actions, and events intended to help an organization improve its performance and effectiveness.

The term Intervention refers to a set of sequenced, planned actions or events intended to help an organization to increase its effectiveness. Interventions purposely disrupt the status quo. They are deliberate attempts to change an organization or sub unit toward a different and more effective state.

OD is the new techniques of organization. It has been aiming to changing thought and behavior of the member in the organization. It will transfer the organization in the holistic through "Agent". The OD process will begin with collecting data, change planning , and then implementing and managing the changes. However, OD first step are usually using "action research," change agents, and "interventions." ( Advameg, Inc., 2012)

In OD three major criteria define the effectiveness of an intervention:

1. The Extent to Which it (the Intervention) fits the needs of the organization.
2. The degree to which it is based on causal knowledge of intended outcomes
3. The extent to which the OD intervention transfers change-management competence to organization members. ( [http://www.slideshare.net/surabhi786/od-interventions -and-their-implications](http://www.slideshare.net/surabhi786/od-interventions-and-their-implications) )

Organization is as a "Agent of change (Change Agent)" to help and provide advice on changing the behavior of people in the organization. The intervention of a process (OD intervention) using the concept of research and behavioral science

(behavioral science). Organizational Development (OD) are widely used to study the concept of operating systems A System Model for Action Research of the French & Bell (1973), which has a range of transition.

([http://en.wikipedia.org/wiki/Organization\\_development](http://en.wikipedia.org/wiki/Organization_development))

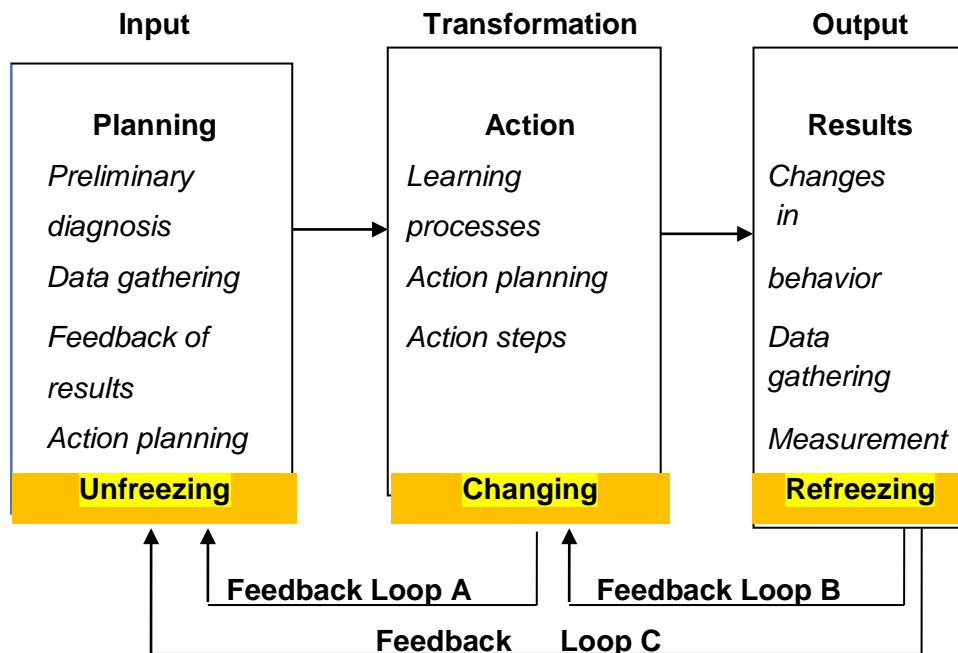


Figure 2.2 A System Model for Action Research of the French & Bell (1973)

Source : [http://en.wikipedia.org/wiki/Organization\\_development](http://en.wikipedia.org/wiki/Organization_development)

The idea of this research has been applied from the third stage of Kurt Lewin (1958) The Unfreezing (the melting ice. Leader must be ready for change), Changing (step change), Refreezing (the process of making ice cubes or behavior that occurred after the change) (Ruchaeka, 2009).

### 2.3 Organization Change Management

Change management is a structured approach to shift / transitioning individuals, teams, and organizations from a current state to a desired future state. It is an organizational process aimed at helping employees to accept and embrace changes in their current business environment. In project management, change management refers to project management which changes to a project as formerly introduced and approved.

Kotter defines change management as the utilization of basic structures and

tools to control any organizational change effort. Change management's goal is to minimize the change effects on workers and avoid distractions.

( [http://en.wikipedia.org/wiki/Change\\_management](http://en.wikipedia.org/wiki/Change_management) )

Change is natural and the fact is people do not resist change but resist being changed. Dr. Kittiphum Meepadit Assistant of The Invention Office of General Education Sripatum University, gives the definition of Change Management is management and change management for organization to adopt and ready for change. So it is the important technique to help organization move forward steadily. According to Somprom Phuangjan, change management is the implementation of a program of change management activities can be carried out successfully or to increase the performance of the organization to be high. ( Sompron Fuangchan : สมพร เพ็ญจันทร์ 2547, p. 298-309 )

Hence, Change management is about person dimension. Thus we study Change Management to encourage and stimulate people to change, according to Kurt Zadek Lewin (September 9, 1890 - February 12, 1947) Who was a German-American psychologist, known as one modern pioneer of social, organizational, and applied psychology. ( [http://en.wikipedia.org/wiki/Kurt\\_Lewin](http://en.wikipedia.org/wiki/Kurt_Lewin) )

He is well known for his writings on group dynamics, group therapy and social psychology. He is considered as the father of social psychology. His field theory states that "one's behavior is related both to one's personal characteristics and to the social situation in which one finds oneself." He speculates a three stage model of change that is known as 1. The unfreezing 2. Change 3. Refreeze model that required prior learning to be rejected and replaced. Lewin's theory states behavior as "a dynamic balance of forces working in opposing directions." (AIPPG, 2004)

Phase	Action
① <b>Unfreeze</b>	Create initial motivation to change by convincing people that current state is undesirable.
② <b>Change</b>	Identify new behaviours and norms. Communicate. Adopt new attitudes and Culture.
③ <b>Refreeze</b>	Reinforce new behaviour through reward systems, communication, structures etc.

Figure 2.3 Kurt Lewin's Model

Dr. Udomsak Soponkij, the professor from Assumption University, determined the Lewin's Change Model in a short way are 1. Unfreezing – creating anxiety or dissatisfaction relative to status quo and a desire to change 2.Changing- new behavior and activity with which people identify 3. Refreezing- positively reinforcing the initial change success.

Thus the change management will be successful depending on planning with implementation nevertheless. The planned change cannot be implemented successfully without well-organized change management which depends on the key factor that is the human.

And, before moving on to planning with implementation of the organization, we have to know clearly about the situation that we would like to change. Hence, diagnosing is very important to distinguish and analyze problem for planning and intervention to be implemented. And in this study the researcher would like to use Fishbone diagram to analyze the real situation like this;

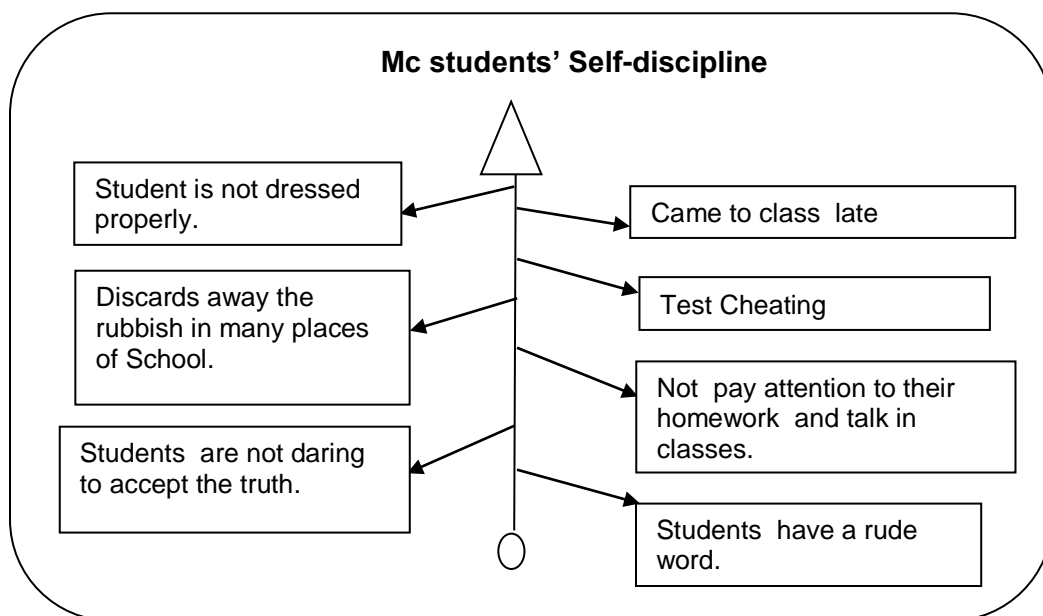


Figure 2.4 Diagram of Real situation of Montfort Student in aspect of Self-discipline

## 2.4 Organization Development Process (OD Process) and various methodology

### 2.4.1 OD Process

The organization development of OD Process is based on the action research model which begins with a diagnose problem or need for change. And in many respects, the action research model reflects a similar commitment to continuous improvement. Gary N. Mclean had showed the way of ODP model that it consists of eight components which are The Entry, Start-up, Assessment and Feedback, Action

Plan, Implementation(intervention), Evaluation, Adoption, and Separation. (McLean, 2006)

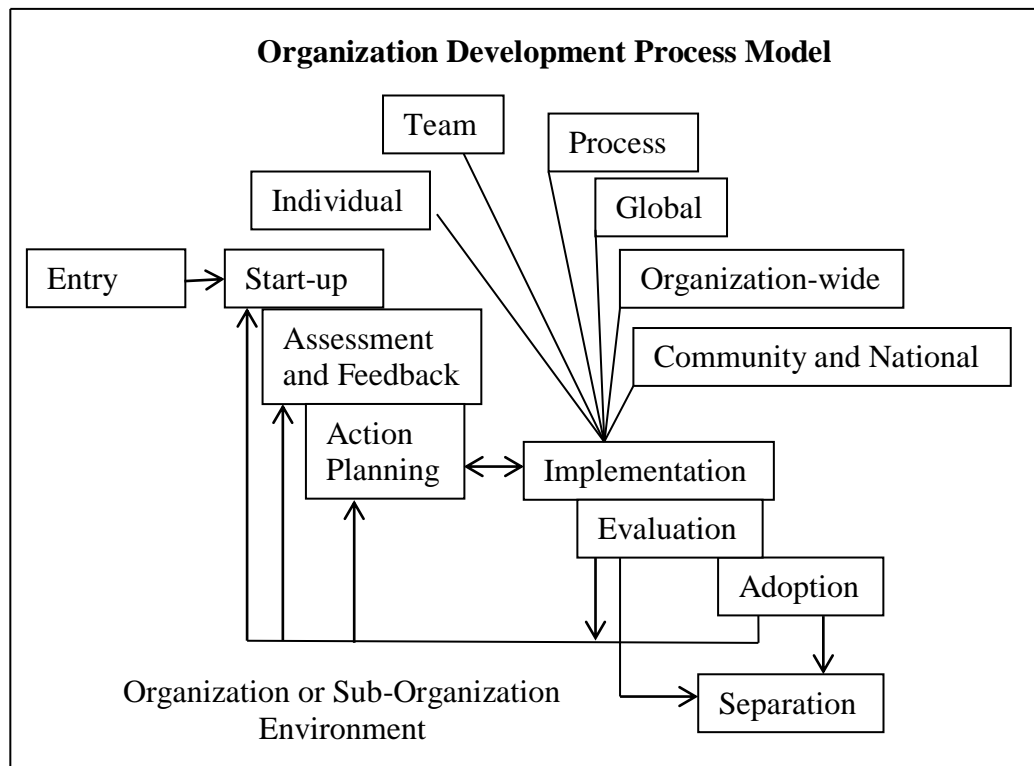


Figure 2.5 McLean,G.N.(2006).Organization Development Process: Principles,processes, performance.San Francisco: Berrett-Koehler

And we can briefly as the OD process move forward through assessment, planning of an intervention, implementing the intervention, gathering data to evaluate the intervention, and determining. If useful progress has been made or if there is needed for further intervention. The process is cyclical and ends when the desired developmental result is obtained.

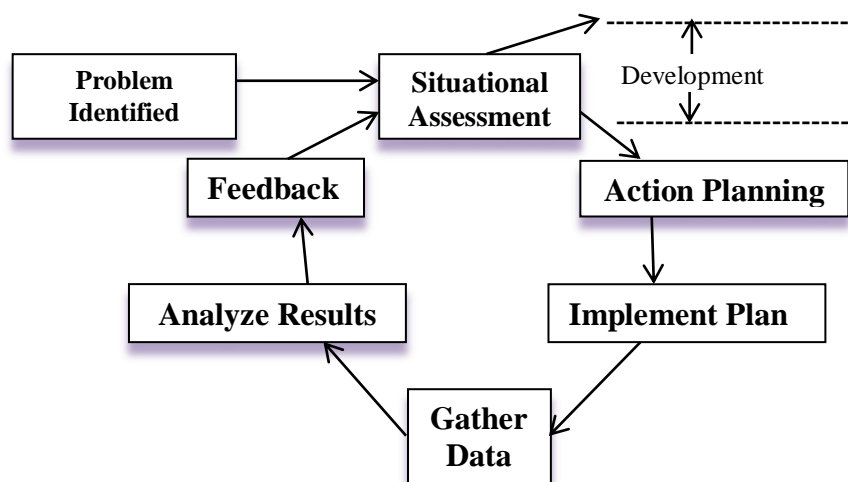


Figure 2.6 The cyclical OD Process

The OD process begins when an organization realizes that a problem exists which affects the mission or health of the organization and change is required. It could begin from the leadership who has a vision of a better way and wants to improve the organization. And organization does not always have to be in trouble to implement organizational development activities. ( Office of State Personne, 2008 )

Once the decision is made to change the situation, the next step is to assess the situation to understand it fully. This assessment can be conducted in many ways including documentation review, organizational sensing, focus groups, interviewing, or surveying. The assessment could be conducted by External practitioners (outside experts) who are brought in from outside the organization as OD specialists and are often called consultants or by Internal practitioners who are already members of the organization. They may be either managers practicing OD with their work groups or OD specialists who may be from the organization development or human resources department. (Brown, 2011)

## **2.4.2 The various OD positive-basic intervention to influence the positive activities**

### **2.4.2.1 Appreciative Inquiry ( AI )**

AI or Appreciative Inquiry is a way of thinking, seeing and acting for powerful, purposeful change in organization. Appreciative Inquiry works on the assumption that whatever you want more of, already exists in all organizations. While traditional problem-solving processes separate and dissect pieces of a system, Appreciative Inquiry generates, images that affirm the forces that give life and energy to a system. David Cooperrider, Suresh Srivastva, Frank Barrett, John Carter and others developed the theory at Case Western Reserve University in Cleve Land Ohio in the seventies. (Joe Hall, 1998)

And Dr. Kevin E. Coray who is the owner and Managing Partner of Coray Gurnitz Consulting, Inc. (CGC), gives the meaning of AI (Appreciative Inquiry) as a system of thought that has formed the backbone of CGC's approach to strategy development and performance improvement. AI focuses on "what is possible," rather than what is problematic. Our customers tell us that by focusing on the possible rather than the problems, they have been able to "become more efficient and perform better." And AI approach is using the following process which often termed the [Four-D Model](#) :

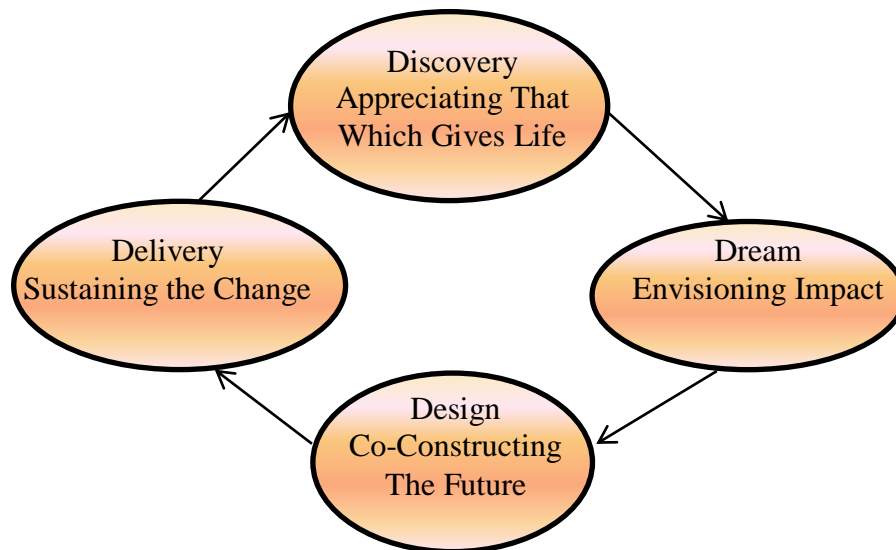


Figure 2.7 The Four-D Model

And Dr. Udomsak Soponkij, a professor from Assumption University said about Appreciative Inquiry (4-D Cycle) in a summery word “ Don’t react to what is wrong; celebrate what is right” and it also has been indicated clearly in the figure as follows;

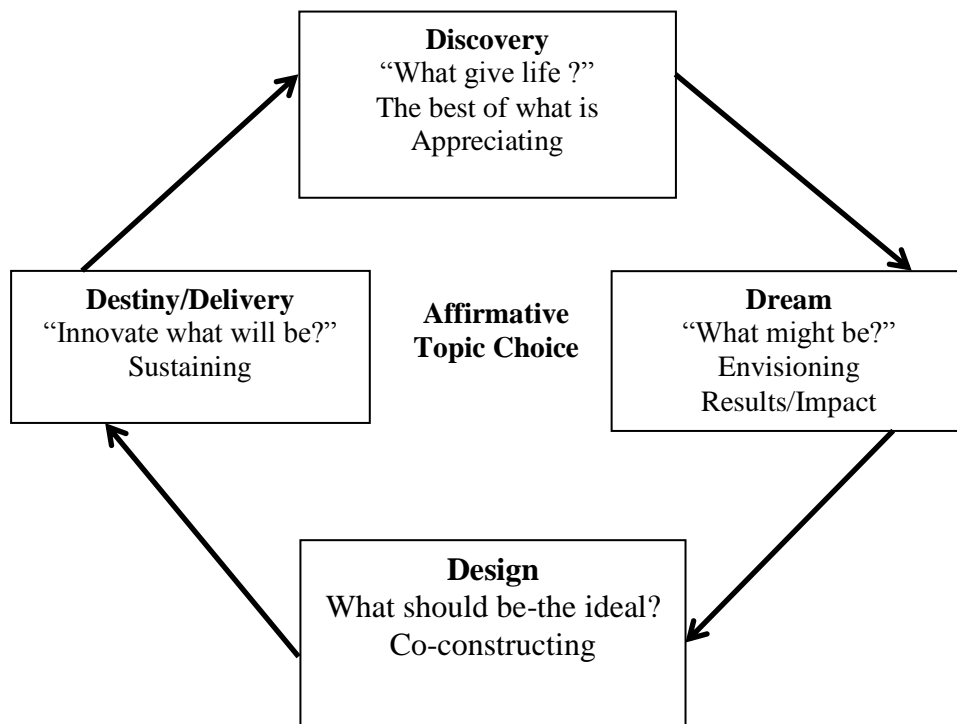


Figure 2.8 The AI Model was adapted by Dr. Udomsak Soponkij

#### **2.4.2.2 World café**

The World café is a whole group synergy method focused on conversations. A café conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes. The methodology of the World Café is simple: The environment is set up like a café with tables for four, tablecloths covered by paper tablecloths, flowers, some colored pens and, if possible, candles, quiet music and refreshments if possible.

The World café refers to both a vision and a method of dialogue. It evolved out of conversations and experimentation one day at the home of consultants Juanita Brown and David Isaacs. And she gives the definition of The World Café as a participative process which enables people to have creative conversations while sitting cafe-style around small tables. And she also gives the way to do it by preparing the paper tablecloths which are often used hence the ideas and issues which appear from the conversations can be recorded. After about 20-30 minutes, people move to a new table like a butterfly and the conversation continues. One member of the initial group will remain at the table to host the new conversation and help to build linking between the different strands. Three rounds are usual. And she also gives the principle of World café as follows 1. Clarify the Context 2. Create Hospitable Space 3. Explore Questions That Matter 4. Connect Diverse Perspectives 5. Encourage Each Person's Contribution 6. Listen Together for Patterns, Insights and Deeper Questions 7. Share Collective Discoveries (Brown, 2005)

#### **2.4.2.3 Metaphor “Iceberg”**

Oxford dictionary has given the meaning of Metaphor as a word or phrase used in an imaginative way to describe somebody or something else. It is most frequently compared with similes. It is a type of analogy and is related to other figures of speech. It can also be indicated and extended throughout pieces of literature. (Jimmy Wales, 2001) Gareth Morgan has loved to use Metaphor for explaining the Images of Organization according to his Idea such as organization as machines, organisms, Brains, cultures, Political Systems, Psychic Prisons, Flux and Transformation and Instruments of Domination. (Gareth Morgan, 2006)

And the Iceberg is the most popular Metaphor which has been quoted. Ernest Hemingway, an American writer is the first person who used the Iceberg metaphor in his writing style until the people have known the Iceberg metaphor as The

Iceberg Theory which is also known as the “theory of omission. In 1960 Dr. David McClelland the founder of Hay McBer, is the first person who used the Iceberg Metaphor to explain the person’s potential in the word of “Competency”. He said that if we would like to know the person’s competency we can not use only the grade of intelligence but have to see the whole life of the person as the Iceberg we can not just known how big is by seeing only the surface. Hence, McClelland has given the importance of motivation. He focused on three particular motives: the Need for Achievement (N Ach); the Need for Affiliation ( N Aff ); and the Need for Power (N Pow). And the other were known him in the founder of Need theory. (Boyatzis, 2000)

#### **2.4.2.4 Fishbone diagram**

Fishbone is the diagram which shows relationship system between the various causes which have affected a problem. It is the useful tool in problem solving and brainstorming which is used to analyze and simplify or help the search for solutions based on cause and effect relationship. It is known in the name of Cause-and-Effect Diagram, or Ishikawa diagram which were proposed by Kaoru Ishikawa in the 1960s, who is the high quality pioneer in the Kawasaki shipyards, and in the process became one founding father of modern management and Causes in the Fishbone diagram are often categorized, such as to the 6 M's (Machine, Method, Man power, Material, Measurement, Mother Nature or Environment), the 7 Ps (Product=Service, Price, Place, Promotion, People/personnel, Process, Physical Evidence) , The 5 Ss (Surroundings, Suppliers, Systems, Skills, Safety). It can help us to identify many possible causes for effect or problem. (Jimmy Wales)

#### **2.4.2.5 Six senses**

Daniel H. Pink is an American author and journalist who wrote the bestseller book “*A Whole New Mind: Why Right-brainers Will Rule the Future*” in 2005 and it has been translated into 20 languages. He said that the future of global business belongs to the right-brainers. (Jimmy Wales I. S., 2001) And he said that we should bet our business on understanding Abraham Maslow’s hierarchy of needs (survival, security, belonging, ego, spirit). Because nowadays we are moving from the logical, linear, computer based Information Age to a “Conceptual Age” ( 1. Agricultural Age-farmers 2. Industrial Age -factory workers 3. Information Age- knowledge workers 4. Conceptual Age-creators and empathizers) where an MBA isn’t worth what it used to be. (Donphin.com.inc, 2008) Because in our economy and society, one where creativity, innovation, empathy and big picture thinking will be rewarded and

recognized. Hence Pink tells us that the most valued degree in business is now the Master of Fine Arts and he also told us that the MFA is the new MBA. (summitschool, 2009) Thus if we would like to see our child or student to succeed in the fourth stage, We have to enhance them to be the one who uses the right side mindset with left-brain to answer the crucial question as Pink posits that 1. Can a computer do it faster? 2. Is what I'm offering in demand in an age of abundance? 3. Can someone overseas do it cheaper ?

And when these questions are the present, the creativity is the answer key of competitiveness. Hence, Daniel Pink presents his theory of 6 Senses: Design, Story, Symphony, Empathy, Play and Meaning as follows ;

1. *Design "Not just function but also design"* - Moving beyond function to engage the sense or can create and appreciate human-made objects that go beyond function and may be seen as beautiful, dreamy, unique, emotionally attractive, or extraordinary.

2. *Story "Not just argument but also story"* - Narrative added to products and services or communicates effectively with others by creating - not just argument. Best of the six senses or communicates effectively with others by creating, as well as appreciating a compelling narrative.

3. *Symphony "Not just focus but also symphony"* - Adding invention and big picture thinking or not just detail focus or synthesizes ideas, sees the big picture, crosses boundaries, and combines disparate pieces into a meaningful whole.

4. *Empathy "Not just logic but also empathy"* - Going beyond logic and engaging emotion and intuition or understands another's point of view, is able to forge relationships, and feels compassion for others.

5. *Play "Not just seriousness but also play"* - Bringing humor and light-heartedness to business and products or creatively engages in problem solving and benefits and socially from flexibility, humor, risk taking, curiosity, inventive thinking, and games.

6. *Meaning "Not just accumulate but also meaning"* - the purpose is the journey, give meaning to life from inside yourself or pursues more significant tries, desires, and enduring ideas, and has a sense of objective, inspiration, fulfillment, and responsibility in making knowledgeable choices toward higher-order thinking skills and transformation. (H.Pink, 2005)

### 2.4.2.6 Whole Brain Literacy ( WBL )

Whole Brain Literacy or WBL is the wonderful instrument which can work like magic. It is the human brain/mind, a gift of thought, a gift of process, a gift of potential and a gift of choice. And Whole Brain Literacy is the whole new level of competency for the information age. It is a perspective with a new philosophy of education and it has multiple dimensions and definitions which we can say WBL is in the “power of the thinking process-the whole brain functioning” utilized in a holistic approach and scope, strategic in perspective, functional in part, systemic in relationship and integral in operation.

And when we use WBL, we are using the two concepts of brain and mind as back to back with a slash (/) to represent both the physiological body part of the brain and the thinking processes part of the mind. We are using WBL in both senses – the brain part that works as a body part and mind as the thinking of thought process that go through the brain just like the lungs and breathing. (Tayko, 2010)

It (WBL) can be explained as the rotation of the human thinking system through four brain quadrants. These four quadrants are I-Pursue, I-Preserve, I-Control and I-Explore. The rotation has no need to be in order. It can move (or dance). Nevertheless, the key idea is to think through all four quadrants. I-Control: What I know now?, I-Explore: What I want to try?, I-Pursue: How to do it?, I-Preserve: How do I feel?

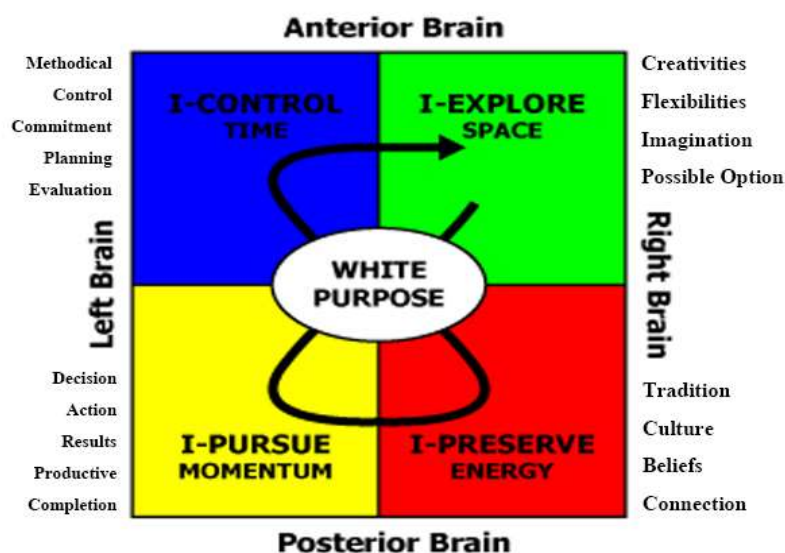


Figure 2.9 Whole Brain Model

### **2.4.2.7 Mindfulness with Ānāpānasati**

“Sati” or “Mindfulness” is very important for everyone who needs to succeed in self-discipline for growing to be a rational altruistic person. If you need to achieve in doing something or causing something to happen in your life. You have to concentrate to the present’s thing which you will do and not think about anything else, until it will be completed. Specially with “ Awareness or Consciousness ” if you need to succeed in cultivation, you must practice and practice the way of your thinking, the way of doing in your life.

The spiritual’s theory cultivation in Buddhism “ Ānāpānasati ” can help you to develop in Mindfulness by turns more attention towards “ Looking” at one’s own mind and practicing mindfulness of breathing. Ānāpānasati is the present awareness of every in- and out-breath. Thus, If you are aware of mindfulness of the breathing in the standing posture, mindfulness of the breathing in the walking posture, mindfulness of the breathing in the sitting posture, and mindfulness of the breathing in the reclining posture that you will have “Sati”. (Gavesako, 2010)

## **2.5 Positive basic intervention**

### **2.5.1 The meaning of Positive basic intervention**

Positive basic interventions are as the positive activities. They are described as structured activities with some curriculum basis, aimed at developing young people, and are staffed by appropriately skilled workers including with the process of thinking which can bring the good thing to human life or organization. And in the activities can include outdoor pursuits, arts, trips, games, and sports, but also extend to other activities which foster. (Council, 2012)

Hence the positive - basic intervention is the laudable energetic processes activities or constructive movement, educational process and procedure intended to stimulate learning through processes of thinking with experience toward to the good purpose. The purpose of the activities are to increase the availability of positives , particularly the most vulnerable.

### 2.5.2 The benefit of Positive basic intervention.

The various positive basic interventions have a lot of benefits for human such as; They are the magic tool to encourage knowing, the process of education to stimulate child to succeed in their life, and the most benefit is enhancing self-discipline for persons especially for young people(student) . And they are to improve outcomes for young people.

Normally positive basic interventions are fun and high value and they give young people the power to decide how the funds should be spent. By positive basic intervention youth can get a lot of benefit as follows:

- Improve the quality and diversity of activities available and the health and well-being of young people
- Provide opportunities for young people to develop their confidence, knowledge, skills and abilities. (Oxford shire County Council, 2012)

Thus the various positive basic interventions have a lot of benefits for human especially youths or students such as; it is the magic tool to encourage knowing, the process of thinking and education to stimulate child to succeed in their life. And the most benefit is enhancing self-discipline for person especially for young people(student). And it is to improve outcomes for young people.

## 2.6 Self-discipline

### 2.6.1 The value of Self-discipline

The country is developing or how much progress unless several important factors combine a condition that would require. The quality of the population of that country, it is of primary importance especially relative to the quality of people “Discipline” . The real purpose of discipline is to give children dare to do some good thing and beneficial to society than their own. Discipline is driven from internal rather than external force which come from the environment or command.

Benefits of Self-discipline :

- Help children with behavior order.
- Help children harmony in the group.
- To strengthen their own progress.
- Help teachers and students live together happily and success in teaching
- To promote the principles of democracy (แก้วประเสริฐ, 2551)

Thus if students have self-discipline, it will give various benefits for child as it helps child to think objectively, to be successful in anything and help you to make

harmony in your group or organization and it will help you to see you through, and allow you to reach your goals. It will give your freedom. It's about putting yourself-interest and self-respect ahead of instant gratification. It's about being consistent. It is improving your health. You can beat out the competition for anything by using yourself-discipline. If you can break away from how most people see self-discipline, you can be the one who comes out ahead ! (www.selfdisciplinehelp.com, 2009)

### **2.6.2 The element of Self-discipline**

Self-discipline is required to complete any difficult, tedious, ' or unpleasant task. Often, the things that require the most self-discipline in our lives are also the most rewarding. "No pain no gain" In order to achieve great things, it is first necessary to develop a great level of self-discipline. The best way to develop self-discipline is by beginning with the five main elements or building blocks. These are Acceptances , Willpower, Hard Work, Industry, Persistence (www.selfdisciplinehelp.com, 2009)

### **2.6.3 Theory relate to Self-discipline**

The theories of self- discipline are two theories that are well known. Theory, the belief that self- discipline will occur. Must be the starting point is the relationship between infants with their mothers or caretakers. Own ideas are Orval Hobart Mowrer, the American born psychologist and professor of psychology at the University of Illinois from 1948 to 1975 known for his research on behavior therapy and the second theory believe that Self- discipline will take place from the control Ego and Super Ego leadership concepts include Robert F. Peck from The University of Texas and Robert J. Havighurst from The University of Chicago which Sineenat Sutjinda (ลีนินาฏ สุทธิจินดา 2543 :20-21) has described in the following summary:

Orval Hobart Mowrer: He believe that the origin of self-control or self discipline is based on the relationship between infant and mother or caregiver. It is important to children as a template with the ability to reward yourself or can to control themselves when they grow up. However these results will occur if the infant or child in the learning experience that a good or a reasonable picture with love and care about each other as the basis for parenting a child grows up. The experience of these will become a good attitude. When the infant or child grow into the adult awareness that good behavior will be a well- mannered successor .

For Robert F. Peck from The University of Texas and Robert J. Havighurst from The University of Chicago: They believe that Self-discipline come from the party

out of control ego(Ego-control) and control (Super Ego-Control) and who can control both of them (Ego and Super Ego) are the ones who have high self-discipline . And he is the person who can abide by the rules of the society. He is a rationalist person. And he will do something he will think of the other in society first. He is the person who has high self-control and do not fall into the influence of groups in society, or fall under the influence of the rule without a reason. He will realize about a result of his action before do it and care to others and ready to cooperate with society. He respects to other and need to serve the public. However this person is not so much in society. However two theorists believe that the kind of this personality can improve and develop in the person. They call the kind of personality that he learned is "Rational Altruistic Person."

And the competency is the important pillar for the rational Altruistic person who can “change” status quo. The idea about competency was set up in 1970 by Dr. David C. McClelland (May 20 1917 – March 27 1998). He was an American psychological theorist who is credited with developing the Achievement Motivation Theory commonly called, need achievement or n-achievement theory.

[http://en.wikipedia.org/wiki/David\\_McClelland](http://en.wikipedia.org/wiki/David_McClelland)

He proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as achievement, affiliation, or power, A person's motivation and effectiveness in certain job these three influenced, functions needs. (Internet center for Management and Business Administration, Inc., 2002-2010)

- Achievement : The need for the wish characterized achievement to take responsibility for finding solutions to problems, master complex tasks, set goals, get feedback on level of success.
- Affiliation : The need for a desire characterized affiliation to belong, an enjoyment of teamwork, a concern about interpersonal relationships, and a need to reduce uncertainty.
- Power :The need for a drive characterized, power to control and influence others, a need to win arguments, a need to convince and prevail.

According to McClelland, the presence of these motives or drives in an individual show the predisposition to behave in certain ways. Therefore, from a manager's perspective, recognizing which need is dominant in any particular individual effects the way in which that person can be motivated.

(<http://managementconsultingcourses.com/Lesson20Motivation&ItsTheories.pdf>)

Thus McClelland's theory is known in the name of Three Needs Theory.

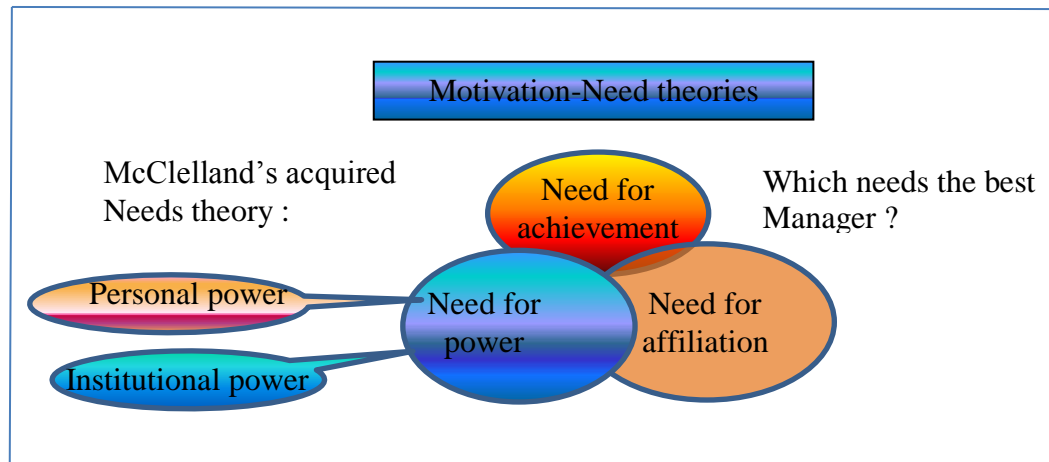


Figure 2.10 Three Needs Theory of McClelland

Source : <http://www.strategies-for-managing-change.com/acquired-needs-theory.html>

This theory focuses on the three needs, defined as follows:

- *Need for achievement (nAch)* is the drive to excel, to achieve in relation to a set of standards, to strive to succeed.
- *Need for power (nPow)* is the need to make others behave in a way in which they would not have behaved otherwise.
- *Need for affiliation (nAff)* is the desire for friendly and close interpersonal relationships. (Stephen P. Robbins, 2010)

And if we give the motivation to person in the right way, they can change their life because “One click can change your life”. Yes, this word is very powerful and It becomes real in the life of many persons such as The president of The United States of America “Obama” because of the rationale in their mind have changed with motivation and by Motivation the special thing will be happening. And it will be happening with the student too.

Thus this study will relate to three theories which will enhance Student Self-discipline which are Orval Hobart Mowrer's theory, Robert F. Peck'S theory, and McClelland's theory.

#### 2.6.4 Self-discipline and Creativity

With the phrase “ The artist or creative people always lack of self-discipline”. It is absolute fault but on the other way the creative thinking and the model think are always come from the creative people who were disparaged from the people

such as artist or the researcher. Because in normal life of the creative people or artist are exerted for their work with high power. All famous artists have high self-discipline before their masterpiece will appear. Because Art is discipline and hard work. If artists lack self-discipline all of them can not create the beautiful work. They spend time day and night on their excellent work. Their life style is unusual so people misunderstand and tell each other that artists lack of discipline.

(www.selfdisciplinehelp.com, 2009)

The way to stimulate student or child self-discipline is very difficult but it can improve by inner power intention which can drive them grow up in self-discipline according to the article in manual self-discipline which we can download at www.selfdisciplinehelp.com give three suggestions to build self-discipline as follows;

**1. Assign Responsibilities** – In others words, give the child some task such as sweep the floor, set and clean the dining table, and even take part in some of the cooking and teaching them how to take care of themselves for the rest of their life. Little by little by assign responsibilities the child will learn about self-discipline.

**2. Give an Allowance** – If parent have strong regulation with the children about allowance and not spoiling them in the wrong way, the things they want will. However let them think about something before buying. It will help them develop in self-discipline.

**3. Set Goals** -- Everything is achieved through goal setting. Let child or student set goals before doing everything. It will help them to see clearly in their direction and realize in value of thing to do.

Little but the connecting with three activities, it will build character and encourage self-discipline for child or student.

Steve Pavlina ( born April 14,1971) is an American self-help author, motivational speaker and entrepreneur. He attributes the Five pillar for practice self-discipline as acceptance, willpower, hard work, industry, and persistence. (Pavlina, 2011)

Thus discipline is always working effectively with creative of the new ideas.

## 2.7 Three important elements of Self-discipline

### 2.7.1 Responsibility

Nikhom chanaphaitoon (กระชายพันธ์, 2539) said that the responsibility is very important character of the person if it is inherent in any child. It would be beneficial to others.

1. The responsible person can do everything successfully.

2. Person who is responsible will be honored and will receive adulation and useful to themselves and society.

3. Responsibility is to help person to comply with the rules of ethics and rules of society without compulsion from others.

4. Responsibility is to make progress towards peace in the society.

5. Responsibility is not the cause of the degeneration and corruption of public.

And Jidtra Vasuvanit and group ( จิตรภา วสุวานิชและคณะ, ม.ป.ป. : 178) said that responsibility is the important character which should be educating for person because person's responsibility will affect to his responsibility in his work, education, society. And the study also confirmed that the responsibility of those who have confidence in their integrity and the achievement of education and have the character of leadership with good behavior. (Yeam Kanchanawat / แยมกาญจนวัฒน์, 2552)

Because responsibility is one kind of self-discipline hence it will be stimulated person grown up in their life.

### **2.7.2 Honesty**

According the speech of King Phumiphon Adulyadej, The king of Thailand, he said that Honesty is the most pillar character of the good person who does the good things because it allows person to have prosperity in life. The person who has honesty has been praised by the public and it is the magic tools to protect him from various threats and it will make the country grow. (Office of the National Economic and Social Development Board / สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2554)

### **2.7.3 Civil mind**

#### ***2.7.3.1 The value and benefit of Civil mind in life.***

If the people lack the civil mind, the country will have crisis within the country and people can not solve the problem. The rest of the hard drive in terms of collective properties, Backward country, Lack of power in society. And when the government announce the country's policy it does not work because the people don't get cooperation. The two parties are divided, competitive struggle, corruption.

And if the people lack of civil mind will have global impact and will have the exploitation of the country and many problems will come such as bullying, weapons collection, the struggle for dominance of international trade, an offensive insult to people of different ethnic self-contempt. ( Phaiboon Vattanasiritham and

Sungkhom / ไพบุลย์ วัฒนศิริธรรมและสังคม 2543 )

## 2.8 Conceptual Framework

In this part of the study, the researcher describes the preceding empirical research and significant theories necessary to develop the conceptual framework of the research. The BC model (figure 2.12) explains the positive-basic ODI's program for enhancing students' self-discipline. Table 2.1 and figure 2.11 : Portray conceptual model is employed in this study as follows:



Figure 2.11 BC ( The basic concept ) model for explain the positive-basic ODI's program

This figure explained that the positive-basic ODI's program was made from variety of things such as fable, game, work sheet, clips, activities, and stories. And the variety of things above the line were driven by the process of WBL, Just, See, Act, and Reflection. Thus the positive-basic ODI's program was built.

Table 2.11  
Concept of Framework

Pre ODI	ODI	Post ODI
<p><b>How can teacher enhances Students' Self-discipline</b></p> <p>(1) From the philosophy and the purpose of Montfort school is to produce</p>	<p>Training Student to grown in self-discipline by using ODI processes with activities.</p> <p>The research conducted in 3 phases as follows.</p>	<p><b>1. Students have responsibility.</b></p> <p><b>Indicators:</b></p> <p>1.1 Student came to class on time and always do homework with care and</p>

<p>students with the following qualities: Self-accomplished, sociable, generous, ethical, universally qualified. How can encourage them in the rapidly changing time</p> <p>(2) From the big natural disaster of tsunami-hit-japan-11-march-2011. I was, impress with the behavior of the group of student who can control themselves and have had high self-discipline. So how Thai student be like them too.</p> <p>(3) Normally all Montfort students come from a single and small rich family so their parent love them too much that mean the parent spoil their children too. So How can school teach them in the right way and enhance them to have high self-discipline</p> <p><b>Real situation :</b></p> <ol style="list-style-type: none"> <li>1. Students came to class for late .</li> <li>2. Students did not pay attention to their home work and always talk to each other in classes.</li> <li>3. Student tests cheating.</li> </ol>	<p><b>The Phase 1 :</b></p> <p>To check and survey the understanding and behavior of students in Mc knight club about self-discipline in term of Responsibility, Honesty and Civil mind by gathering information from using questionnaire and activities and try to encourage them explore the understanding about self-discipline by using ODI processes with activities.</p> <p><b>Activities for encouragement :</b></p> <ol style="list-style-type: none"> <li>1. Following the Leader. ( Clapping when the leader walking)</li> <li>2. Hiya game (The player turns his face to his friend and yelling " Hiya" when the game's leader marks someone.)</li> <li>3. Pre Questionnaire of Self-discipline</li> <li>4. Clip Tsunami hit Japan</li> <li>5. Clip Saint Louis Mary</li> <li>6. Clip real situation</li> </ol>	<p>thoroughness.</p> <ol style="list-style-type: none"> <li>1.2 If student miss class, make up missed work quickly; check homework online for what he missed and be prepared when return to school. Call classmate for the assignment.</li> <li>1.3 Students dress according to the regulation of the school.</li> <li>1.4 Students maintain the cleanliness of the classroom building and school environment.</li> </ol> <p><b>2.Students have honesty Indicators;</b></p> <ol style="list-style-type: none"> <li>2.1 Student integrity in the test.</li> <li>2.2 Student speaks the truth.</li> <li>2.3 Student does not steal and return to find items that are not their own.</li> <li>2.4 Student is a good role model for others.</li> </ol> <p><b>3.Students have the character of Civil mind.</b></p> <p><b>Indicator :</b></p> <ol style="list-style-type: none"> <li>3.1 Students are willing</li> </ol>
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<p>4. Student is not dressed properly.</p> <p>5. Student discards away the rubbishes in many place of school.</p> <p>6. Student is not daring to accept the true when they have some mistake.</p> <p>7. Student have rude word.</p>	<p>of Mc student.</p> <p><b>Phase 2:</b></p> <p>It is designed to strengthen students self-discipline by using ODI processes with positive activities for enhancing Self-discipline.</p> <p><b>Activities, Inspiration Clip, and Games for enhancement self-discipline in term of responsibility, Honesty and Civil mind :</b></p> <ol style="list-style-type: none"> <li>1. <i>Activities.</i></li> <li>1.1 The Choice is Yours.</li> <li>1.2 Life's graph.</li> <li>1.3 My Dreams and Aspirations</li> <li>1.4 My time and My Values.</li> <li>1.5 Lifting of heavy books with paper A4.</li> <li>1.6 Midas Touch.</li> <li>1.7 Creating a tower with a drinking straw.</li> <li>1.8 Aladdin's Lamp</li> <li>1.9 The leader and large headed nail.</li> <li>1.10 Rocking dull.</li> <li>1.11 Virtue Chains</li> </ol>	<p>to help friends.</p> <p>3.2 Students participate in the practice activities both within and outside the school.</p> <p>3.3 Students donate to help</p> <p>3.4 Students help and serve others without expecting something in return.</p> <p>3.5 Students demonstrate positive "gamesmanship".</p>
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	<p><b>Phase 3:</b> To study the performance of activities with the research by carrying out activities to strengthen responsibility, honesty and Civil Mind. The result compares with previous estimates of activity.</p>	
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The table 2.1 “ The conceptual of frame work ” was the detail of the positive-basic ODI’s program which the researcher used for enhancing Students’ Self-discipline in Mc Knight Club at Montfort College School.

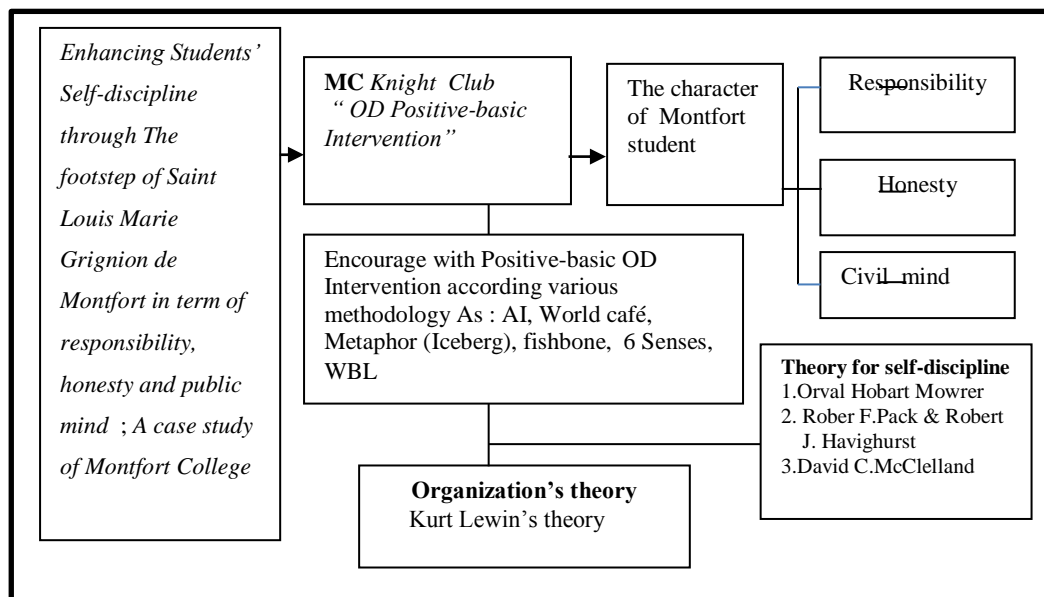


Figure 2.12 Conceptual Framework

The conceptual framework is shown in the table 2.1. The researcher based on three phases of ODI that are; Pre ODI intervention that presented the current situation that occurred in organization of this study (causes and problems), proposed ODI intervention was the phases that the researcher introduced ODI to solve all of the problems within the organization, and the last phases is expected result after ODI. It

was the evaluation phase that gave the results of the organization's performance after ODI implementation.

Base on the conceptual framework in this study, the researcher focused on Student self-discipline. The researcher thus realized that studying sub variables in detail was also essential to get insight information.

#### **Pre Instructional Development Intervention Stage :**

In the students' competency in the file of Self-discipline, The researcher predicts that the achievement of Montfort's competency is not high standard as the school purpose is to support the full development of student potential until they are capable of *phutha*, or enlightenment and awareness of all things. It means that they will become a fulfill person. They can live in the world together with others with happiness in their life. However in real fact when apprising Montfort student in the real social' situation such as in the crisis of the big natural disaster of Thailand compared floods hit with the big natural disaster of tsunami-hit-japan-11-march-2011. The competency of Montfort students have to improve. And the researcher switched back to the original idea of the Saint Louis Marie de Montfort who is the founder of Saint Gabriel's Foundation; hence the researcher would like to enhance Montfort students to grow up in the main pillar of person's character who is the fulfill person according the school's aims by using the model of Saint Louis Marie de Montfort in self-discipline and deeper in sub character about Responsibility, Honesty, and Public mind by using the positive activities in Knight Club.

#### **Instructional Development Intervention Process Stage :**

In the ODI session, the researcher has selected to make a lot of activities that all of them apply from MMOD course such as AI,CPS,WBL.7phases, 6senses, World café Process to enhance the student self-discipline growing up in their competency according the model of Saint Louis Marie de Montfort. And the researcher divided the research into three phases as the phase 1; Examining the behavior of student in the file of responsibility, honesty, and public mind by gathering information from students in Mc Knight Club who study in M.3 or grade 9 were 30 persons and phase 2 ; Using the positive activities for enhancing the target group and phase 3; to study the performance of activities with research and compare with previous estimates of activities.

**Post Instructional Development Intervention Stage :**

After ODI have effected in the target group and can get the exact result, the researcher has set ODI target in the self-competency skill to prepare in the next phase of change which is student self-discipline in the areas of Montfort school perspectives.

*Student self-discipline* -- Students may have their attitude into the positive ways of self-discipline, they love to learn more by themselves and get high achievement in practicing. They may have been feeling happy when they study in class and love to help and join in the School's activities.

## **CHAPTER THREE**

### **Methodology**

The research was action research. It was conducted using the pre-test, IDI, and Post-test. It had a Pre-test and Post-test and it compared the control group and the experimental group.

The purpose of this chapter is to explain the research design, the respondents, the instruments, the data collection technique and procedure, and data analysis with testing the accuracy of the data.

#### **3.1 Research Design :**

In this research, the researcher used quantitative and qualitative method which the researcher saw as a way to make this work to find the complete result. And the qualitative method combined with experimental research. By using quantitative questions and qualitative method and qualitative experimental to focus on area of the problem. This researcher focus to diagnose in Mc Knight Club at Montfort's College. And focus in students' self-discipline in terms of Responsibility, Honesty, and Civil mind.

This study is conducted in the context of an action research which covered three phases that are; Pre-ODI Intervention, ODI Interventions Process and Post-ODI Intervention. In addition, this study also hoped to discover the advantages and disadvantages of the application of Positive-basic OD intervention in enhancing student self-discipline.

In students' self-discipline, the researcher uses the questionnaires to measure the level of students' Self-discipline and used the assessment of rating scale to identify the level of self-discipline in terms of Responsibility, Honesty, and Civil mind. Rating scale has four levels which are Strongly Agree, Agree , Disagree , Strongly Disagree.

#### **3.2 The Respondents :**

The Participants and the respondents of population in this study are 41 students in Mc knight Club who come from secondary M.3-M.6. And group of 10 teachers who come to participate in Mc Knight Club in academic year 2012, semester 1 at Montfort college of Thailand. The researcher divided the group of students in 2 groups. There are 10 people in control group and 31 people in experimental group.

Table 3.1

*Show the lists of the respondents group of teacher that related to this study.*

The Respondents of Teacher	Population	Respondents	Percentage
Student Affair	3	3	10 %
Thai language	1	1	10 %
Head of Level	1	1	10 %
Social	1	1	10 %
Physical	1	1	10 %
Career	1	1	10 %
Campus Ministry	2	2	10 %
Total	10	10	100 %

**3.2.1 Experimental Content :** Positive basic OD intervention with activities in Mc knight Club. They are related to responsibility, honesty, and Public mind.

**Time Frame :** For the students' self-discipline in terms of responsibility, honesty, and civil mind carried out within 13 periods, 60 minutes for 1 period. Total about 13 hours in 3 phrase of Pre ODI, ODI, and Post ODI.

### 3.3 Data Collection Technique and Procedure :

#### 3.3.1 Data Collection Technique

To obtain the primary data the researcher would use the questionnaires, Interview and observation.

**Questionnaires :** It is the most popular tool which is used in data collection, because the result could be measured in quantitative terms. The researcher could collect the data by four point scale questionnaires. For the Pre-ODI phase, it was necessary to launch the questionnaires to target respondents before implementation. To see the results, this questionnaire was launched after ODI into order to compare the difference between Pre-ODI and Post-ODI.

The questionnaires have 2 parts. The first is about the personal data in 4 question. The second was about students' self-discipline data in 30 questions. There are 30 questions, 22 positive and 8negative deals with the reliability of the estimate 0.9046 which the researcher used the analysis of educational research program for testing . And the education research program is adapted from Boonchom Srisaarth (บุญชม ศรีสะอาด ) by Prakron Prachanban ( ประกรณ์ ประจัญบาน ) and Saksit Vatchararat ( ศักดิ์สิทธิ์ วัชรารัตน์ ). The answer is a scale (Rating scale) 4 levels. And the questionnaires

are divided in 3 section as responsibility (1-10), honesty (11-20), and civil mind (21-30).

**Interview :**

The researcher conducted the teacher's interview who are participating in Mc knight by natural way. And the researcher allowed the respondents to be free and be willing to answer in particular question at the particular point of time. The result from interviews could be an effective way of data collection and it was an interactive communication and the immediate answer could be obtained.

**Observation :** It is an ability tool and it was a kind of collecting data, because the researcher could observe the environment of respondents. The data checklist would help and support the analysis of the primary data of this study. The researcher adapted the data in observation form according to Osgood method in 7 scale. (Brown, 2011) And the researcher transfer the result into percent and Descriptive Rating in 4 rating scale in questionnaire form as...

4 Rating Scale		Percentage
Strong Agree	3.50 – 4.00	80 -100
Agree	2.50 – 3.49	59 -79
Disagree	1.50 – 2.49	38- 58
Strong Disagree	1.00 – 1.49	10 - 37

**3.3.2 Data Collection Procedure :**

The questionnaire had 2 versions: Thai language and English. The questionnaires were sent to all the students in Mc knight Club. The researcher was responsible for distributing the questionnaire to all 41 target respondents. And the researcher set the formal interview for 10 teachers who came to join in Mc knight Club to discuss the focus area of this study. Also the researcher went to observe the students' self-discipline in terms of Responsibility, Honesty, and Civil mind in Mc knight Club.

The data collection procedures would be different according to different data collection techniques as show in table 3.2 .

Table 3.2

*Data Collection Procedure*

No	Questionnaire	Personal Structured Interview	Direct Observation
1.	Submit questionnaire to head of level to get approve	Prepare the questions as a guideline for interview the respondents	Prepare the observation checklist as guideline when observation
2.	Set the respondents' number	Review the questions by the expert	Review the checklist by expert
3.	Set the date of distributing questionnaire	Interview individual respondents according to the questions	Observe the respondents according to the observation checklist
4.	Set the person who response in distribute and collect questionnaire	Summarize the finding from personal interview	Summarized the findings from checklist
5.	Key the data in Statically package software program spss		
6.	Summarize the finding from questionnaire		

**3.4 The Instruments :**

In this study the researcher used the questionnaire, interview, and observation to gather the information from the respondents. The researcher constructed the questionnaire based on the theoretical framework and previous studies. All questionnaires consisted of 1 and 2 parts as the following:

Part 1: This part the researcher designed the questionnaires to identify personal characteristics, such as classroom, grade point average, sex, and experience in training.

Part 2: It has 30 questions is classified into 3 groups that were responsibility, Honesty, and Civil mind to measure students' self-discipline in Mc knight Club. The scale are used from Strongly Agree = 3.50 - 4.00 , Agree = 2.50 - 3.49, Disagree = 1.50 - 2.49, Strongly Disagree = 1.00 – 1.49.

Table 3.3

*Questionnaire structure for students' self-discipline*

Areas of	Question Number	Total
General question	1 – 4	4
Students' self-discipline	1 – 30	30
All of question	-	34

**Questionnaires** : distributed to the students in M.3 – M.6 who are members of Mc knight Club. There are 41 persons.

**Interview Guides:** The researcher would conduct in-depth interview to expand the areas of the problem and collect more supportive evidence to set areas of improvement. Interview guides will use open-ended questions to ask. Interview guides will be used for interview in sample group of 10 teachers who came to joy in Mc knight Club.

**Observation Guides:** The researcher would conduct observation to notice environment of ODI. The observation lists will contain the questions of ordinal question (1-7 in term of Low and High )

### 3.5 Data Analysis :

This study show quantitative and qualitative results. For quantitative result the researcher will use the t-test, an appropriate statistical measurement for the respondents size, was used to compute and compare the means of the data collected from the scores of the students and teacher during the pre-test and post-test and served as the first quantitative results of the study with students' self- discipline by using Statically package software (SPSS).

The descriptive statistics was used for measuring and assessing response rates for levels of each variable as follows:

Table 3.4

*Show Descriptive rating*

Arbitrary Level	Descriptive Rating
3.50 - 4.00	Strongly Agree
2.50 - 3.49	Agree
1.50 - 2.49	Disagree
1.00 - 1.49	Strongly Disagree

In the qualitative results the researcher focused on the measurement in three sides that are interviewing, observation, and experimental. This resulted, will use the grouping of the data for measurements. For the result of interview the researcher would cluster all information from respondents then analyze the data by giving the explanation.

For further understanding of this study, bar graphs for some tables are also shown and presented in order for readers of this study to comprehend clearly the statistical results of the study.

### 3.6 Intervention time schedule

For the thesis time schedule, the researcher did as below based on the process of acting as showed in table 3.5

Table 3.5

*Intervention time Scale.*

Process	Start Time Date ( August - September, 2012)				
	W.3 Aug.				
Motivating meeting 1 & survey Examining	W.3 Aug.				
Preparing the Positive Activities	W.3 Aug.				
Motivation meeting 2 & give the definition and benefit of self-discipline		W.4 Aug.			
Using ODI Intervention or Action Plan			W.4 Aug.	W.1 Sep.	
Evaluation and Analysis				W.2 Sep.	
Summary and Report					W.3-4 Sep.

## Chapter 4

### RESEARCH FINDINGS AND ANALYSIS

This chapter contains the action research process in pre-organization (pre-ODI) , Organization development intervention(ODI) and post-organization intervention (post-ODI). It presents diagnosis process, a discussion, and result of the study derived from the analysis of data both quantitative and qualitative terms based on the research questions in questionnaires, interview question, observer form and hypotheses stated.

In the quantitative instrument, the research used questionnaire to collect data from respondents. There were 34 questionnaires which covered in 3 important pillars of self-discipline in terms of Responsibility, Honesty and Public Mind. The questions from 1-10 were the responsibility, 11-20 were honesty and 21-30 were civil mind. They were distributed to 41 students of 2 groups in Mc Knight Club which were the experimental group or group A and the control group or group B.

In the qualitative data, the research used 5 interview questions distributed to teachers who were students' advisers in Mc knight Club to find out the data in Pre-ODI, Post-ODI and the result of impact of ODI on students' self-discipline. Also used the observation to find out the result data and the result of impact of ODI on students' self-discipline in term of Responsibility, Honesty and Civil Mind.

The sequence of data presentation and discussion were explained in this chapter.

#### 4.1 Demographic Profile of the Respondents Finding Analysis

##### 4.1.1. About Students

The frequency distribution is used for analyzing students data or demographic of respondents including gender, age, classroom, and average point.

Table 4.1 shows the frequencies of classroom in of 41 respondents. In addition, these populations were grouping with 2 categories such as group A was ODI section obtained 31 students and group B was Non-ODI section comprised of 10 students.

There were 25 respondents or 60.9 percent who came from class m.3, there were 6 respondents or 14.63 percent who came from class m.4, there were 9 respondents or 21.9 who came from class M.5 and there were 1 respondent or 2.4 percent who came from class M.6.

Table 4.1  
*Classroom Frequencies and percentage distribution*

	<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Valid	M.3	25	60.9
	M.4	6	14.6
	M.5	9	21.9
	M.6	1	2.4
	<b>Total</b>	<b>100.0</b>	<b>100.0</b>

The table 4.2 showed the frequencies of gender of 38 respondents. There were 30 male or 73.7 percent and 11 female or 26.3 percent of respondents.

Table 4.2  
*Gender Frequencies and Percentage distribution*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Valid Female	11	26.8	26.8
Male	30	73.2	73.2
<b>Total</b>	<b>41</b>	<b>100.0</b>	<b>100.0</b>

The table 4.3 showed the frequencies of age of 41 respondents. There were 19 respondents or 46.3 percent in 13-14 years old. There were 19 respondents or 46.3 percent in 15-16 years old and 3 respondents or 7.4 percent in 17-18 years old.

Table 4.3  
*Age frequency and percentage distribution*

		<b>Frequency</b>	<b>Percent</b>
Valid	13-14 years old	19	46.3
	15-16 years old	19	46.3
	17-18 years old	3	7.4
	<b>Total</b>	<b>41</b>	<b>100.0</b>

The table 4.4 showed the frequencies of training Experience of 41 respondents. There were 41 respondents or 100.0 percent who did not have training experience.

Table 4.4

*Training Experience frequency and Percentage distribution*

		Frequency	Percent
Valid	No	41	100.0
Total		41	100.0

The table 4.5 shown respondents profiles between group A with ODI and group B without ODI. There were 31 respondents or 75.60 percent in group A and 10 respondents or 24.39 percent in group B.

Table 4.5

*Demographic profile of the respondents in percentage in 2 groups with ODI and without ODI.*

Respondents	Implementation	Number of the respondents	Percentage
Group A	With ODI	31	75.60
Group B	Without ODI	10	24.39
Total		41	100.0

#### **4.1.2 About Teachers.**

The frequency distribution is used for analyzing teachers' personal characteristics or demographic of respondents that included, age, gender, years of working, education and position.

The age of respondents was shown in table 4.6 from total 10 respondents. There were 4 respondents or 40.0 percentages whose age was between 30-35 years old range. There were 2 respondents or 20.0 percentages whose age was 36-40 years old range. There was 1 respondent or 10.0 percentages whose age was 41-45 years old range. And there were 3 respondents or 30.0 percentages whose age was 47 and above years old range.

Table 4.6

*Age frequency and Percentage distribution.*

	<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Valid	30-35	4	40.0
	36-40	2	20.0
	41-45	1	10.0
	46 years old and above	3	30.0
	Total	10	100.0

The table 4.7 showed the frequencies of gender of 10 respondents. There were 8 respondents or 80.0 percentages that was male. And 2 respondents or 20.0 percentages that was female.

Table 4.7

*Gender frequency and Percentage distribution.*

		<b>Frequency</b>	<b>Percent</b>
Valid	Male	8	80.0
	Female	2	20.0
	Total	10	100.0

The years of working were shown in table 4.8 From total 10 respondents, there were 1 respondent or 10.0 percentages whose years of working were in 1-5 years range. There were 4 respondents or 40.0 percentages whose years of working were in 6-10 years range. There were 3 respondents or 30.0 percentages whose years of working were in 11-15 years range. And there were 2 respondents or 20.0 percentages whose years of working were in 16 and more years range.

Table 4.8

*Years of working frequency and Percentage distribution.*

		<b>Frequency</b>	<b>Percent</b>
Valid	1-5 years	1	10.0
	6-10 years	4	40.0
	11-15 years	3	30.0
	16-more than 16 years	2	20.0
	Total	10	100.0

Table 4.9, showed the education level frequency and percentage distribution. There were 9 respondents or 90 percentages were in Bachelor's Degree and 1 respondents or 10 percentages was in Diploma's Degree.

Table 4.9

*Education frequency and Percentage distribution.*

		<b>Frequency</b>	<b>Percent</b>
Valid	Diploma's Degree	1	10.0
	Bachelor's Degree	9	90.0
	Total	10	100.0

Table 4.10, shows the position frequency. There were 3 respondents or 30.0 percentages were Support Teachers from Student Affair, 1 respondent or 10.0 percentages was a Thai language Teacher, 1 respondent or 10.0 percentages were Head of level, 1 respondent or 10.0 percentages were Social Teacher, 1 respondent or 10.0 percentage were Physical Teacher, and 1 respondent or 10.0 percentages were Career Teacher, and 2 respondent or 20 percentages were support-teacher in Campus Ministry.

Table 4.10

*Position frequency and Percentage distribution.*

		<b>Frequency</b>	<b>Percent</b>
Valid	Student Affair	3	30.0
	Thai language	1	10.0
	Head of Level	1	10.0
	Social	1	10.0
	Physical	1	10.0
	Career	1	10.0
	Campus Ministry	2	20.0
	Total	10	100.0

## 4.2 Pre ODI

The Pre ODI phase focused on the current situation and condition of Montfort students' self-discipline in MC knight Club which was divided into three main areas :

1. Responsibility 2. Honesty 3. Civil mind.

In this phase, it was the process to identify the problems in students' self-discipline in Mc Knight Club at Montfort's college. Furthermore, this part was furnished to answer the first research questions in chapter one, “ **What is the current situation and condition of Students' Self-discipline in Mc Knight Club at Montfort's college?** ”. The data were mainly collected from : survey questionnaires, observation, and interviews.



### 4.2.1 Quantitative Data Analysis Pre ODI : Students' self-discipline in term of Responsibility, Honesty, and Civil mind in group A.

#### 4.2.1.1 Experimental group or Group A before implementation

The following table showed the perception of respondents toward self-discipline in terms of responsibility, honesty, and civil mind before ODI. It showed in table 4.11 that the total average means was 3.1408, the standard derivation was .27738 and the rating level was agree. This indicated that self-discipline in terms of responsibility, Honesty, and civil mind of the respondents were and there were various many items of responsibility, honesty and civil mind much to improve.

Table 4.11

*Per ODI of students' self-discipline in term of Responsibility, Honesty, and Civil mind in experimental group or group A(N=31).*

items		Mean	SD	Qualitative Rating
Responsibility				
1	I attend class regularly.	3.6452	.55066	Strongly Agree
2	I arrive in class in time.	3.2903	.69251	Agree
3	I pay attention when teacher teaches.	3.0968	.65089	Agree
4	I slept during the class.	3.0968	.74632	(-) Disagree
5	I follow the content or lesson which I did not join the class.	2.8710	.49946	Agree
6	I complete all my entrusted works.	3.0645	.44238	Agree
7	I throw garbage in the settled provisional place.	3.3548	.66073	Agree
8	I follow the school's discipline.	3.4516	.62390	Agree
9	I use money economically and worthily.	2.8387	.89803	Agree
10	I help my family to work in my house and professional work.	2.9355	.85383	Agree
11	I do cunning during exam.	3.1613	.68784	(-) Disagree
12	I pass my answer to my friend during the exam.	3.3548	.79785	(-) Disagree
13	I bring along a note with answer into the exam room.	3.7419	.51431	(-) Strongly Disagree
14	My friend hires me to do their report.	3.7419	.57548	(-) Strongly Disagree
15	I hand out other's report, assuming that it's mine.	3.9677	.17961	(-) Strongly Disagree
16	I copy my friends' homework.	2.3871	.71542	(-) Agree
17	I let my friends copy my homework (exercise).	2.4194	.71992	(-) Agree
18	I speak the truth.	3.3226	.54081	Agree
19	I accept when I do something wrong.	3.3226	.54081	Agree
20	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner.	3.2903	.90161	Agree
21	I donate for charity cause.	3.1935	.83344	Agree

22	I turn off the light, fan, air-condition before leaving classroom.	3.0645	.72735	Agree
23	When teachers ask me to do something, I offer myself.	2.4516	.80989	Disagree
24	When I see broken car in the midst of rain, I help immediately.	2.5484	.88840	Agree
25	I have school's activities.	2.9677	.65746	Agree
26	I share my things with others.	3.2903	.73908	Agree
27	I never take advantage of the others.	3.2903	.58842	Agree
28	I give preference to common goods than personal goods.	3.0323	.65746	Agree
29	I explain difficult lessons to my friends.	2.4516	.76762	Disagree
30	I stand in line to buy products and various services.	3.5806	.67202	Strongly Agree
<b>Total</b>		3.1408	.27738	Agree

**Responsibility** : The perception of respondents toward students' self-discipline in terms of responsibility before ODI, It showed in table 4.12 that the total average means was 3.1645, the standard derivation was 0.3790 and the rating level was agree or often. And there was 1 items belong to responsibility was urgent need to develop as student slept during the class. And there were 2 items that must improve as student use money economically and worthily and student follow the content or lesson which they did not join the class.

Table 4.12

*Per ODI of students' self-discipline in term of Responsibility in group A (N=31).*

items		Mean	SD	Qualitative Rating
<b>Responsibility</b>				
1	I attend class regularly	3.6452	.55066	Strongly Agree
2	I arrive in class in time	3.2903	.69251	Agree
3	I pay attention when teacher teaches	3.0968	.65089	Agree
4	I slept during the class	3.0968	.74632	(-) Disagree
5	I follow the content or lesson which I did not join the class	2.8710	.49946	Agree

6	I complete all my entrusted works	3.0645	.44238	Agree
7	I throw garbage in the settled provisional place	3.3548	.66073	Agree
8	I follow the school's discipline	3.4516	.62390	Agree
9	I use money economically and worthily	2.8387	.89803	Agree
10	I help my family to work in my house and professional work	2.9355	.85383	Agree
<b>Total</b>		3.1645	.3790	Agree

**Honesty** : The perception of respondents toward students' self-discipline in terms of honesty before ODI, It showed in table 4.13 that the total average means was 3.2709, the standard derivation was .29005 and the rating level was Strongly Agree. There were many items of self-discipline in terms of honesty that must improve such as his friend hires him to do his report, Student bring along a note with answer into the exam room, Students pass their answer to their friend during the exam, Students do cunning during exam. And there was 1 item have to urgent improve as Students hand out other's report, assuming that it's them.

Table 4.13

*Per ODI of students' self-discipline in term of Honesty in group A (N=31).*

Honesty		Mean	SD	Qualitative Rating
1	I do cunning during exam	3.1613	.68784	(-) Disagree
2	I pass my answer to my friend during the exam	3.3548	.79785	(-) Disagree
3	I bring along a note with answer into the exam room	3.7419	.51431	(-) Strongly Disagree
4	My friend hires me to do their report	3.7419	.57548	(-) Strongly Disagree
5	I hand out other's report, assuming that it's mine	3.9677	.17961	(-) Strongly Disagree
6	I copy my friends' homework	2.3871	.71542	(-) Agree
7	I let my friends copy my homework (exercise)	2.4194	.71992	(-) Agree
8	I speak the truth	3.3226	.54081	Agree
9	I accept when I do something wrong	3.3226	.54081	Agree

10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	3.2903	.90161	Agree
<b>Total</b>		3.2709	.29005	Disagree

**Civil mind** : The perception of respondents toward students' self-discipline in terms of civil mind before ODI, It showed in table 4.14 that the total average means was 2.9870, the standard derivation was .39895 and the rating level was Strongly Disagree. There were many items of self-discipline in terms of honesty that must improve such as I explain difficult lessons to my friends, When teachers ask me to do something, I offer myself, When I see broken car in the midst of rain, I help immediately, I give preference to common goods than personal goods.

Table 4.14

*Per ODI of students' self-discipline in term of Civil mind in group A (N=31).*

	<b>Public mind</b>	<b>Mean</b>	<b>SD</b>	<b>Qualitative Rating</b>
1	I donate for charity cause	3.1935	.83344	Agree
2	I turn off the light, fan, air-condition before leaving classroom	3.0645	.72735	Agree
3	When teachers ask me to do something, I offer myself	2.4516	.80989	Disagree
4	When I see broken car in the midst of rain, I help immediately	2.5484	.88840	Agree
5	I have school's activities	2.9677	.65746	Agree
6	I share my things with others	3.2903	.73908	Agree
7	I never take advantage of the others	3.2903	.58842	Agree
8	I give preference to common goods than personal goods	3.0323	.65746	Agree
9	I explain difficult lessons to my friends	2.4516	.76762	Disagree
10	I fall in line to buy products and various services	3.5806	.67202	Strongly Agree
<b>Total</b>		2.9870	.39895	Agree

#### 4.2.1.2 Quantitative data in Control group or group B

The following table 4.15 showed the perception of respondents in control group toward self-discipline in terms of responsibility, honesty, and civil mind before ODI. It showed that the total average means was 2.4833, the standard derivation was .70336 and the rating level was, agree. This indicated that self-discipline in term of responsibility, Honesty, and Civil mind of the respondents were variety and there were many items of responsibility, honesty and civic mind much to improve.

Table 4.15

*Per-ODI of students' self-discipline in term of Responsibility, Honesty, and Civic mind in group B (N=31).*

items		Mean	SD	Qualitative Rating
Responsibility				
1	I attend class regularly	2.3000	.48305	Agree
2	I arrive in class in time	2.4000	.51640	Disagree
3	I pay attention when teacher teaches	2.4000	.51640	Disagree
4	I slept during the class	3.7000	.6795	(-) Strong Disagree
5	I follow the content or lesson which I did not join the class	2.3000	.48305	Disagree
6	I complete all my entrusted works	2.1000	.56765	Disagree
7	I throw garbage in the settled provisional place	2.3000	.82327	Disagree
8	I follow the school's discipline	2.0000	.66667	Disagree
9	I use money economically and worthily	2.4000	.51640	Disagree
10	I help my family to work in my house and professional work	2.6000	.51640	Agree
11	I do cunning during exam	3.1000	.87560	(-) Disagree
12	I pass my answer to my friend during the exam	2.7000	.94868	(-) Disagree
13	I bring along a note with answer into the exam room	2.6000	.96609	(-)Disagree
14	My friend hires me to do their report	3.0000	1.05409	(-)Disagree
15	I hand out other's report, assuming that it's mine	3.2000	.63246	(-)Disagree
16	I copy my friends' homework	2.7000	.94868	(-) Disagree
17	I let my friends copy my homework	3.0000	.94281	(-) Disagree

	(exercise)			
18	I speak the truth	2.6000	.69921	Agree
19	I accept when I do something wrong	2.4000	.51640	Disagree
20	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	2.2000	.63246	Disagree
21	I donate for charity cause	2.2000	.42164	Disagree
22	I turn off the light, fan, air-condition before leaving classroom	2.4000	.69921	Disagree
23	When teachers ask me to do something, I offer myself	2.5000	.97183	Agree
24	When I see broken car in the midst of rain, I help immediately	2.1000	.73786	Disagree
25	I have school's activities	1.9000	.73786	Disagree
26	I share my things with others	2.4000	.51640	Disagree
27	I never take advantage of the others	2.1000	.73786	Disagree
28	I give preference to common goods than personal goods	2.4000	.69921	Disagree
29	I explain difficult lessons to my friends	2.2000	.91894	Disagree
30	I fall in line to buy products and various services	2.3000	.67495	Agree
<b>Total</b>		2.4833	.70336	Agree

**Responsibility** : The perception of respondents toward students' self-discipline in terms of responsibility before ODI, It showed in table 4.16 showed that the total average means was 2.4500, the standard derivation was .57687 and the rating level was, Disagree . And there was 1 items belong to responsibility was urgent need to develop as student slept during the class. And there were 2 items which must improve as I follow the school's discipline ,and I complete all my entrusted works.

Table 4.16

*Per ODI of students' self-discipline in term of Responsibility in group B (N=31).*

items		Mean	SD	Qualitative Rating
<b>Responsibility</b>				
1	I attend class regularly	2.3000	.48305	Strongly Agree
2	I arrive in class in time	2.4000	.51640	Agree

3	I pay attention when teacher teaches	2.4000	.51640	Agree
4	I slept during the class	3.7000	.6795	(-) Disagree
5	I follow the content or lesson which I did not join the class	2.3000	.48305	Agree
6	I complete all my entrusted works	2.1000	.56765	Agree
7	I throw garbage in the settled provisional place	2.3000	.82327	Agree
8	I follow the school's discipline	2.0000	.66667	Agree
9	I use money economically and worthily	2.4000	.51640	Agree
10	I help my family to work in my house and professional work	2.6000	.51640	Agree
<b>Total</b>		2.4500	.57687	Disagree

**Honesty** : The perception of respondents toward students' self-discipline in terms of honesty before ODI, It showed in table 4.17 revealed that the total average means was 2.7500, the standard derivation was .82164 and the rating level was, Agree. There were many items of self-discipline in term of honesty that must improve such as I hand out other's report, assuming that it's mine, My friend hires me to do their report, and I bring along a note with answer into the exam room.

Table 4.17

*Per ODI of students' self-discipline in term of Honesty in group B (N=31).*

Honesty		Mean	SD	Qualitative Rating
1	I do cunning during exam	3.1000	.87560	(-) Disagree
2	I pass my answer to my friend during the exam	2.7000	.94868	(-) Disagree
3	I bring along a note with answer into the exam room	2.6000	.96609	(-)Strongly Disagree
4	My friend hires me to do their report	3.0000	1.05409	(-)Strongly Disagree
5	I hand out other's report, assuming that it's mine	3.2000	.63246	(-)Strongly Disagree
6	I copy my friends' homework	2.7000	.94868	(-) Agree
7	I let my friends copy my homework (exercise)	3.0000	.94281	(-) Agree

8	I speak the truth	2.6000	.69921	Agree
9	I accept when I do something wrong	2.4000	.51640	Agree
10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	2.2000	.63246	Agree
<b>Total</b>		2.7500	.82164	Agree

**Civil minds** : The perception of respondents toward students' self-discipline in terms of civil mind before ODI, It showed in table 4.18 that the total average means was 2.2500, the standard derivation was .71157 and the rating level was, Disagree. There were many items of self-discipline in terms of civil minds that must improve such as I have school's activities, I never take advantage of the others, and When I see broken car in the midst of rain, I help immediately.

Table 4.18

*Per ODI of students' self-discipline in term of Civil mind in group B (N=31).*

	<b>Public mind</b>	<b>Mean</b>	<b>SD</b>	<b>Qualitative Rating</b>
1	I donate for charity cause	2.2000	.42164	Disagree
2	I turn off the light, fan, air-condition before leaving classroom	2.4000	.69921	Disagree
3	When teachers ask me to do something, I offer myself	2.5000	.97183	Agree
4	When I see broken car in the midst of rain, I help immediately	2.1000	.73786	Disagree
5	I have school's activities	1.9000	.73786	Disagree
6	I share my things with others	2.4000	.51640	Disagree
7	I never take advantage of the others	2.1000	.73786	Disagree
8	I give preference to common goods than personal goods	2.4000	.69921	Disagree
9	I explain difficult lessons to my friends	2.2000	.91894	Disagree
10	I fall in line to buy products and various services	2.3000	.67495	Disagree
<b>Total</b>		2.2500	.71157	Disagree

#### 4.2.2 Qualitative Data Analysis interview in group A

The researcher designs to implement qualitative diagnosis for collecting more information after collecting the result from diagnosis in quantitative data. In this step the researcher designs to use interviewing questions 10 teachers who came with to join in Mc knight Club to find more data of Montfort students' self-discipline in term of the responsibility, honesty and civil mind. And there are 5 questions in interview guide as the following :

##### 1. How would you expect about Montfort students' self-discipline according to Saint Louis Marie de Montfort Model ?

There were 3 respondents who have expected that Montfort students will have responsibility in duty and to know their role in the social life, 2 respondents expect about honesty in duty, 3 respondents expect about awareness and discipline, 1 respondent expect that student will have self-respect and respect in the school law and 1 respondent expect about share with others.

No	lists	Frequency	Percent
1	Responsibility in duty and to know their role in the social life.	3	30
2	Honesty in duty	2	20
3	Awareness and discipline	3	30
4	Have self-respect and respect the law school	1	10
5	Share with other	1	10
	Total	10	100

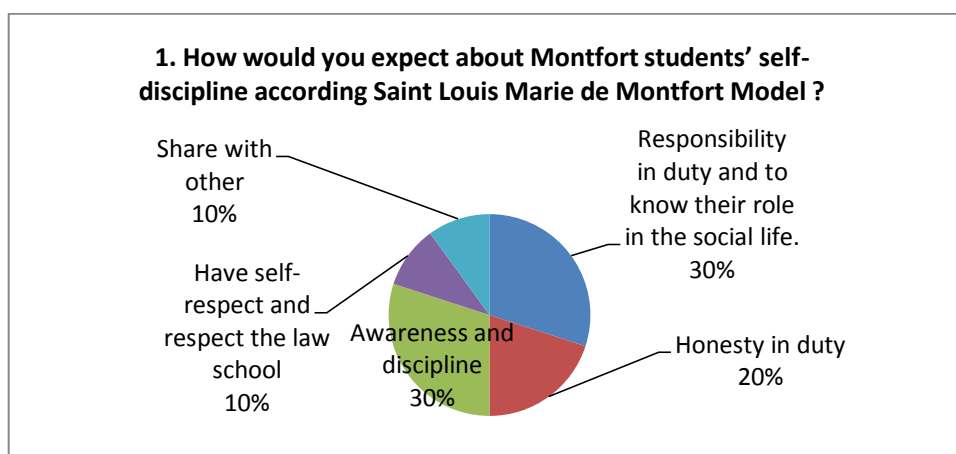
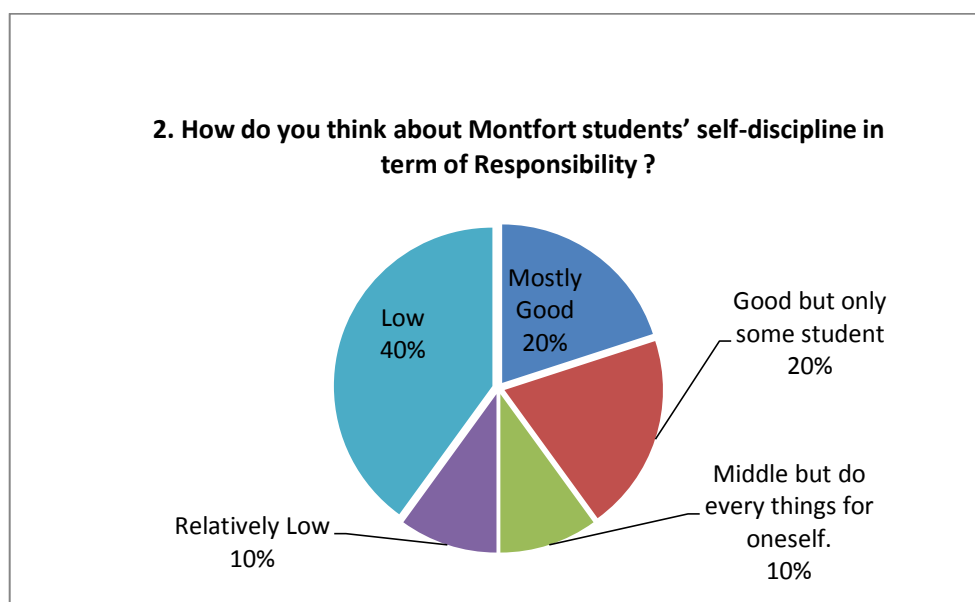


Figure 4.1 The teacher's expect about Montfort students' self-discipline according Saint Louis Marie model.

## 2. How do you think about Montfort students' self-discipline in terms of Responsibility ?

There were 2 respondents who thought that Montfort's responsibility is mostly good, 2 respondents think it is good but only some student, 1 respondent think it is middle but do everything for oneself, 1 respondent think it is relatively low and 4 respondents think it is low.

No	lists	Frequency	Percent
1	Mostly Good	2	20
2	Good but only some student	2	20
3	Middle but do every things for oneself.	1	10
4	Relatively Low	1	10
5	Low	4	40
	Total	10	100

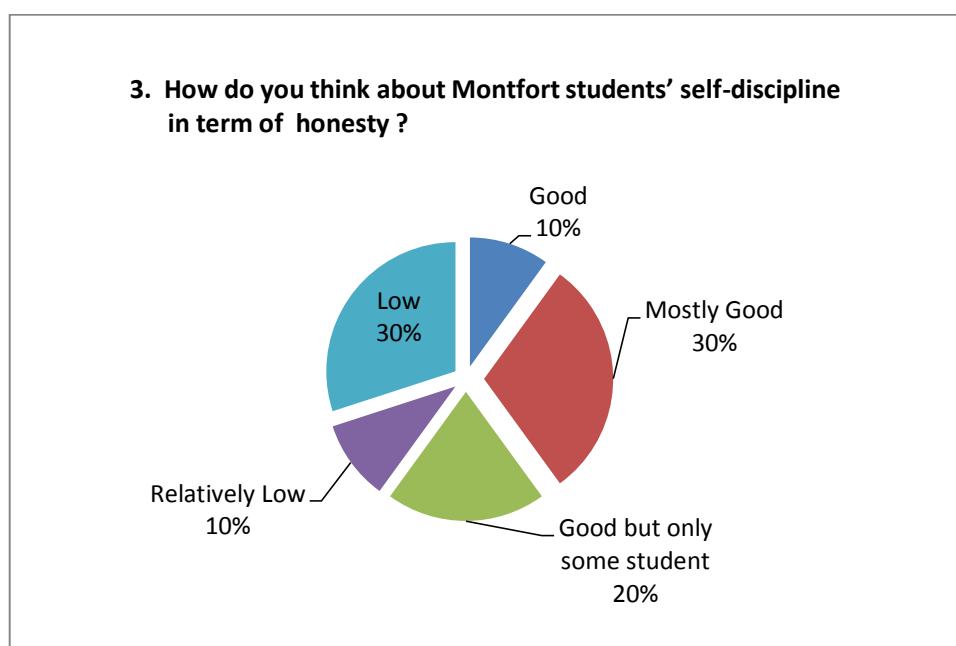


*Figure 4.2* The teacher's expect about Montfort students' self-discipline in term of responsibility.

### 3. How do you think about Montfort students' self-discipline in term of honesty ?

There was 1 respondent who though that Montfort student's honesty is good, 3 respondents think about mostly good, 2 respondents think about good but only some student, 1 respondent think about relatively low and 3 respondents think about low.

No	lists	Frequency	Percent
1	Good	1	10
2	Mostly Good	3	30
3	Good but only some student	2	20
4	Relatively Low	1	10
5	Low	3	30
	Total	10	100

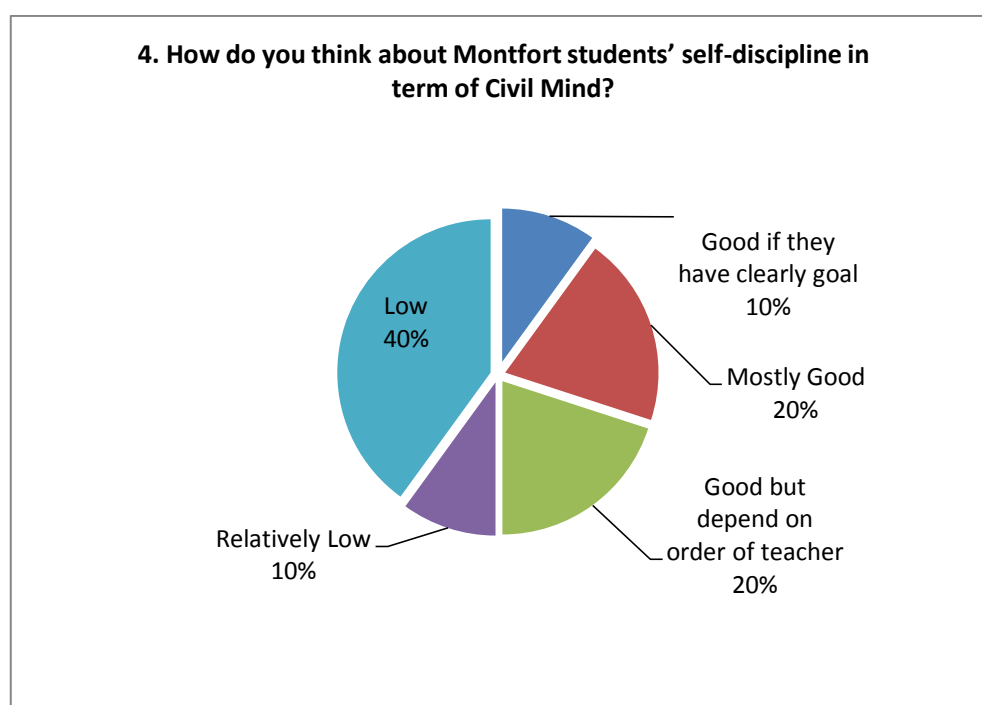


*Figure 4.3* The teacher's expect about Montfort students' self-discipline in term of Honesty.

#### 4. How do you think about Montfort students' self-discipline in term of Civil Mind ?

There was 1 respondent who thought that Montfort's civil mind is good and if they have clear goal, 2 respondents think about mostly good, 2 respondents think about good but depend on order of teacher, 1 respondent think about relatively low, and 4 respondents think about low.

No	lists	Frequency	Percent
1	Good if they have clearly goal	1	10
2	Mostly Good	2	20
3	Good but depend on order of teacher	2	20
4	Relatively Low	1	10
5	Low	4	40
	Total	10	100



*Figure 4.4* The teacher's expect about Montfort students' self-discipline in term of Civil mind.

### 5. Do you think, Activities can enhance students' self-discipline ? Why ?

There were 8 respondents who gave the Yes answer, because it makes the student have direct experiences that means. it enhances students potential for self-discipline by using direct experiences, 1 respondent gave the answer no, because it waste time in the large class and teacher cannot control student, and 1 respondent had no answer.

No	lists	Frequency	Percent
1	Yes, student have direct experiences	8	80
2	No,	1	10
3	No answer	1	10
	Total	10	100

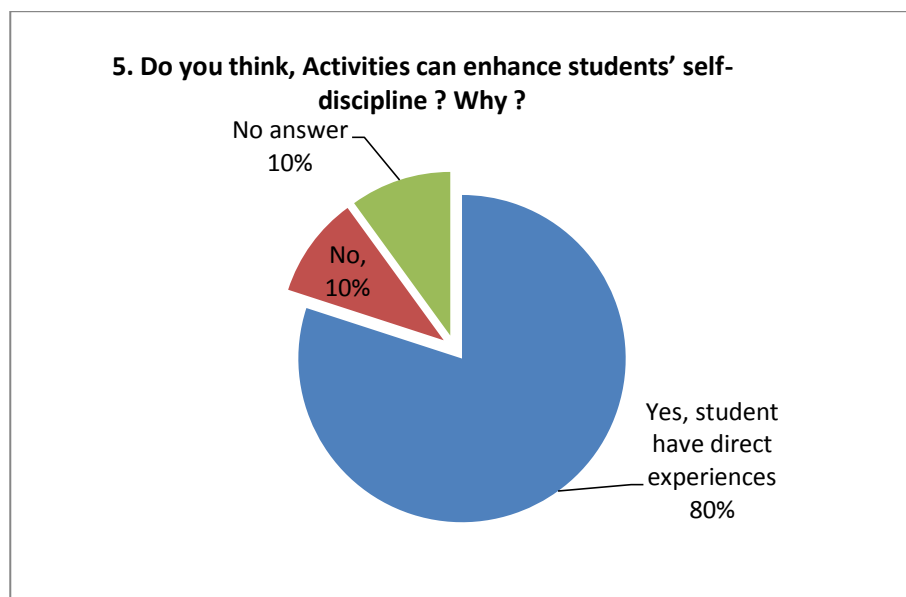


Figure 4.5 The teacher's opinion about Activity.

### 4.2.3 Pre-ODI Qualitative data Observation in group A

The researcher designed observations into Pre-ODI of students' self-discipline in terms of responsibility, honesty and civil mind to collect more data from teachers who came to join in Mc knight club at Montfort's College.

The researcher used and adapted the observation-checklist from R.Brown, D. (R.Brown, 2011) according to Osgood method. It had 7 levels of observer which start from low to high and it can transfer into 4 level scale as 6-7 it means Strongly Agree = 3.50 - 4.00 or 80 - 100 % , 4-5 it means Agree = 2.50 - 3.49 or 59-79 % , 2-3 it means Disagree = 1.50 - 2.49 or 38 - 58 % , and 1 it means Strongly Disagree = 1.00 – 1.49 or 10-37 %.

And the researcher used the reports of students' communication and participants in 13 hours with 11 activities which student had joined in Mc knight club.

The observation times in Pre-ODI in Mc knight club were 2 items. The first was about Student comes to join in Mc knight club on time which observe in 2 hours. And the result had 85.28 percent. In the first hours had 26 person or 83.87 percent who came to study on time and 5 person or 13.16 percent who came to study late. In the second hour had 27 person or 87 percent who came to study on time and 4 person or 10.56 percent who came to study late. And the result was showed in table 4.19 and in figure 4.6.

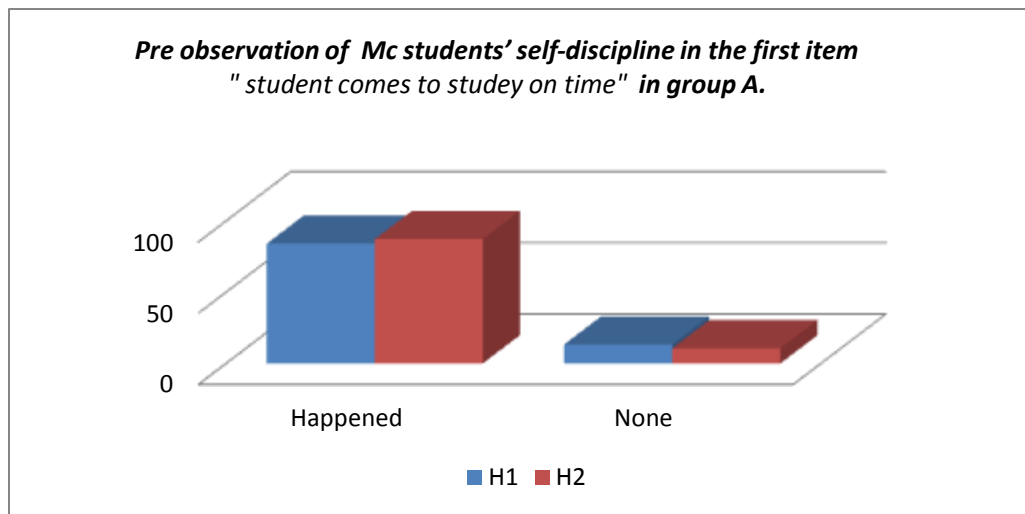
In the second item was the participation of participants in activities which feature as Member satisfaction, Consensual decision making, Participative leadership, Clearly defined goals , Conflict directly faced and resolved, Trust / Follow the step do not cheat, Cooperative teamwork, Team, Information sharing , Encouraged openness. The result data were 47.88 percent and the qualitative rating was " Disagree ". And it was shown it table 4.19 and in figure 4.7 as the following :

Table 4.19

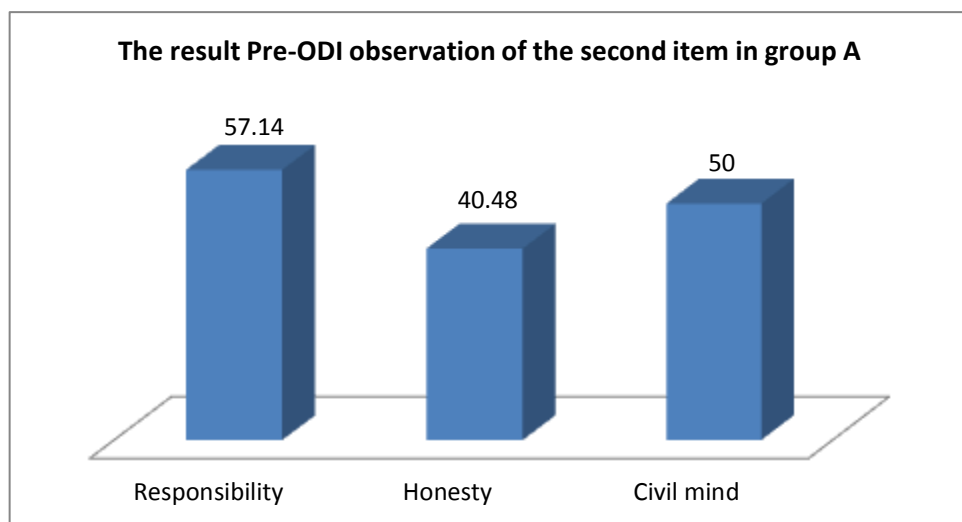
*The Pre Observation of Mc students' self-discipline In Mc knight Club in experimental group or group A (N=31).*

Item	Hour	Happened		None	
		Frequency	Percent	Frequency	Percent
<b>1. Students come to study on time.</b>	1	26	83.87	5	13.16
	2	27	87.09	4	10.56
Total	-	-	85.28		11.86

2. Students had communication and participants in Activities.			The result in 7 scale	Percent	Qualitative Rating Scale	Note
2.1	Member satisfaction	1	5	71.42	Agree	<i>In term of responsibility The total percentage was 57.14</i>
		2	5	71.42	Agree	
2.2	Consensual decision making	1	3	42.86	Disagree	
		2	5	71.42	Agree	
2.3	Participate in activity	1	3	42.86	Disagree	
		2	3	42.86	Disagree	
2.4	Clearly defined goals	1	3	42.86	Disagree	<i>In term of Honesty the total percent was 40.48</i>
		2	3	42.86	Disagree	
2.5	Conflict directly faced and resolve	1	2	28.57		
		2	3	42.86	Disagree	
2.6	Trust/ Follow the step do not cheat	1	3	42.86	Disagree	<i>In term of Civic minds the total percent was 50</i>
		2	3	42.86	Disagree	
2.7	Cooperative teamwork	1	3	42.86	Disagree	
		2	3	42.86	Disagree	
2.8	Team/Listen to the ideas of others	1	4	57.14	Disagree	<i>In term of Civic minds the total percent was 50</i>
		2	3	42.86	Disagree	
2.9	Sharing information with others.	1	3	42.86	Disagree	
		2	4	57.14	Disagree	
2.10	Encouraged openness	1	2	28.57	Strongly disagree	<i>In term of Civic minds the total percent was 50</i>
		2	6	85.71	Strongly Agree	
<i>Total 1</i>			-	43.66	Disagree	
<i>Total 2</i>			-	52.11	Disagree	
<i>Total in the second item</i>			47.88		Disagree	



*Figure 4.6* Pre observation of Mc students' self-discipline of the first Item in Mc Knight Club of group A.



*Figure 4.7* The Pre Observation in 2 item “ students had communication and participants in activities” in term of Responsibility, Honesty, and Civic minds in group A.

#### **4.2.4 Pre-ODI Qualitative data Observation in control group or group B**

The researcher also used the observation which 2 items “ students comes to study on time, and students had communication and participants in activities” to find the data in control group or group B and the result was 71.42 percent and the qualitative rating was “Agree”. The result in the first item was 100 percent or the

qualitative rating was “Strongly Agree”. And the second result was 42.85 percent or the qualitative rating was “Disagree”. They were shown in table 4.20 and in figure 4.8 and 4.9 as the following :

Table 4.20

*The Pre-ODI Observation two items in Control group or group B (N=10).*

Item		Happened		None	
		Frequency	Percent	Frequency	Percent
<b>1. Student comes to study on time.</b>		10	100	-	-
<b>2. Student had communication and participants in Activity.</b>		<b>The result in 7 scale</b>	<b>%</b>	<b>Qualitative Rating Scale</b>	<b>Note</b>
2.1	Member satisfaction	4	57.14	Disagree	<i>In term of responsibility the total percentage was 52.37.</i>
2.2	Consensual decision making	4	57.14	Disagree	
2.3	Participate in activity	3	42.85	Disagree	
2.4	Clearly defined goals	4	57.14	Disagree	<i>In term of honesty the total percentage was 47.61.</i>
2.5	Conflict directly faced and resolve	2	28.57	Strongly Disagree	
2.6	Trust/ Follow the step do not cheat	4	57.14	Disagree	
2.7	Cooperative teamwork	2	28.57	Disagree	<i>In term of civic minds the total percentage was 28.57.</i>
2.8	Team/Listen to the ideas of others	2	28.57	Strongly Disagree	
2.9	Sharing information with others.	2	28.57	Strongly Disagree	
2.10	Encouraged openness	2	28.57	Strongly Disagree	
		<b>Total</b>		<b>42.85 %</b>	
		<b>Total</b>		<b>71.42 % = Agree</b>	

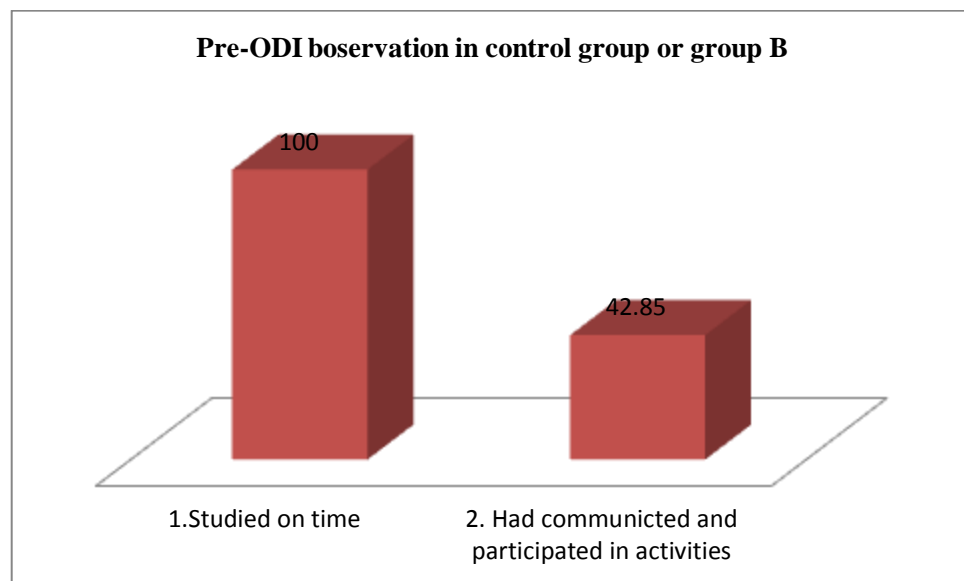


Figure 4.8 Pre-ODI Observation in 2 items of Control group or group B.

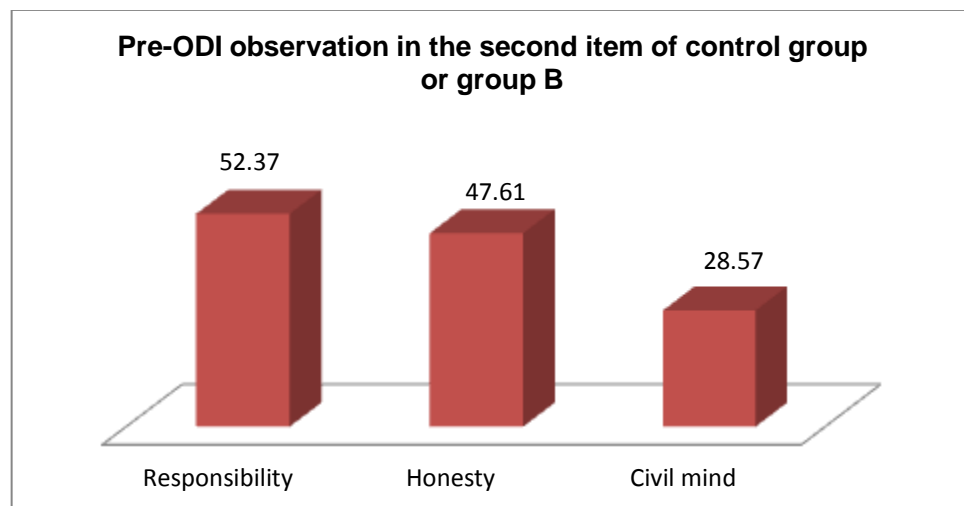


Figure 4.9 Pre-ODI Observation in the second item of Control group or group B.

### 4.3 Organization Development Intervention (ODI)

In this part the researcher would present the conducted ODI and answer the research question number two “ **What are the appropriate ODI interventions for students’ Self-discipline In Mc Knight Club at Montfort’s college ?** ”

The researcher conducted and implemented the positive-basic OD intervention program in the area of students’ self-discipline in terms of responsibility, honesty, and civil mind based on the information gathering from the survey questionnaires,

interview, and observation.

The researcher designed the Positive-basic ODI's program for enhancing students' self-discipline which includes 11 positive activities together with positive-basic ODI process in 13 hours such as World café, AI, Metaphor(Iceberg), Fishbone, and 6 Senses to interventions implemented process as intervention Time table and action plan. Table 4.21 showed the data of time table of ODI's program as following :

Table 4.21

*Intervention Time Scale*

Process	Start Time Date ( August - September, 2012)				
	Aug.	Aug.	Aug.	Sep.	Sep.
Motivating meeting 1 & survey Examining	W.3				
Preparing the Positive-basic ODI	Aug.				
Motivation meeting 2 & give the definition and benefit of self-discipline		W.4			
Using the Positive-basic ODI's program or Action Plan			W.4	W.1	
Evaluation and Analysis			Aug.	Sep.	
Summary and Report				W.2	W.3-4
				Sep.	Sep.

#### 4.3.1 The Positive-basic ODI's program for enhancing students' self-discipline in group A.

Table 4.22, showed about the details of the positive-basic ODI's program in 3 phase as Pre-DOI, ODI, and Post-ODI with 13 hours. In this process the research used questionnaire, observation, and interview for collecting data from the respondents as in Pre-ODI and Post-ODI used 3 of the instruments. However in ODI used only observation.



Table 4.22

*Action plan of the ODI's program in Experimental group or group A.*

Phase	No and Time	Activities	ODI	Goal	Documents / Equipment
1	1 60	1.1 Games for knowing each other <ul style="list-style-type: none"> <li>- Clapping when the leader walking</li> <li>- Hiya game</li> <li>- Searching the leader.</li> </ul> 1.2 Four Question 1.3 Pre questionnaire of Self-discipline. 1.4 Lecture about WBL & Fish bone diagram		1.To know students' objectives in this club. 2. To explain the objective of the Club. 3.To find the understanding of students about self-discipline	- Questionnaire of Self-discipline - Observer form - 4 Question - WBL & Fish bone
	2 60	2.1Mv Tsunami hit Japan in 11 march 2011 and show about the Japan student's model in this satiation. 2.2 Mv Saint Louis Marie 2.3 MV real situation of Mc student. 2.4 Analyze situation of Mc student in term of self-discipline by using fish bone diagram	WBL  Fish bone	1.To check the understanding about self-discipline in term of Responsibility, Honesty and Civil mind of Montfort students in Mc knight club.	Paper A3

2	1 60	<p>1.1 The story in 4 step.</p> <p>1.2 Mv Butterfly &amp; Bee for teaching World café.</p> <p>1.3 The Choice is Yours activity.</p> <p>1.4 Mv ( Change Your Beliefs to change Your life)</p>	WBL  World café	<p>- To understand the motive, Behavior and value of self-discipline in term of responsibility, honesty and civil mind of myself and friends more deeply.</p> <p>-To learn more about choosing related with the different values.</p>	<p>- Interview Format</p> <p>- Sheet exercise “The choice is Yours”</p>
	2 60	<p>2.1 Gokinhag game (งูกินหาง)</p> <p>2.2 Mv (Powerful Inspirational true story)</p> <p>2.3 Life’s graph activity</p>	Fish bone	Checking situation actually going on in student’s life for enhancing self-discipline.	- Observer Form - Paper A4
2	3 60	<p>3.1 The stories in 4 step.</p> <p>3.2 My Dream and Aspiration</p> <p>3.3 Mv “ Saint Louis marie”</p> <p>3.4 Mv Vrzone/Udong</p> <p>3.5 Group activity (Brainstorming about the important Character of St. Louis)</p>		finding the dream, ambition and potential of students in term of self-discipline.	<p>-Observer Form</p> <p>-Sheet exercise “ My Dream&amp; Aspiration ”</p>

4 60	4.1 My time and My Values	World café WBL	1. To the understanding that can you take your time, however.  2.To make decisions for managing time effectively for enhancing self-discipline	Sheet exercise “My time and my Values” - Pen or pencil
5 60	5.1 Lecture of Metaphor Iceberg method. 5.2 Lifting of heavy books with paper A4. 5.3 Sharing the group result.	WBL Iceberg World cafe	finding the dream, ambition and potential of students in term of self-discipline.	- Heavy books -Paper A4
6 60	Midas Touch	WBL AI World café	-To know and find your character and potential and add value to yourself and compare your value to others for enhancing self-discipline.	-The story of King Midas - Sheet exercise “Midas Touch” - Pen or pencil
7 60	Creating a tower with a drinking straw.	WBL AI World café	Finding the dream, ambition and potential for progress in self-discipline.	Sheet exercise “Aladdin’s Lamp” -Pen or pencil
8 60	Aladdin’s Lamp	WBL AI World café	-To understand the deep desire in students’ hearts, needs, Value and potential for enhancing self-discipline.	Sheet exercise “Aladdin’s Lamp” -Pen or pencil

2	9 60	The leader and large headed nail	WBL  World café	-To learn about leadership and followership and trust each other for grow in self-discipline.	- Scout scarf
	10 60	Rocking dull Activity	6 Senses  WBL	- To test about self-discipline in term of responsibility, honesty and civil mind	
3	11 60	Virtue Chains	WBL	- To confirm and exploring values and norms of self-discipline	
		questionnaire of Self-discipline.		To measure the development of Students' self-discipline in terms of understanding and behavior after using the OD positive-basic intervention and positive activities.	- Questionnaire of Self-discipline -Pen or Pencil

#### 4.3.2 The result of the ODI's program of students' self-discipline during participation in group A .

The observation form comprised of 2 sections as Student comes to study on time and student had communication and participants in ODI Activities and it was included with 11 items of observation. The total percentage was 93.24 % and the qualitative rating was "strongly Agree". And The result in the first item was 96.77 percent and in the second item was 89.71 % which had the percentage sub variable in term of responsibility was 87.87 percent, honesty was 90.04 percent, and civil mind was 91.22 percent. They were shown in table 4.23 and in figure 4.10 and 4.11 as the following :

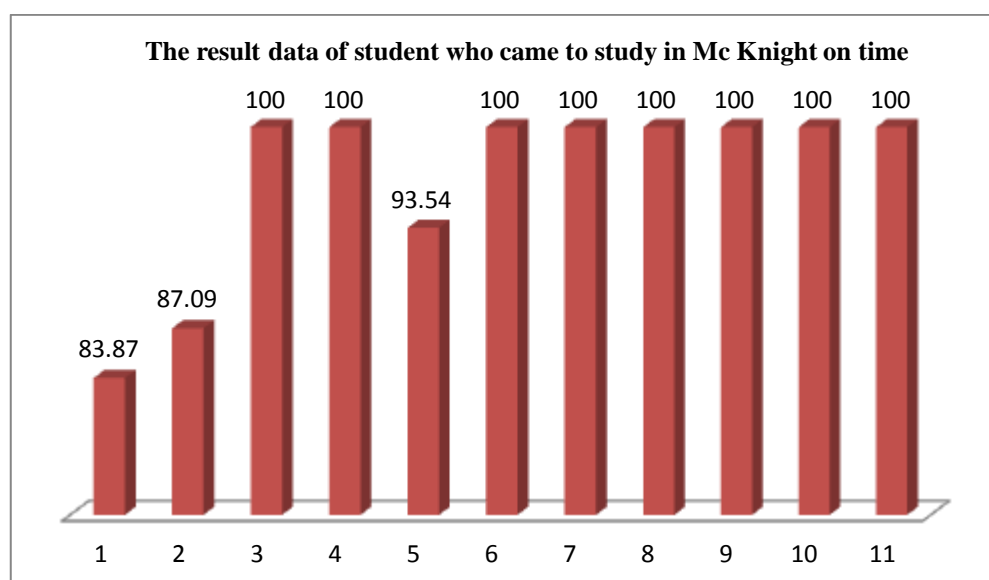


Table 4.23

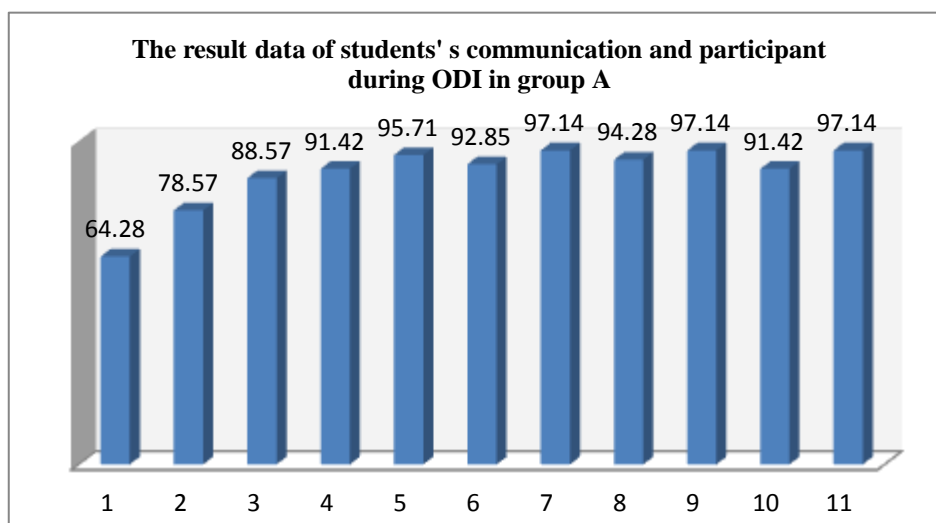
show the percent and Qualitative Rating observation of students' self-discipline during participate in the ODI's program for enhancing students' self-discipline in group A.

No	Items	Hour	Frequency	Percent	Frequency	Percent						
1	<b>Student comes to study on time.</b>  <b>Note :</b> In the hour of 5 have school's activity and 1 member have to joy.		<b>Happened</b>		<b>None</b>							
		1	26	83.87	5	16.13						
		2	27	87.09	3	9.67						
		3	31	100	0	0						
		4	31	100	0	0						
		5	29	93.54	1	3.22						
		6	31	100	0	0						
		7	31	100	0	0						
		8	31	100	0	0						
		9	31	100	0	0						
		10	31	100	0	0						
		11	31	100	0	0						
<b>Total</b>			<b>96.77 % = Strongly Agree</b>									
2	<b>Student had communication and participant in 11 ODI Activities / 11 hours.</b>											
	<b>Items</b>	<b>Activities</b>										
		1	2	3	4	5	6	7	8	9	10	11
2.1	Member satisfaction	5	6	5	5	7	6	7	6	7	7	7
2.2	Consensual decision making	4	6	6	6	6	6	7	6	7	6	7
2.3	Participate in activity	4	5	6	6	7	7	6	7	7	7	6
2.4	Clearly defined goals	5	5	6	6	7	6	7	7	7	6	7
2.5	Conflict directly faced	4	5	5	6	7	6	7	7	7	6	6

	and resolve												
2.6	Trust/ Follow the step do not cheat	5	7	7	7	6	7	6	7	7	7	7	
2.7	Cooperative teamwork	5	5	7	7	7	7	7	7	7	6	7	
2.8	Team/Listen to the ideas of others	5	5	7	7	7	7	7	6	7	7	7	
2.9	Sharing information with others.	4	6	7	7	7	6	7	6	6	7	7	
2.10	Encouraged openness	4	5	6	7	6	7	7	7	6	5	7	
	<b>Total</b>	45	55	62	64	67	65	68	66	68	64	68	
	<b>Percent</b>	64.28	78.57	88.57	91.42	95.71	92.85	97.14	94.28	97.14	91.42	97.14	
	<b>Total</b>	<b>89.71 %</b>											
	<b>Qualitative Rating</b>	3	3	4	4	4	4	4	4	4	4	4	
		Responsibility = 87.87 %				Honesty = 90.04 %				civil mind = 91.22 %			
	<b>Total = Strongly Agree</b>	<b>93.24 %</b>											



*Figure 4.10* The result data of students who came to study in Mc Knight Club during ODI's program on time in group A.



*Figure 4.11* The result data of student who have communicated and participated in Mc Knight Club during ODI's program in group A.

#### 4.3.2.1 The result data of ODI observation of student's self-discipline in term of responsibility, honesty, and civil mind during ODI's program in group A.

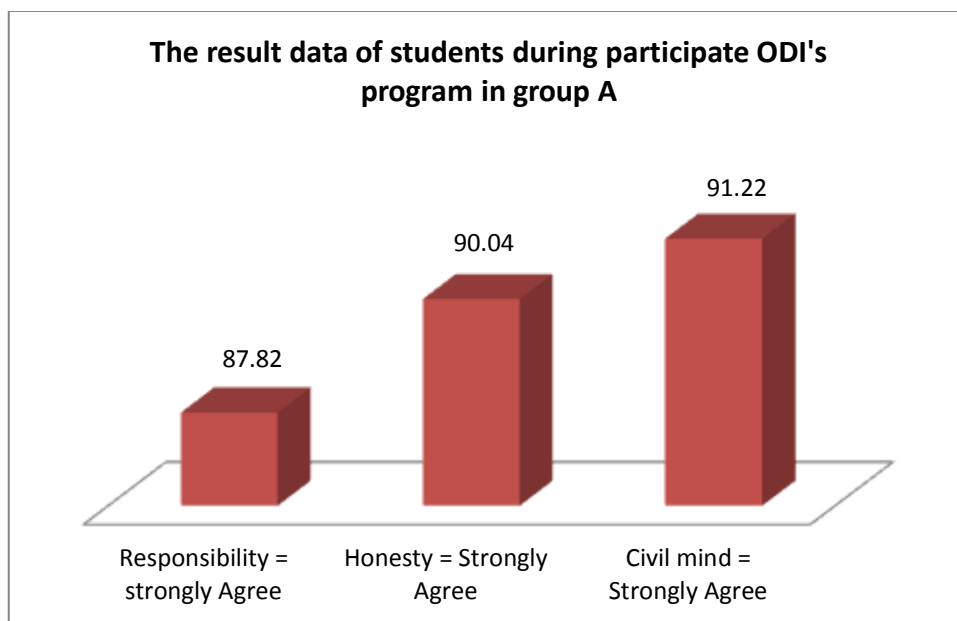
Table 4.24, showed that total percentage of students' self-discipline in term of responsibility was 87.87 and the qualitative rating was "Strongly agree", in term of honesty was 90.04 and the qualitative rating was "Strongly Agree", and in term of civil mind was 91.22 and the qualitative rating was "Strongly Agree".

Table 4.24

*The result data of self-discipline in term of responsibility, honesty, and civil mind during participate ODI's program in group A.*

No	Student had communication and participants in 11 ODI Activities in 11 hours.												Total Percent
	Items	Activities											
		1	2	3	4	5	6	7	8	9	10	11	
<b>Responsibility</b> <b>87.87. %</b> ( Strongly Agree )	1.Member satisfaction (Responsibility)	5	6	5	5	7	6	7	6	7	7	7	88.31
	2.Consensual decision making (Responsibility)	4	6	6	6	6	6	7	6	7	6	7	87.01
	3. Participate in activity (Responsibility)	4	5	6	6	7	7	6	7	7	7	6	88.31
	4. Clearly defined goals (Honesty)	5	5	6	6	7	6	7	7	7	6	7	89.61

<b>Honesty</b> <b>90.04%</b> ( Strongly Agree )	5. Conflict directly faced and resolve (Honesty)	4	5	5	6	7	6	7	7	7	6	6	85.71
	6.Trust/ Follow the step do not cheat (Honesty)	5	7	7	7	6	7	6	7	7	7	7	94.80
<b>Civic mind</b> <b>91.22 %</b> ( Strongly Agree )	7.Cooperative teamwork ( <i>Civic mind</i> )	5	5	7	7	7	7	7	7	7	6	7	93.50
	8.Team/Listen to the ideas of others ( <i>Civil mind</i> )	5	5	7	7	7	7	7	6	7	7	7	93.50
	9.Sharing information with others ( <i>Civil mind</i> )	4	6	7	7	7	6	7	6	6	7	7	90.90
	10.Encouraged openness ( <i>Civil mind</i> )	4	5	6	7	6	7	7	7	6	5	7	87.01



*Figure 4.12* The result data of student communicated and participated during ODI's program in term of Responsibility, Honesty, and Civic mind in group A.

#### 4.4 Post-ODI Analysis

The Post ODI phase focused on students' self-discipline in terms of responsibility, honesty, and Civic mind of students who are members of Mc knight Club.

In this phase , it was the process to identify the results in the Mc knight Club. According the research question “ **What is the initial affect of ODI on students' Self-discipline In Mc Knight Club at Montfort's college ?**”.

The researcher conducted data collection after doing intervention. The researcher also distributed the same questionnaire to the group A of participants and also interviewed the group of teacher who were participants and observed the situation after intervention in Mc Knight Club to compare Pre-ODI and Post-ODI that showed in below.



##### 4.4.1 Post-ODI Analysis of Quantitative data analysis in Students' Self-discipline group A.

###### 4.4.1.1 Post-ODI student's self-discipline in group A.

Table 4.25, showed that the average mean was 3.7677, the standard derivation(SD) was .17223 and the qualitative rating was “Strongly Agree” . These data were indicated the situation after implementation in group A with ODI that represented the respondents improved self-discipline in Mc Knight Club.

Table 4.25

*Post – ODI in Students' Self-discipline in group A (N=31).*

	items	Mean	SD	Qualitative Rating
1	I attend class regularly	3.9032	.30054	Strongly Agree
2	I arrive in class in time	3.8387	.37388	Strongly Agree
3	I pay attention when teacher teaches	3.8065	.40161	Strongly Agree

4	I slept during the class	3.8710	.34078	Strongly Disagree
5	I follow the content or lesson which I did not join the class	3.4839	.81121	Agree
6	I complete all my entrusted works	3.8710	.34078	Strongly Agree
7	I throw garbage in the settled provisional place	3.9032	.30054	Strongly Agree
8	I follow the school's discipline	3.8710	.34078	Strongly Agree
9	I use money economically and worthily	3.6129	.55842	Strongly Agree
10	I help my family to work in my house and professional work	3.6129	.55842	Strongly Agree
11	I do cunning during exam	3.9677	.17961	<i>Strongly Disagree</i>
12	I pass my answer to my friend during the exam	3.9032	.30054	<i>Strongly Disagree</i>
13	I bring along a note with answer into the exam room	4.0000	.00000	<i>Strongly Disagree</i>
14	My friend hires me to do their report	3.9355	.24973	<i>Strongly Disagree</i>
15	I hand out other's report, assuming that it's mine	4.0000	.00000	<i>Strongly Disagree</i>
16	I copy my friends' homework	3.7419	.44480	<i>Strongly Disagree</i>
17	I let my friends copy my homework (exercise)	3.5161	.50800	<i>Strongly Disagree</i>
18	I speak the truth	3.8065	.54279	Strongly Agree
19	I accept when I do something wrong	3.9355	.24973	Strongly Agree
20	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	3.9032	.30054	Strongly Agree
21	I donate for charity cause	3.7419	.44480	Strongly Agree
22	I turn off the light, fan, air-condition before leaving classroom	3.7097	.46141	Strongly Agree
23	When teachers ask me to do something, I offer myself	3.3871	.49514	Agree
24	When I see broken car in the midst of rain, I help immediately	3.3871	.61522	Agree
25	I have school's activities	3.7742	.42502	Strongly Agree
26	I share my things with others	3.7097	.46141	Strongly Agree

27	I never take advantage of the others	3.8710	.34078	Strongly Agree
28	I give preference to common goods than personal goods	3.8387	.37388	Strongly Agree
29	I explain difficult lessons to my friends	3.2903	.52874	Agree
30	I fall in line to buy products and various services	3.8387	.37388	Strongly Agree
<b>Total</b>		3.7677	.17223	Strongly Agree

#### 4.4.1.2 Post-ODI of student's self-discipline in term of responsibility in group A.

Table 4.26, showed that the average mean was 3.7774, the standard derivation(SD) was .25391 and the qualitative rating was "Strongly Agree". These data were indicated the situation after implementation in group A with ODI that represented the respondents improved self-discipline in term of responsibility in Mc Knight Club.

Table 4.26

*Post – ODI in Students' Self-discipline in term of Responsibility in group A (N=31).*

	items	Mean	SD	Qualitative Rating
1	I attend class regularly	3.9032	.30054	<i>Strongly Agree</i>
2	I arrive in class in time	3.8387	.37388	<i>Strongly Agree</i>
3	I pay attention when teacher teaches	3.8065	.40161	<i>Strongly Agree</i>
4	I slept during the class	3.8710	.34078	<i>Strongly Disagree</i>
5	I follow the content or lesson which I did not join the class	3.4839	.81121	<i>Agree</i>
6	I complete all my entrusted works	3.8710	.34078	<i>Strongly Agree</i>
7	I throw garbage in the settled provisional place	3.9032	.30054	<i>Strongly Agree</i>
8	I follow the school's discipline	3.8710	.34078	<i>Strongly Agree</i>
9	I use money economically and worthily	3.6129	.55842	<i>Strongly Agree</i>
10	I help my family to work in my house and professional work	3.6129	.55842	<i>Strongly Agree</i>
	<b>Total</b>	3.7774	.25391	<i>Strongly Agree</i>

#### 4.4.1.3 Post-ODI student's self-discipline in term of Honesty in group A.

Table 4.27, showed that the average mean was 3.8709, the standard derivation(SD) was .12163 and the qualitative rating was "Strongly Agree". These data were indicated the situation after implementation in group A with ODI that represented the respondents improved self-discipline in terms of honesty in Mc Knight Club.

Table 4.27

*Post – ODI in Students' Self-discipline in term of Honesty in group A(N=31).*

	items	Mean	SD	Qualitative Rating
1	I do cunning during exam	3.9677	.17961	<i>Strongly Disagree</i>
2	I pass my answer to my friend during the exam	3.9032	.30054	<i>Strongly Disagree</i>
3	I bring along a note with answer into the exam room	4.0000	.00000	<i>Strongly Disagree</i>
4	My friend hires me to do their report	3.9355	.24973	<i>Strongly Disagree</i>
5	I hand out other's report, assuming that it's mine	4.0000	.00000	<i>Strongly Disagree</i>
6	I copy my friends' homework	3.7419	.44480	<i>Strongly Disagree</i>
7	I let my friends copy my homework (exercise)	3.5161	.50800	<i>Strongly Disagree</i>
8	I speak the truth	3.8065	.54279	Strongly Agree
9	I accept when I do something wrong	3.9355	.24973	Strongly Agree
10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	3.9032	.30054	Strongly Agree
	<b>Total</b>	3.8709	.12163	Strongly Agree

#### 4.4.1.4 Post-ODI student's self-discipline in term of Civic mind in group A.

Table 4.28, showed that the average mean was 3.6548, the standard derivation(SD) was .26056 and the qualitative rating was "Strongly Agree".

These data were indicated the situation after implementation in group A with ODI that represented the respondents improved self-discipline in terms of civic mind in Mc Knight Club.

Table 4.28

*Post – ODI in Students’ Self-discipline in term of Civic mind (N=31).*

No	items	Mean	SD	Qualitative Rating
1	I donate for charity cause	3.7419	.44480	<i>Strongly Agree</i>
2	I turn off the light, fan, air-condition before leaving classroom	3.7097	.46141	<i>Strongly Agree</i>
3	When teachers ask me to do something, I offer myself	3.3871	.49514	<i>Agree</i>
4	When I see broken car in the midst of rain, I help immediately	3.3871	.61522	<i>Agree</i>
5	I have school’s activities	3.7742	.42502	<i>Strongly Agree</i>
6	I share my things with others	3.7097	.46141	<i>Strongly Agree</i>
7	I never take advantage of the others	3.8710	.34078	<i>Strongly Agree</i>
8	I give preference to common goods than personal goods	3.8387	.37388	<i>Strongly Agree</i>
9	I explain difficult lessons to my friends	3.2903	.52874	<i>Agree</i>
10	I fall in line to buy products and various services	3.8387	.37388	<i>Strongly Agree</i>
	Total	3.6548	.26056	<i>Strongly Agree</i>

#### 4.4.2 Post qualitative data of group A .

##### 4.4.2.1 The result of qualitative data of student’s self-discipline from teacher’s interview in group A .

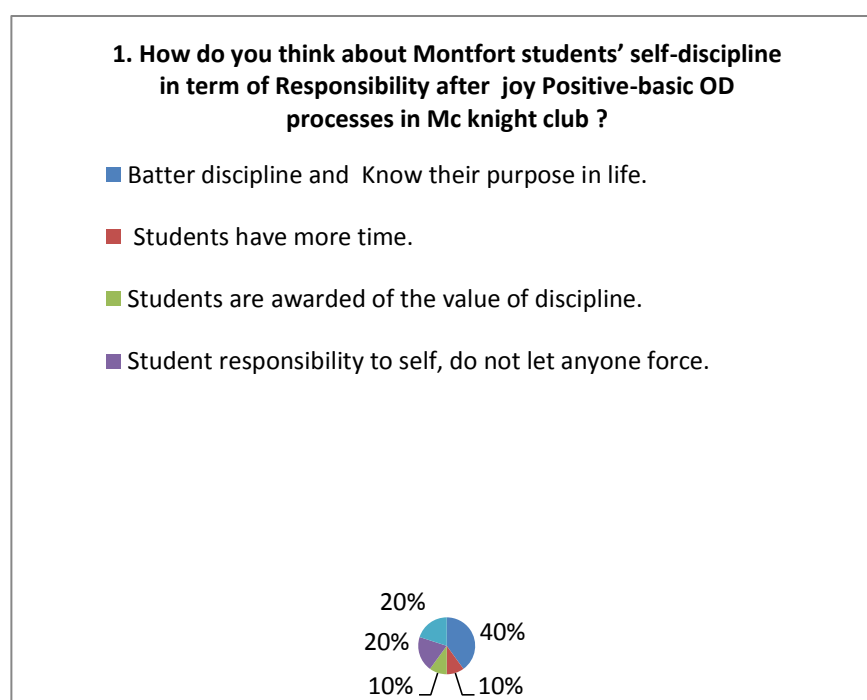
From 5 questions which were distributed to 10 teachers who were advisors in Mc knight Club, the answer of teachers showed that the result of student’s self-discipline was improved in various character such as the students had better responsibility and know their purpose in life more than before, in terms of honesty students had good character such as, when they found lost items (money, pen, ring, watch). They gave to teachers to find owner, in terms of civil mind they also improved, such as they had to help one another more with wholehearted. And about the question number 4 “ Do you think Positive-basic OD processes can enhance students’ self-discipline better according Saint Louis model ? And how ? ”. The answer

was “Yes” and by using the model of Saint Louis to teach self-discipline to students. Also in the question number 5 “Do you think Positive-basic OD processes can help teacher for teaching self-discipline to student in class room ? And how?”. The answer is “Yes” By using variety positive form to create the new tools' teaching.

And the result data in teacher’s interview in group A as following.

1. How do you think about Montfort students’ self-discipline in terms of Responsibility after joy Positive-basic OD processes in Mc knight club ?

no	List	Frequency	
1	Better self-discipline and Know their purpose in life.	4	40
2	Students have more time.	1	10
3	Students are awarded of the value of discipline.	1	10
4	Student responsibility to self, do not let anyone force.	2	20
5	The students expressed a clear responsibility as a homework on time.	2	20



*Figure 4.13* Post-ODI data of teacher’s interview in first question to Mc students’ self-discipline in term of responsibility in group A.

2. How do you think about Montfort students' self-discipline in terms of honesty after joy Positive-basic OD processes in Mc knight club?

no	List	Frequency	
1	Students had a high level of honesty.	1	10
2	Good. When they found lost items (money, pen, ring, watch). They gave to teachers to find owner	4	40
3	Normally good	2	20
4	Intend to do honestly.	1	10
5	See significant improvement.	2	20

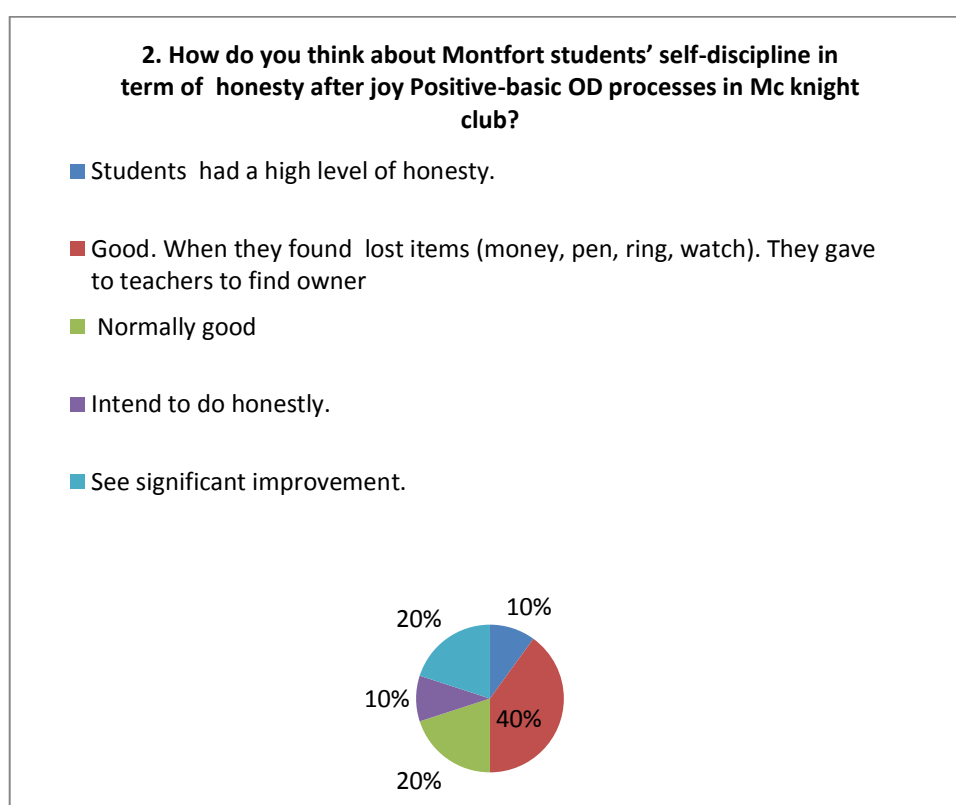


Figure 4.14 Post-ODI data of teacher's interview in second question to Mc students' self-discipline in term of honesty in group A.

3. How do you think about Montfort students' self-discipline in terms of Civil Mind after joy Positive-basic OD processes in Mc knight club ?

no	List	Frequency	
1	Students were becoming more active to help the work in class room without having to order.	2	20
2	Students understood the value of public mind better than before.	1	10
3	There is a positive development.	3	30
4	Students are determined from within.	1	10
5	To help one another more with wholehearted	3	30

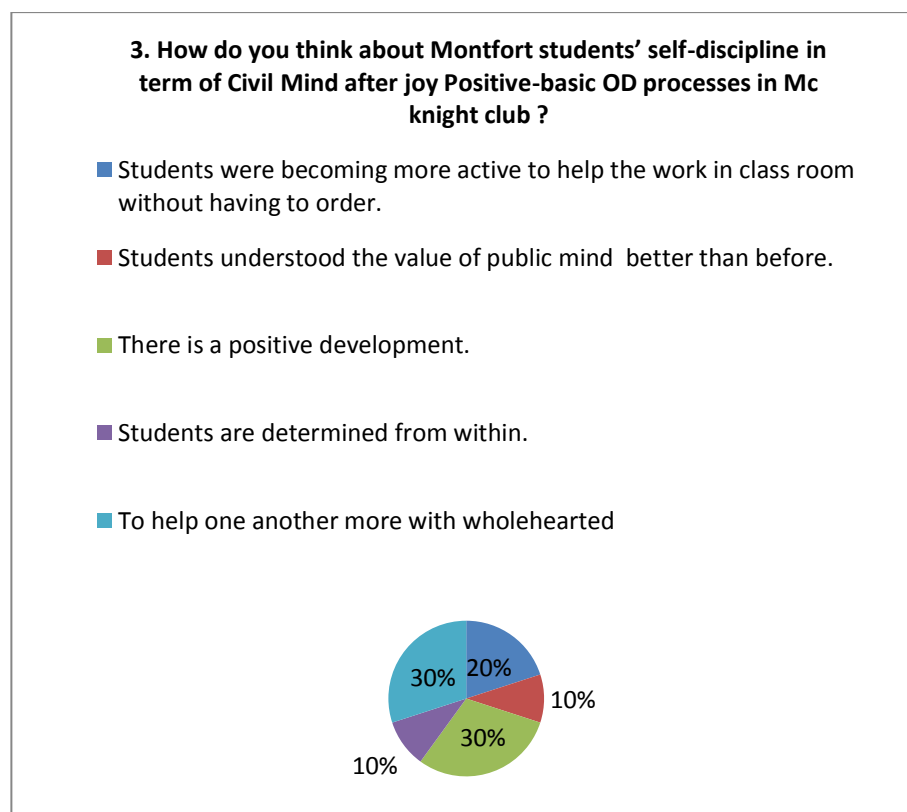


Figure 4.15 Post-ODI data of teacher's interview in third question to students in group A.

4. Do you think Positive-basic OD processes can enhance students' self-discipline better according to Saint Louis model ? And how ?

no	List	Frequency	
1	Yes, by using the clear process to enhance self-discipline to students.	3	30
2	Yes, by using the model of Saint Louis to teach self-discipline to students.	4	40
3	Yes, by pointing out the virtues of self-discipline.	1	10
4	Yes, by using the interest events.	2	20

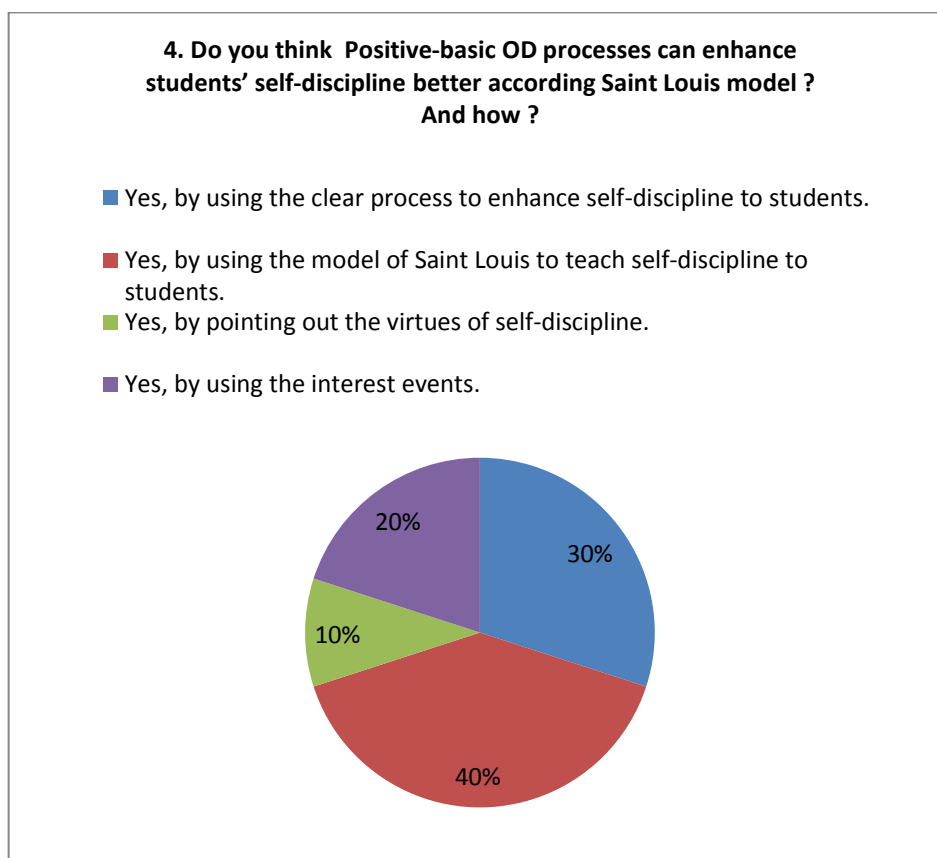


Figure 4.16 Post-ODI data of teacher's interview in fourth question to students in group A.

5. Do you think Positive-basic OD processes can help teacher for teaching self- discipline to students in class room ? and how ?

no	List	Frequency	
1	Yes, By giving the guidelines to teacher for further education to students in term of self-discipline.	2	20
2	Yes, By using variety positive form to create the new tools' teaching.	3	30
3	Yes, By using positive process to stimulate many ideas for teaching.	2	20
4	Yes, Teacher can use the positive power of self-discipline to teach student.	1	10
5	Yes, By giving holistically to teacher for creating variety education's tools.	1	10
6	Yes, By using Saint Louis model.	1	10

**5. Do you think Positive-basic OD processes can help teacher for teaching self-discipline to students in class room ? and how ?**

- Yes, By giving the guidelines to teacher for further education to students in term of self-discipline.
- Yes, By using variety positive form to create the new tools' teaching.
- Yes, By using positive process to stimulate many ideas for teaching.
- Yes, Teacher can use the positive power of self-discipline to teach student.

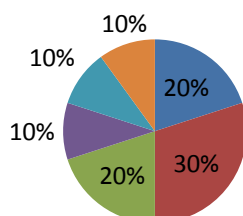


Figure 4.17 Post-ODI data of teacher's interview in fifth question to students in group A.

#### 4.4.2.2 The result of qualitative data of student's self-discipline from observation in group A

The table 4.29 and table 4.30, showed about the results of the observation in group A after participated in ODI's program in 2 main items as the first was "Students had communication and participants in Activity", and the second was "Students had communication and participants in Activity".

The result of qualitative data of student's self-discipline in terms of responsibility, honesty, and civil mind was 98.57 percent and the qualitative rating was "Strongly Agree". And the result of the first item was 100 percentage and the qualitative rating was "Strongly Agree". The result of the second item was 97.14 percentage and the qualitative rating was "Strongly Agree" which had the percentage sub variable in term of responsibility was 95.23 percent and the qualitative rating was "Strongly Agree", honesty was 95.23 percent and the qualitative rating was "Strongly Agree", and civil mind was 100 percent and the qualitative rating was "Strongly Agree".

Table 4.29

*Post – ODI in Students' Self-discipline from observation in group A*

Item		Last Hour	Happened		None	
			Frequency	%	Frequency	%
1. Student comes to study on time.			31	100	0	0
2. Student had communication and participants in Activity.		Activity	Qualitative Rating Scale		percent	
2.1	Member satisfaction	7	Strongly agree		100	
2.2	Consensual decision making	7	Strongly agree		100	
2.3	Participate in activity	6	Strongly agree		85.71	
2.4	Clearly defined goals	7	Strongly agree		100	
2.5	Conflict directly faced and resolve	6	Strongly agree		85.71	
2.6	Trust/ Follow the step do not cheat	7	Strongly agree		100	
2.7	Cooperative teamwork	7	Strongly agree		100	
2.8	Team/Listen to the ideas of others	7	Strongly agree		100	

2.9	Sharing information with others.	7	Strongly agree	100
2.10	Encouraged openness	7	Strongly agree	100
			Total	97.14
<b>Total</b>			<b>98.57 %</b>	

Table 4.30

*Post – ODI in Students’ Self-discipline in term of responsibility, honesty, and civil mind in second item from observation.*

Items	Percent in Post-ODI	Qualitative Rating Scale
Responsibility	95.23	Strongly Agree
Honesty	95.23	Strongly Agree
Civil mind	100	Strongly Agree

#### 4.4.3 Control group or group B : Post-ODI Analysis of Quantitative data analysis in Students’ Self-discipline without implementation

##### 4.4.3.1 Post-ODI Analysis of questionnaire data analysis in Students’ Self-discipline without implementation in group B.

Table 4.31, showed that the average mean was 2.5833, the standard derivation(SD) was and the qualitative rating was .36867 and the qualitative rating was “Agree”. These data indicated the situation after implementation in group B without ODI that represented the respondents did not improved self-discipline in Mc Knight Club.

Table 4.31

*Post-ODI Analysis of questionnaire data analysis in Students’ Self-discipline in control group or group B (N=10).*

items		Mean	SD	Qualitative Rating
<b>Responsibility</b>				
1	I attend class regularly	2.4000	.5164	Agree
2	I arrive in class in time	2.1000	.56765	Disagree
3	I pay attention when teacher teaches	2.5000	.52705	Agree
4	I slept during the class	3.3000	.82327	(-)Strong Disagree
5	I follow the content or lesson which I did not join the class	2.5000	.52705	Agree

6	I complete all my entrusted works	2.4000	.84327	<i>Disagree</i>
7	I throw garbage in the settled provisional place	2.6000	.51640	<i>Agree</i>
8	I follow the school's discipline	2.5000	.52705	<i>Agree</i>
9	I use money economically and worthily	2.3000	.67495	<i>Disagree</i>
10	I help my family to work in my house and professional work	2.4000	.69921	<i>Disagree</i>
11	I do cunning during exam	3.1000	.56765	<i>(-) Disagree</i>
12	I pass my answer to my friend during the exam	3.1000	.87560	<i>(-) Disagree</i>
13	I bring along a note with answer into the exam room	3.000	.81650	<i>(-)Disagree</i>
14	My friend hires me to do their report	3.4000	.69921	<i>(-)Disagree</i>
15	I hand out other's report, assuming that it's mine	3.3000	.82327	<i>(-)Disagree</i>
16	I copy my friends' homework	3.0000	.66667	<i>(-) Disagree</i>
17	I let my friends copy my homework (exercise)	2.7000	.94868	<i>(-) Disagree</i>
18	I speak the truth	2.7000	.82327	<i>Agree</i>
19	I accept when I do something wrong	2.3000	.48305	<i>Disagree</i>
20	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	2.6000	.96609	<i>Agree</i>
21	I donate for charity cause	2.5000	.52705	<i>Agree</i>
22	I turn off the light, fan, air-condition before leaving classroom	2.3000	.67495	<i>Disagree</i>
23	When teachers ask me to do something, I offer myself	2.3000	.48305	<i>Disagree</i>
24	When I see broken car in the midst of rain, I help immediately	2.2000	.63246	<i>Disagree</i>
25	I have school's activities	2.5000	.84984	<i>Agree</i>
26	I share my things with others	2.5000	.52705	<i>Agree</i>
27	I never take advantage of the others	2.1000	.56765	<i>Disagree</i>
28	I give preference to common goods than personal goods	2.4000	.51640	<i>Disagree</i>
29	I explain difficult lessons to my friends	2.2000	.63246	<i>Disagree</i>
30	I fall in line to buy products and various services	2.3000	.67495	<i>Disagree</i>
<b>Total</b>		2.5833	.36867	<i>Agree</i>

#### 4.4.3.2 Post-ODI Analysis data in Students' Self-discipline in term of responsibility without implementation in group B.

Table 4.32, showed that the average mean was 2.5000, the standard derivation(SD) was .31269 and the qualitative rating was " Agree" . These data indicated the situation after implementation in group B without ODI that represented the respondents did not improved self-discipline in terms of responsibility in Mc Knight Club.

Table 4.32

*Post-ODI of questionnaire data analysis in Students' Self-discipline in term of Responsibility in group B (N=10).*

items		Mean	SD	Qualitative Rating
Responsibility				
1	I attend class regularly	2.4000	.5164	<i>Disagree</i>
2	I arrive in class in time	2.1000	.56765	<i>Disagree</i>
3	I pay attention when teacher teaches	2.5000	.52705	<i>Agree</i>
4	I slept during the class	3.3000	.82327	<i>(-) Disagree</i>
5	I follow the content or lesson which I did not join the class	2.5000	.52705	<i>Agree</i>
6	I complete all my entrusted works	2.4000	.84327	<i>Disagree</i>
7	I throw garbage in the settled provisional place	2.6000	.51640	<i>Agree</i>
8	I follow the school's discipline	2.5000	.52705	<i>Agree</i>
9	I use money economically and worthily	2.3000	.67495	<i>Disagree</i>
10	I help my family to work in my house and professional work	2.4000	.69921	<i>Disagree</i>
<b>Total</b>		2.5000	.31269	<i>Agree</i>

#### 4.4.3.3 Post-ODI Analysis data in Students' Self-discipline in term of honesty without implementation in group B.

Table 4.33, showed that the average mean was 2.9200, the standard derivation(SD) was .33928 and the qualitative rating was " Agree" . These data indicated the situation after implementation in group B without ODI that represented the respondents did not improved self-discipline in terms of honesty in Mc Knight Club.

Table 4.33

*Post-ODI Analysis of questionnaire data analysis in Students' Self-discipline in term of Honesty in control group or group B(N=10).*

Honesty		Mean	SD	Qualitative Rating
1	I do cunning during exam	3.1000	.56765	(-) Disagree
2	I pass my answer to my friend during the exam	3.1000	.87560	(-) Disagree
3	I bring along a note with answer into the exam room	3.000	.81650	(-) Disagree
4	My friend hires me to do their report	3.4000	.69921	(-) Disagree
5	I hand out other's report, assuming that it's mine	3.3000	.82327	(-) Disagree
6	I copy my friends' homework	3.0000	.66667	(-) Disagree
7	I let my friends copy my homework (exercise)	2.7000	.94868	(-) Disagree
8	I speak the truth	2.7000	.82327	Agree
9	I accept when I do something wrong	2.3000	.48305	Disagree
10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	2.6000	.96609	Agree
<b>Total</b>		2.9200	.33928	Agree

#### 4.4.3.4 Post-ODI Analysis data in Students' Self-discipline in term of civil mind without implementation in group B.

Table 4.34, showed that the average mean was 2.3300, the standard derivation(SD) was .1418 and the qualitative rating was " Disagree" . These data indicated the situation after implementation in group B without ODI that represented the respondents did not improved self-discipline in terms of civil mind in

Mc Knight Club.

Table 4.34

*Post-ODI Analysis of questionnaire data analysis in Students' Self-discipline in term of Civic mind in control group or group B (N=10).*

Public mind		Mean	SD	Qualitative Rating
1	I donate for charity cause	2.5000	.52705	Agree
2	I turn off the light, fan, air-condition before leaving classroom	2.3000	.67495	Disagree
3	When teachers ask me to do something, I offer myself	2.3000	.48305	Disagree
4	When I see broken car in the midst of rain, I help immediately	2.2000	.63246	Disagree
5	I have school's activities	2.5000	.84984	Agree
6	I share my things with others	2.5000	.52705	Agree
7	I never take advantage of the others	2.1000	.56765	Disagree
8	I give preference to common goods than personal goods	2.4000	.51640	Disagree
9	I explain difficult lessons to my friends	2.2000	.63246	Disagree
10	I fall in line to buy products and various services	2.3000	.67495	Disagree
<b>Total</b>		2.3300	.14181	Disagree

#### **4.4.3.5 The result of qualitative data of student's self-discipline from observation in control group or group B.**

Table 4.35, showed the results of the observation in group B without participated in ODI's program in 2 main items as the first is "Student had communication and participants in Activity", and the second is "Student had communication and participants in Activity".

The result of qualitative data of student's self-discipline in terms of responsibility, honesty, and civil mind was 54.46 percent and the qualitative rating was "Disagree". And the result of the first item was 70 percentage and the qualitative rating was "Agree". The result of the second item was 38.91 percentage and the qualitative rating was "Disagree".

Table 4.35

*Post – ODI in Students’ Self-discipline from observation in group B (N=10)*

Item		Happened		None	
		Frequency	%	Frequency	%
Student comes to study on time.		7	70	3	30
Student had communication and participants in Activity.		Activity	Qualitative Rating Scale	%	
2.1	Member satisfaction	3	Disagree	42.85	
2.2	Consensual decision making	3	Disagree	42.85	
2.3	Participate in activity	4	Disagree	57.14	
2.4	Clearly defined goals	3	Disagree	42.85	
2.5	Conflict directly faced and resolve	2	Strongly Disagree	28.57	
2.6	Trust/ Follow the step do not cheat	3	Disagree	42.85	
2.7	Cooperative teamwork	3	Disagree	42.85	
2.8	Team/Listen to the ideas of others	2	Strongly Disagree	28.57	
2.9	Sharing information with others.	2	Strongly Disagree	28.57	
2.10	Encouraged openness	2	Strongly Disagree	28.57	
			<b>Total</b>	<b>38.91 %</b>	
<b>Total</b>			<b>54.46 % = Disagree</b>		

Table 4.36, showed the percentage sub variable in terms of responsibility was 47.61 percent and the qualitative rating was “ Disagree”, honesty was 38.09 percent and the qualitative rating was “Disagree”, and civil mind was 32.14 percent and the qualitative rating was “Strongly Disagree” .

Table 4.36

*Post – ODI in Students’ Self-discipline from second item of observation in group B.*

Items	Percent in Post-ODI	Qualitative Rating Scale
Responsibility	46.42	Disagree
Honesty	38.09	Disagree
Civil mind	32.23	Strongly Disagree

#### 4.5 Comparison of the Pre and the Post ODI ; Hypothesis/es Testing

In this topic the researcher would discuss the results of both quantitative and qualitative data analysis. Furthermore, the researcher would answer the research question number four : **What is the difference among Pre ODI and after ODI ?** Eventually, the result of testing the research hypothesis would be concluded.

Ho 1: ODI have no initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.

Ha 1: ODI have been initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.

Ho 2: There is no significant difference between two groups of students with and without the implementation of the positive-basic OD program on students' self-discipline in term of responsibility, honesty, and civil mind.

Ha 2: There is significant difference between two groups of students with, and without the implementation of the positive-basic OD program on students' self-discipline in term of responsibility, honesty, and civil mind.

##### 4.5.1 Comparison of Pre-Post ODI with implementation in group A.

According to table 4.37, the paired sample t-test on self-discipline before and after implementation in group A (with ODI), the data analyzed showed that average mean before ODI was 3.1409. And standard derivation was .27738 and after ODI the average mean was increased to 3.7677 And standard derivation was .17223. Then p-value (sig 2-tailed) was .000. And t-test was -14.924 . These data represented that there were significant differences and initial ODI impacted to students' self-discipline between before and after ODI in group A.

Moreover, the Sig.(2-tailed) was .000 which was less than significance level of 0.005 so the null hypothesis (Ho) was rejected and the alternative was accepted. This could imply that there was a significant different in the students' self-discipline in term of Responsibility, Honesty, and Civil mind before and after ODI.

Table 4.37

*The Paired Sample t-Test (N=31) on the students' self-discipline before and after ODI.*

<b>Students' self-discipline</b>	<b>Mean</b>	<b>SD</b>	<b>Sig.(2-tailed) P-value</b>	<b>T</b>
<i>Total Pre-ODI</i>	3.1408	.27738	.000	-14.924
<i>Total Post-ODI</i>	3.7677	.17223		

\*Significant number < 0.005

#### 4.5.1.1 The Comparison of Average Mean on self-discipline before and after ODI in group A with ODI.

The table 4.38, was the comparison on students' self-discipline before and after implementation in group A (with ODI), so the data analyzed showed that average mean before ODI was 3.1409 and standard derivation (SD) was.27738 and after ODI the average mean was increased to 3.7677 and standard derivation (SD) was .17223 Then the qualitative data were changed from Agree to Strongly Agree status. These data represented that there were significant differences and initial ODI impacted to students' self-discipline between before and after ODI in group A with ODI.

Table 4.38

*The comparison of Mean on students' self-discipline in term of Responsibility, Honesty, and Civil mind before and after the positive-basic ODI program in group A (N=31).*

items	Pre-ODI			Post-ODI		
	Mean	SD	Rating	Mean	SD	Rating
1   I attend class regularly	3.6452	.55066	4	3.9032	.30054	4
2   I arrive in class in time	3.2903	.69251	3	3.8387	.37388	4
3   I pay attention when teacher teaches	3.0968	.65089	3	3.8065	.40161	4
4   I slept during the class	3.0968	.74632	(-)-2	3.8710	.34078	1
5   I follow the content or lesson which I did not join the class	2.8710	.49946	3	3.4839	.81121	3
6   I complete all my entrusted works	3.0645	.44238	3	3.8710	.34078	4
7   I throw garbage in the settled provisional place	3.3548	.66073	3	3.9032	.30054	4
8   I follow the school's discipline	3.4516	.62390	3	3.8710	.34078	4
9   I use money economically and worthily	2.8387	.89803	3	3.6129	.55842	4
10   I help my family to work in my house and professional work	2.9355	.85383	3	3.6129	.55842	4

11	I do cunning during exam	3.1613	.68784	(-) 2	3.9677	.17961	(-) 1
12	I pass my answer to my friend during the exam	3.3548	.79785	(-) 2	3.9032	.30054	(-) 1
13	I bring along a note with answer into the exam room	3.7419	.51431	(-)1	4.0000	.00000	(-) 1
14	My friend hires me to do their report	3.7419	.57548	(-) 1	3.9355	.24973	(-) 1
15	I hand out other's report, assuming that it's mine	3.9677	.17961	(-) 1	4.0000	.00000	(-) 1
16	I copy my friends' homework	2.3871	.71542	(-) 3	3.7419	.44480	(-) 1
17	I let my friends copy my homework (exercise)	2.4194	.71992	(-) 3	3.5161	.50800	(-) 1
18	I speak the truth	3.3226	.54081	3	3.8065	.54279	4
19	I accept when I do something wrong	3.3226	.54081	3	3.9355	.24973	4
20	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	3.2903	.90161	3	3.9032	.30054	4
21	I donate for charity cause	3.1935	.83344	3	3.7419	.44480	4
22	I turn off the light, fan, air-condition before leaving classroom	3.0645	.72735	3	3.7097	.46141	4
23	When teachers ask me to do something, I offer myself	2.4516	.80989	2	3.3871	.49514	4
24	When I see broken car in the midst of rain, I help immediately	2.5484	.88840	3	3.3871	.61522	4
25	I have school's activities	2.9677	.65746	3	3.7742	.42502	3

26	I share my things with others	3.2903	.73908	3	3.7097	.46141	3
27	I never take advantage of the others	3.2903	.58842	3	3.8710	.34078	4
28	I give preference to common goods than personal goods	3.0323	.65746	3	3.8387	.37388	4
29	I explain difficult lessons to my friends	2.4516	.76762	2	3.2903	.52874	4
30	I fall in line to buy products and various services	3.5806	.67202	3	3.8387	.37388	4
<b>Total</b>		3.1409	.27738	3	3.7677	.17223	4

#### 4.5.1.1.1 The Comparison of Average Mean on self-discipline in term of responsibility before and after ODI in group A with ODI.

The table 4.39 was the comparison on self-discipline in term of responsibility before and after implementation in group A (with ODI), so the data analyzed showed that average mean before ODI was 3.1645 and standard derivation (SD) was .37907 and after ODI the average mean was increased to 3.77741 and standard derivation (SD) was .25391. Then the qualitative data were changed from Agree to Strongly Agree status. These data represented that there were significant differences and initial ODI impacted to students' self-discipline in term of responsibility between before and after ODI in group A with ODI.

Table 4.39

*The comparison of Mean on students' self-discipline in term of Responsibility before and after ODI in group A.*

items	Pre-ODI			Post-ODI			
	Mean	SD	Rating	Mean	SD	Rating	
1	I attend class regularly	3.6452	.55066	4	3.9032	.30054	4
2	I arrive in class in time	3.2903	.69251	3	3.8387	.37388	4
3	I pay attention when teacher teaches	3.0968	.65089	3	3.8065	.40161	4
4	I slept during the class	3.0968	.74632	3	3.8710	.34078	4

5	I follow the content or lesson which I did not join the class	2.8710	.49946	3	3.4839	.81121	3
6	I complete all my entrusted works	3.0645	.44238	3	3.8710	.34078	4
7	I throw garbage in the settled provisional place	3.3548	.66073	3	3.9032	.30054	4
8	I follow the school's discipline	3.4516	.62390	3	3.8710	.34078	4
9	I use money economically and worthily	2.8387	.89803	3	3.6129	.55842	4
10	I help my family to work in my house and professional work	2.9355	.85383	3	3.6129	.55842	4
<b>Responsibility Total</b>		3.1645	.37907	3	3.7774	.25391	4

#### 4.5.1.1.2 The Comparison of Average Mean on self-discipline in term of honesty before and after ODI in group A with ODI.

The table 4.40 was the comparison on self-discipline in term of honesty before and after implementation in group A (with ODI), the data analyzed showed that average mean before ODI was 3.2709 and standard derivation (SD) was .29005 and after ODI the average mean was increased to 3.8709 and standard derivation (SD) was .12163. Then the qualitative data were changed from Agree to Strongly Agree status. These data represented that there were significant differences and initial ODI impacted to students' self-discipline in term of honesty between before and after ODI in group A with ODI.

Table 4.40

*The comparison of Mean on students' self-discipline in term of Honesty before and after ODI in group A.*

	items	Pre-ODI			Post-ODI		
		Mean	SD	Rating	Mean	SD	Rating
1	I do cunning during exam	3.1613	.68784	(-) 2	3.9677	.17961	(-) 1
2	I pass my answer to my friend during the exam	3.3548	.79785	(-) 2	3.9032	.30054	(-) 1
3	I bring along a note with answer into the exam room	3.7419	.51431	(-)1	4.0000	.00000	(-) 1

4	My friend hires me to do their report	3.7419	.57548	(-) 1	3.9355	.24973	(-) 1
5	I hand out other's report, assuming that it's mine	3.9677	.17961	(-) 1	4.0000	.00000	(-) 1
6	I copy my friends' homework	2.3871	.71542	(-) 3	3.7419	.44480	(-) 1
7	I let my friends copy my homework (exercise)	2.4194	.71992	(-) 3	3.5161	.50800	(-) 1
8	I speak the truth	3.3226	.54081	3	3.8065	.54279	4
9	I accept when I do something wrong	3.3226	.54081	3	3.9355	.24973	4
10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	3.2903	.90161	3	3.9032	.30054	4
	<b>Total</b>	3.2709	.2900	3	3.8709	.12163	4

#### 4.5.1.1.3 The Comparison of Average Mean on self-discipline in term of civil mind before and after ODI in group A with ODI.

The table 4.41 was the comparison on self-discipline in term of public mind before and after implementation in group A (with ODI), the data analyzed showed that average mean before ODI was 29870. and standard derivation (SD) was .39895 and after ODI the average mean was increased to 3.6548 and standard derivation (SD) was .26056. Then the qualitative data were changed from Agree to Strongly Agree status. These represented that there were significant differences and initial ODI impacted on students' self-discipline in term of civil mind between before and after ODI in group A with ODI.

Table 4.41

*The comparison of Mean on students' self-discipline in term of Civic mind before and after ODI in group A.(N=31)*

items	Pre-ODI			Post-ODI			
	Mean	SD	Rating	Mean	SD	Rating	
1	I donate for charity cause	3.1935	.83344	3	3.7419	.44480	4
2	I turn off the light, fan, air-condition before leaving classroom	3.0645	.72735	3	3.7097	.46141	4
3	When teachers ask me to	2.4516	.80989	2	3.3871	.49514	4

	do something, I offer myself						
4	When I see broken car in the midst of rain, I help immediately	2.5484	.88840	3	3.3871	.61522	4
5	I have school's activities	2.9677	.65746	3	3.7742	.42502	3
6	I share my things with others	3.2903	.73908	3	3.7097	.46141	3
7	I never take advantage of the others	3.2903	.58842	3	3.8710	.34078	4
8	I give preference to common goods than personal goods	3.0323	.65746	3	3.8387	.37388	4
9	I explain difficult lessons to my friends	2.4516	.76762	2	3.2903	.52874	4
10	I fall in line to buy products and various services	3.5806	.67202	3	3.8387	.37388	4
<b>Public mind Total</b>		2.9870	.39895	3	3.6548	.26056	4

#### 4.5.1.2 The comparison of qualitative data Pre and Post interview Frequency and Percent with implementation in group A.

##### 4.5.1.2.1 Summary assessments Pre-ODI and Post-ODI interview in group A.

Table 4.42, it referred to the result of interview, the research used 5 interview questions that were distributed to teachers who were students' advisers in Mc knight Club to find out the data in Pre-ODI, Post-ODI and the result of impact of ODI on students' self-discipline. And the researcher founded the respondents' interview were summarized that.

a.) In terms of Responsibility : The result of Mc students who were the members of Mc Knight Club and have participated in Positive-basic ODI's program. All of them have developed as Better discipline and know their purpose in life.

b.) In terms of Honesty : The result of Mc students who were the members of Mc Knight Club and have participated in Positive-basic ODI's program. All of them have developed as students who had the honesty's quality in good level because when they found lost items (money, pen, ring, watch). They gave to teachers to find

owner

c.) In terms of Civil mind : The result of Mc students who were the member of Mc Knight Club and have participated in Positive-basic ODI's program. All of them have developed as to help one another more with wholehearted.

d.) In the question about "activity" which was distributed to the respondents. In the question that the activities can enhance student improving in self-discipline according Saint Louis model. The researcher founded that 40 percent of teacher said "yes".

e.) In the question about the positive-basic ODI's program. The respondents conformed that it can help teacher for teaching self- discipline to students in class room by using variety of positive forms to create the new teaching's tools.

Table 4.42

*Compare Pre and Post Interview about self-discipline in term of Responsibility, Honesty, and Civic mind from 10 teachers by using the scale of Osgood in 7 levels and transfer to percentage for seeing the development in group A.*

No	Pre-ODI			Post		
	List	Frequ- ency	%	List	Frequ- ency	%
1	How do you think about Montfort students' self-discipline in term of Responsibility ?			1. How do you think about Montfort students' self-discipline in term of Responsibility after joy Positive-basic OD processes in Mc knight club ?		
	1.1 Mostly Good	2	20	1.1 Batter discipline and Know their purpose in life.	4	40
	1.2 Good but only some student	2	20	1.2 Students have more time.	1	10
	1.3 Middle but do every things for oneself.	1	10	1.3 Students are awarded of the value of discipline.	1	10
	1.4 Relatively Low	1	10	1.4 Student responsibility to self, do not let anyone force.	2	20

	1.5 Low	4	40	1.5 The students expressed a clear responsibility as a homework on time.	2	20
2	How do you think about Montfort students' self-discipline in term of honesty ?			2. How do you think about Montfort students' self-discipline in term of honesty after joy Positive-basic OD processes in Mc knight club?		
	2.1 Good	1	10	2.1 Students had a high level of honesty.	1	10
	2.2 Mostly Good	3	30	2.2 Good. When they found lost items (money, pen, ring, watch). They gave to teachers to find owner	4	40
	2.3 Good but only some student	2	20	2.3 Normally good	2	20
	2.4 Relatively Low	1	10	2.4 Intend to do honestly.	1	10
	2.5 Low	3	30	2.5 See significant improvement.	2	20
3	How do you think about Montfort students' self-discipline in term of Civil Mind ?			3. How do you think about Montfort students' self-discipline in term of Civil Mind after joy Positive-basic OD processes in Mc knight club ?		
	3.1 Good if they have clearly goal	1	10	3.1 Students were becoming more active to help the work in class room without having to order.	2	20
	3.2 Mostly Good	2	20	3.2 Students understood the value of civil mind better than before.	1	10
	3.3 Good but depend on order of teacher	2	20	3.3 There is a positive development.	3	30

	3.4 Relatively Low	1	10	3.4 Students are determined from within.	1	10
	3.5 Low	4	40	3.5 To help one another more with wholehearted	3	30
4	Do you think, Activities can enhance students' self-discipline ? Why ?			4. Do you think Positive-basic OD processes can enhance students' self-discipline better according Saint Louis model ? And how ?		
	4.1 Yes, student have direct experiences	8	80	4.1 Yes, by using the clear process to enhance self-discipline to students.	3	30
	4.2 No,	1	10	4.2 Yes, by using the model of Saint Louis to teach self-discipline to students.	4	40
	4.3 No answer	1	10	4.3 Yes, by pointing out the virtues of self-discipline.	1	10
	-			4.4 Yes, by using the interest events.	2	20
<b>Other data about Of Interview from teacher Pre-ODI and Post ODI</b>						
No	<b>List</b>				Frequ-ency	%
	<b>Pre-ODI</b>					
1	How would you expect about Montfort students' self-discipline according Saint Louis Marie de Montfort Model ?					
	Responsibility in duty and to know their role in the social life.				3	30
	Honesty in duty				2	20
	Awareness and discipline				3	30
	Have self-respect and respect the law school				1	10
	Share with other				1	10
<b>Post-ODI</b>						
2	Do you think Positive-basic OD processes can help teacher for teaching self-discipline to student according Saint Louis Marie de Montfort Model in class room ? and how ?					

	Yes, By giving the guidelines to teacher for further education to students in term of self-discipline.	2	20
	Yes, By using variety positive form to create the new tools' teaching.	3	30
	Yes, By using positive process to stimulate many ideas for teaching.	2	20
	Yes, Teacher can use the positive power of self-discipline to teach student.	1	10
	Yes, By giving holistically to teacher for creating variety education's tools.	1	10

#### 4.5.1.3 The comparison of qualitative data Pre and Post observation Frequency and Percent in group A.

From observation-checklist which researcher had observed in the part of pre ODI and post ODI. The researcher used the observation-checklist from which researcher had designed and used the reports of students' communication and participants in Mc knight Club in first hour and in last hour of activity to be referenced.

Table 4.43, showed the comparing in Pre ODI and Post ODI in 2 main items as the first was "Student had communication and participants in Activity", and the second was "Student had communication and participants in Activity". The percentage in the first items before ODI was 83.87 percent and after ODI was increased to 100 percent. The percentage in the second item before ODI was 44.28 percent and after ODI was increased to 100 percent. Hence, the qualitative data were change from disagree to strongly agree.

There were differences in any items; it showed that most of the students' self-discipline have improved to the better way. The table below was showed the result of descriptive statistics observation in students' self-discipline that they have shown in the Mc knight Club.

Table 4.43

*Pre and Post Observation of Students' self-discipline Frequency and Percent in group A.*

List	Hour	Pre & Post	Happened		None	
			Frequency	Percent	Frequency	Percent
1. Student comes to study on time	First	Pre	26	83.87	5	13.16
	Last	Post	31	100	0	0

2. Student had communication and participant in Activity.	Pre			Post			Percent of Develop
	First Hour	%	Rating	Last Hour	%	Rating	
2.1 Member satisfaction	5	71.43	3	7	100	4	28.57
2.2 Consensual decision making	3	42.85	2	7	100	4	57.15
2.3 Participate in activity	3	42.85	2	6	85.71	4	42.86
2.4 Clearly defined goals	3	42.85	2	7	100	4	57.15
2.5 Conflict directly faced and resolve	2	28.57	1	6	85.71	4	57.14
2.6 Trust/ Follow the step do not cheat	3	42.85	2	7	100	4	57.15
2.7 Cooperative teamwork	3	42.85	2	7	100	4	57.15
2.8 Team/Listen to the ideas of others	4	57.14	2	7	100	4	42.86
2.9 Sharing information with others.	3	42.85	2	7	100	4	57.15
2.10 Encouraged openness	2	28.57	1	7	100	4	71.43
<b>Total</b>	-	44.28	2	-	97.14	4	52.86

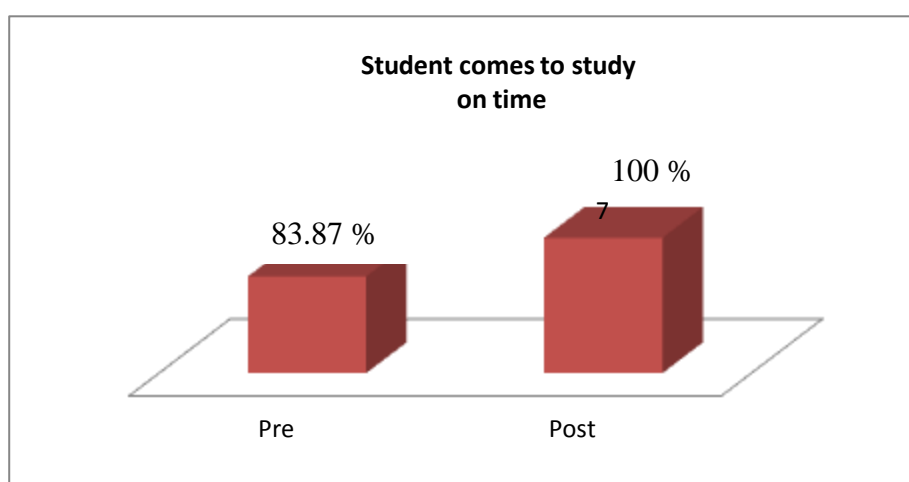
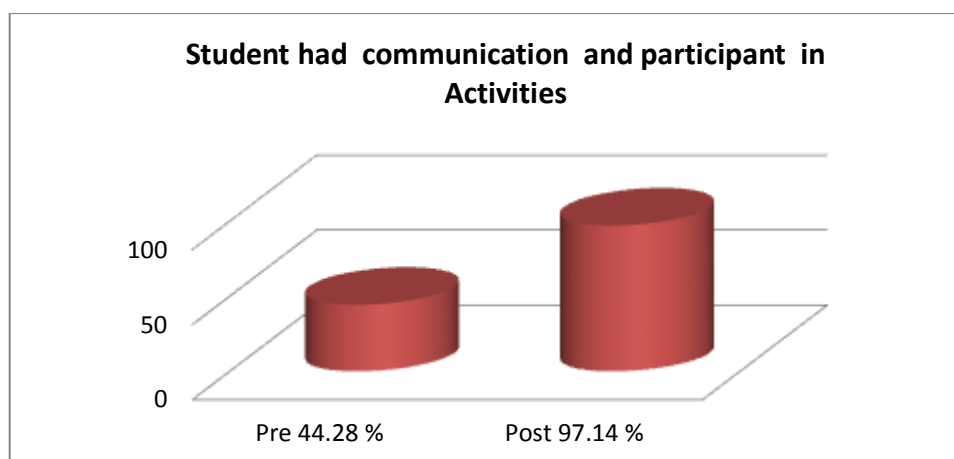


Figure 18 : The data Pre and Post Observation of Students' self-discipline in the first item of observation "Student comes to study on time" in group A.



*Figure 19* The data Pre and Post Observation of Students' self-discipline in the second item of observation "Student had communication and participant in Activities" in group A.

#### 4.5.2 Comparison of Pre-Post ODI without implementation in control group or group B.

The table 4.44 was the paired sample t-test on self-discipline before and after without implementation in group B, the data analyzed showed that average mean before ODI was 2.4833 and standard derivation was .39312. And after ODI the average mean was increased to 2.5833 and standard derivation was .36867. Although p-value (sig 2-tailed) was .039 and t-test was -2.163. These data represented that there were not significant differences and there was no initial ODI impact on students' self-discipline between before and after ODI in group B.

Moreover, the Sig.(2-tailed) was .039 which was more than significance level of 0.005 so the null hypothesis ( $H_0$ ) was allowed and the alternative was not accepted. This could imply that there was not a significant difference in the students' self-discipline in terms of Responsibility, Honesty, and Civil mind before and after ODI in control group or group B.

Table 4.44

*The Paired Sample t-Test (N=31) on the students' self-discipline before and after without ODI in group B.*

Students' self - discipline	Mean	SD	Sig.(2-tailed) P-value	T
Total Pre-ODI	2.4833	.39312	.039	-2.163
Total Post-ODI	2.5833	.36867		

\* Significant number  $> 0.005$

#### 4.5.2.1 The Comparison of Average Mean on self-discipline in term of responsibility before and after ODI in control group or group B without ODI.

The table 4.45 was the comparison on students' self-discipline in terms of responsibility before and after implementation in group B (without ODI), the data analyzed showed that average mean before ODI was 2.4500 and standard derivation (SD) was .46963 and after ODI the average mean was increased to 2.5000 and standard derivation (SD) was .31269. However the qualitative data were still in the same rating Agree. These data represented that there were not significant differences and initial ODI impacted on students' self-discipline in terms of responsibility between before and after ODI in group B without ODI.

Table 4.45

*The comparison of Mean on students' self-discipline in term of Responsibility before and after without the positive-basic ODI program in group B (N=10).*

Responsibility		Pre-ODI			Post-ODI		
		Mean	SD	Rating	Mean	SD	Rating
1	I attend class regularly	2.3000	.48305	3	2.4000	.5164	3
2	I arrive in class in time	2.4000	.51640	2	2.1000	.56765	2
3	I pay attention when teacher teaches	2.4000	.51640	2	2.5000	.52705	3
4	I slept during the class	3.7000	.6795	(-) 1	3.3000	.82327	(-) 1
5	I follow the content or lesson which I did not join the class	2.3000	.48305	2	2.5000	.52705	3
6	I complete all my entrusted works	2.1000	.56765	2	2.4000	.84327	2
7	I throw garbage in the settled provisional place	2.3000	.82327	2	2.6000	.51640	3
8	I follow the school's discipline	2.0000	.66667	2	2.5000	.52705	3
9	I use money economically and worthily	2.4000	.51640	2	2.3000	.67495	2
10	I help my family to work in my house and professional work	2.6000	.51640	3	2.4000	.69921	2
<b>Total</b>		2.4500	.46963	3	2.5000	.31269	3

#### 4.5.2.2 The Comparison of Average Mean on self-discipline in term of honesty before and after ODI in control group or group B without ODI.

The table 4.46 was the comparison on students' self-discipline in terms of honesty before and after implementation in group B (without ODI), the data analyzed showed that average mean before ODI was 2.7500 and standard derivation (SD) was .32059 and after ODI the average mean was increased to 2.9200 and standard derivation (SD) was .33928. However the qualitative data were still in the same rating Agree. These data represented that there were not significant differences and initial ODI impacted on students' self-discipline in term of responsibility between before and after ODI in group B without ODI.

Table 4.46

*The comparison of Mean on students' self-discipline in term of Honesty before and after without the positive-basic ODI program in group B (N=10).*

Honesty		Pre-ODI			Post-ODI		
		Mean	SD	Rating	Mean	SD	Rating
1	I do cunning during exam	3.1000	.87560	(-) 2	3.1000	.56765	(-) 2
2	I pass my answer to my friend during the exam	2.7000	.94868	(-) 2	3.1000	.87560	(-) 2
3	I bring along a note with answer into the exam room	2.6000	.96609	(-) 2	3.000	.81650	(-) 2
4	My friend hires me to do their report	3.0000	1.05409	(-) 2	3.4000	.69921	(-) 2
5	I hand out other's report, assuming that it's mine	3.2000	.63246	(-) 2	3.3000	.82327	(-) 2
6	I copy my friends' homework	2.7000	.94868	(-) 2	3.0000	.66667	(-) 2
7	I let my friends copy my homework (exercise)	3.0000	.94281	(-) 2	2.7000	.94868	(-) 2
8	I speak the truth	2.6000	.69921	3	2.7000	.82327	3
9	I accept when I do something wrong	2.4000	.51640	2	2.3000	.48305	2
10	When I find lost items (money, pen, ring, watch) I will give to teachers to find owner	2.2000	.63246	2	2.6000	.96609	3
<b>Total</b>		2.7500	.32059	3	2.9200	.33928	3

#### 4.5.2.3 The Comparison of Average Mean on self-discipline in term of civil mind before and after ODI in control group or group B without ODI.

The table 4.47 was the comparison on students' self-discipline in term of civil mind before and after implementation in group B (without ODI), the data analyzed showed that average mean before ODI was 2.2500 and standard derivation (SD) was .18409 and after ODI the average mean was increased to 2.3300 and standard derivation (SD) was .14181. However, the qualitative data were still in the same rating Disagree. These data represented that there were not significant differences and initial ODI impacted on students' self-discipline in terms of civil mind between before and after ODI in group B without ODI.

Table 4.47

*The comparison of Mean on students' self-discipline in term of Civic mind before and after without the positive-basic ODI program in group B (N=10).*

Public mind		Pre-ODI			Post-ODI		
		Mean	SD	Rating	Mean	SD	Rating
1	I donate for charity cause	2.2000	.42164	2	2.5000	.52705	3
2	I turn off the light, fan, air-condition before leaving classroom	2.4000	.69921	2	2.3000	.67495	2
3	When teachers ask me to do something, I offer myself	2.5000	.97183	3	2.3000	.48305	2
4	When I see broken car in the midst of rain, I help immediately	2.1000	.73786	2	2.2000	.63246	2
5	I have school's activities	1.9000	.73786	2	2.5000	.84984	3
6	I share my things with others	2.4000	.51640	2	2.5000	.52705	3
7	I never take advantage of the others	2.1000	.73786	2	2.1000	.56765	2
8	I give preference to common goods than personal goods	2.4000	.69921	2	2.4000	.51640	2
9	I explain difficult lessons to my friends	2.2000	.91894	2	2.2000	.63246	2
10	I fall in line to buy products and various services	2.3000	.67495	3	2.3000	.67495	2
<b>Total</b>		2.2500	.18409	2	2.3300	.14181	2

#### 4.5.3 The comparison of students' self-discipline in term of Responsibility, Honesty, and Civil mind in Experimental group (A) and Control group (B).

Table 4.45, showed that the students who have passed the positive-basic ODI's program self-discipline of them were developed from mean 3.14086 to 3.76774 and the group of student who have not passed ODI or the positive-basic OD process (program) the quality of self-discipline were not developed.

Table 4.48

*The Comparison of Mean on students' self-discipline in Experimental group(A) and Control group(B) before and after ODI.*

List	Pre-ODI		Post-ODI		Sig.(2-tailed)	T
	Mean	SD	Mean	SD		
Experimental group or Group A	3.14086	.27738	3.76774	.17223	.000	-12.464
Control group or Group B	2.4833	.70336	2.5833	.66593	.039	-2.163

#### 4.5.4 The comparison of Pre – Post Observation on students' self-discipline in term of Responsibility, Honesty, and Civil mind in Experimental group (A) and Control group (B).

Table 4.49, shows the comparing in Pre-ODI and Post-ODI in 2 main items as the first was "Student had communication and participants in Activity", and the second was "Student had communication and participants in Activities ". The percentage in the first item before ODI in group A was 83.87 % and it was increased to 100 percent after implementation and the qualitative data were Strongly Agree. However the percentage in group B was 100 % in Pre-ODI but it was decreased to 70 percent after implementation without ODI and the qualitative data also were changed from Strongly Agree to Agree status . These data showed the improvement of self-discipline in group A after implementation ODI but in group B did not have improvement without ODI.

And the percentage in the second item before ODI in group A was 44.28 % and it was increased to 97.14 % and the qualitative data changed from Disagree to Strongly Agree . However in group B before ODI was 41.43 % but it was decreased to 38.57 % and the qualitative data were still Disagree status. These data represented that there were not significant differences and no initial ODI impacted to self-discipline between before and after in group B without ODI.

Table 4.49

*The Comparison of Pre – Post Observation on students' self-discipline in Experimental group(A) and Control group(B) before and after ODI.*

No	Items	Pre				Post			
		Group A		Group B		Group A		Group B	
		%	Rating	%	Rating	%	Rating	%	Rating
1	Student comes to study on time	83.87	4	100	4	100	4	70	3
2	Student had communication and participant in Activity.	44.28	2	41.43	2	97.14	4	38.57	2

#### **4.5.5 Comparison of Pre – Post ODI on students' self-discipline in term of Responsibility, Honesty, and Civil mind between Experimental group (A) and Control group (B).**

Finally, the researcher compared the data analysis between group A with ODI and group B without ODI during before, and after the positive-basic OD processes of 13 hours in students' self-discipline in terms of responsibility, honesty, and civil mind implementation.

The table 4.50, the first section from Quantitative data of group A with ODI, the data analyzed showed that average mean before ODI was 3.1409 and standard derivation (SD) was .40912 and after ODI the average mean was increased to 3.7677 and standard derivation (SD) was .19082. The t-test was -2.163 and p-value(sig 2-tailed) was .000. which less than .005, so the null hypothesis in chapter 1 was rejected. These data represented that there were significant differences and initial ODI impacted to students' self-discipline between before and after implementations. But it did not have improvement in group B without ODI.

In the second section from qualitative of group A with ODI, the data analyzed showed that the percentage before ODI was 64.07 and after ODI was increased to 98.58. The qualitative data were changed from Agree to Strongly Agree. These data represented that there were significant differences and initial ODI impacted on students' self-discipline between before and after implementation. But did not have improved in group B without ODI.

However, the percentage was 70.71 and it was decreased to 54.26 percent after implementation without ODI and the qualitative data also were changed from Agree to Disagree status .

The summarized result table represented that there were initial impact and significant differences of ODI in group A but it was not changed to students' self-discipline in group B among both quantitative and qualitative data analysis.

Table 4.50

*The Comparison of Pre – Post ODI on students' self-discipline in Experimental group(A) and Control group(B) before and after ODI.*

Data	Group	Duration	N	Mean	SD	T	Sig.(2-tailed)
Quantitative	A	Pre-ODI	31	3.1409	.40912	-12.464	.000
		Post-ODI	31	3.7677	.19082		
	B	Pre-ODI	10	2.4833	.39312	-2.163	.039
		Post-ODI	10	2.5833	.36867		
Qualitative	Group	N	Percent Pre-ODI	Rating	Percent Post-ODI	Rating	Difference
	A	31	64.07	3	98.58	4	34.51 %
	B	10	70.71	3	54.26	2	- 16.45 %

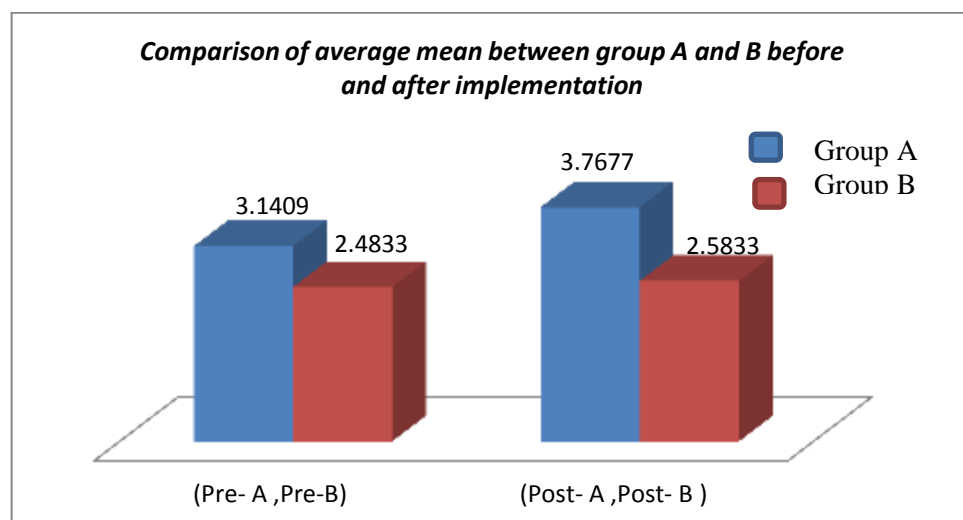
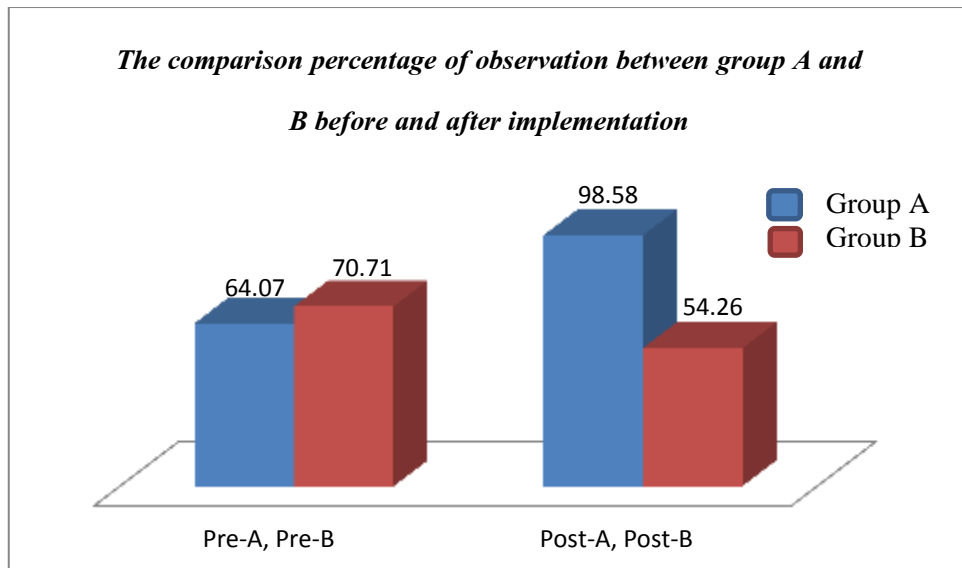


Figure 4.20 The comparison of quantitative data between group A and B before and after implementation.



*Figure 4.21* The comparison of qualitative data between group A and B before and after implementation

The figure 4.20 and 4.21 represented that the situation of students' self-discipline in Mc Knight Club of Montfort College before and after implementation between group A with ODI and group B without ODI. There were significant changes and initial impact of ODI after implementation in group A but it was not different in group B during both quantitative statistics by survey questionnaires and qualitative statistics by observation checklist.

## Chapter 5

### Summary, Conclusions and Recommendations

This chapter summarizes and concludes the results and the findings. It comprises of the three sections. The first section is the interpretation of the results or summary of findings. The second section is the conclusion. And the last section contains recommendations and suggestions for future research.

#### 5.1 Summary of Findings

##### 5.1.1 Quantitative results

The respondents for this study were 51 respondents in Mc Knight Club who come from secondary M.3-M.6. And a group of teacher 10 peoples who come to participate in Mc Knight Club in academic year 2012, semester 1 at Montfort college school, Muang, Chiang Mai, Thailand. And the researcher divided students in 2 groups. There were 10 students in control group or group A and 31 students in experimental group or group B.

This research studied how the positive-basic OD program enhanced or developed students' self- discipline in terms of responsibility, honesty, and civil mind in Mc Knight Club among two groups of ODI.

The researcher distribute 34 sets of questionnaires to student respondents, and 5 sets of interviews to teacher respondents. And the researcher also used the observation form for collecting data of the student' activity who are the respondents in this research. And all of respondents were participated in this survey.

In group A was 31 respondents who were implemented with ODI. During 7 weeks, 13 hours of implementation with ODI on the positive-basic OD program with 2 groups of responds. And the researcher has analyzed the data according to the following sequence.

Ho 1: ODI have no initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.

Ha 1: ODI have initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.

Ho 2: There is no significant difference between two groups of students with and without the implementation of the positive-basic OD program on students' self- discipline in terms of responsibility, honesty, and civil mind.

Ha 2: There is significant difference between two groups of students with, and without the implementation of the positive-basic OD program on students' self-discipline in terms of responsibility, honesty, and civil mind.

And the research found the result of implementation as following.

### 5.1.1.1 Summary of Quantitative result

Table 5.1

*The summary of comparison data between group A and group B before and after ODI by using quantitative statistics data.*

	Variable	Mean of Pre-ODI	Mean of Post-ODI	Difference Of Mean	t	Sig. (2-tailes)	Result to Ho
<b>A With ODI</b>	<b>Students' self-discipline</b>	3.140	3.767	.627	-14.924	.000	Reject
	In term of Responsibility	3.164	3.777	.613	-11.062	.000	Reject
	In term of Honesty	3.270	3.870	.600	-12.627	.001	Reject
	In term of Civil mind	2.987	3.654	.667	-11.901	.000	Reject
<b>B Witho ut ODI</b>	<b>Students' self-discipline</b>	2.4833	2.5833	.1	-2.163	.039	allowed
	In term of Responsibility	2.4500	2.5000	.05	-542	.601	allowed
	In term of Honesty	2.7500	2.9200	.17	-2.153	.060	allowed
	In term of Civil mind	2.2500	2.3300	.08	-1.124	.290	allowed

From the table 5.1, the summary of quantitative data, it shows that there was an improvement of students' self-discipline in terms of Responsibility, Honesty, and Civil mind after implementing ODI which the average mean increased of .627, in terms of responsibility increased .613, in terms of honesty increased .600 and in term of public mind increased .667.

Moreover, for the every variable, the Sig. was 0.002 which was less

than the significance level of 0.05 so the null hypothesis ( $H_0$ ) was rejected and the alternative was accepted. According to hypotheses of research were

**Ho 1: ODI have no initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.**

**Ha 1: ODI have been initial effect on students' Self- discipline In Mc Knight Club at Montfort's college.**

This could imply that ODI have initial effect on students' self-discipline in Mc Knight Club at Montfort's college in terms of responsibility, honesty, and civil mind before and after ODI in the experimental group. But in control group students' self-discipline did not improve because this group did not use ODI or the positive-basic OD intervention.

Table 5.2

*Summary of Quantitative result Pre and Post ODI between two group(Experimental or group A and Control or group B).*

<b>Experimental group (A)</b>	<b>Control group (B)</b>	<b>Difference Of Mean</b>	<b>t</b>	<b>Sig. (2-tailed)</b>	<b>Result to Ho<sub>2</sub></b>
<b>Mean of Pre1-ODI</b>	<b>Mean of Pre2-ODI</b>				
3.1409	2.4833	.6576	6.764	.000	Reject
<b>Mean of P0st 1-ODI</b>	<b>Mean of Post 2-ODI</b>	<b>Difference Of Mean</b>	<b>t</b>	<b>Sig. (2-tailed)</b>	<b>Result to Ho<sub>2</sub></b>
3.7677	2.5833	1.1844	19.859	.000	Reject

From the table 5.2, the summary of quantitative data, it shows that there was no significant differences between two groups of students with and without the implementation of the positive-basic OD program on students' self-discipline in terms of responsibility, honesty, and civil mind which the average mean of .6576.

Moreover, for the every variable, the Sig. was .000 which was less than the significance level of 0.05 so the null hypothesis ( $H_{0_2}$ ) was rejected and the alternative was accepted. According to hypotheses of research were

**Ho 2: There is no significant difference between two groups of students with and without the implementation of the positive-basic OD program**

on students' self-discipline in terms of responsibility, honesty, and civil mind.

**Ha 2: There is significant difference between two groups of students with, and without the implementation of the positive-basic OD program on students' self-discipline in terms of responsibility, honesty, and civil mind.**

This could imply that there was significant difference between two groups of students with and without the implementation of the positive-basic OD program on students' self-discipline in terms of responsibility, honesty, and civil mind.

## 5.2 Conclusions

### 5.2.1 Conclusions of Quantitative results

This section focused on the data analysis by observation checklist which compared before and after implementations in group A with ODI and group B without ODI. The researcher designed the observation checklist according to Osgood Idea (R.Brown, 2011) into 11 items which related from 2 variables such as student comes to study on time, and student had communication and participation in activities and transfer in to percentage. Then the results were represented in table 5.3

Table 5.3

*The comparison data among 3 variables between group A with ODI and group B without ODI*

Group	Items	Variables	Before ODI		After ODI		Sig. (2-tailed)	Results
			Mean	Rating Level	Mean	Rating Level		
A With ODI	1	Students' self - discipline	3.140	3	3.767	4	.002	Improved
	2	Responsibility	3.1645	3	3.7776	4	.000	Improved
	3	Honesty	3.2709	3	3.8709	4	.001	Improved
	4	Civil mind	2.9870	3	3.6548	4	.000	Improved
B With out ODI	1	Students' self - discipline	2.4833	3	2.5833	3	.039	Non - improved
	2	Responsibility	2.4500	2	2.5000	3	.601	Non - improved
	3	Honesty	2.7500	3	2.9200	3	.060	Non - improved
	4	Civil mind	2.2500	2	2.3300	2	.290	Non - improved

The table 5.3, in group A with ODI which categorized and designed the research study into 1 area and 3 variables. Then the conclusions were interpreted as;

- **Self-discipline** in 31 respondents of group A who studied in M.3 – M.6 who were members of Mc Knight Club improved. The average mean was increased from 3.140 to 33.767 and qualitative rating was changed from Agree to Strongly Agree. Hence, this variable of self-discipline of students in Mc Knight Club impacted of ODI and the significance was different from implementation and developed.

- **Responsibility** in 31 respondents of group A who studied in M.3 – M.6 who were member of Mc Knight Club improved. The average mean was increased from 3.1645 to 3.777 and qualitative rating was changed from Agree to Strongly Agree. Hence, this variable of responsibility of students in Mc Knight Club impacted of ODI and the significance was different from implementation and developed.

- **Honesty** in 31 respondents of group A who studied in M.3 – M.6 who were member of Mc Knight Club was improved. The average mean was increased from 3.2709 to 3.8709 and qualitative rating was changed from agree to strongly agree. Hence, this variable of honesty of students in Mc Knight Club was impacted of ODI and the significance was differenced from implementation and developed.

- **Civil mind** in 31 respondents of group A who were studied in M.3 – M.6 who were member of Mc Knight Club was improved. The average mean was increased from 2.9870 to 3.6548 and qualitative rating was changed from agree to strongly agree. Hence, this variable of civil mind of students in Mc Knight Club was impacted of ODI and the significance was differenced from implementation and developed.

In addition, referring from table 5.3 was found results from group B without ODI which categorized and designed the research studied into 1 areas and 3 variables. Then the conclusions were interpreted as...

- **Self-discipline** in 10 respondents of group B who were studied in M. 3 and M.5 who were member of Mc Knight Club was not improved. Although the average mean was increased from 2.4833 to 2.5833 and qualitative rating was changed. But it was still agree level before and after experiment. Moreover, for the every variable, the Sig. was .039 which was more than the significance level of 0.05 . That mean there was not initial impacted and the significance was not difference from implementation.

- **Responsibility** in 10 respondents of group B who were studied in M.3 and M.5 who were member of Mc Knight Club was not improved. Although the average mean was increased from 2.4833 to 2.5833 and qualitative rating was changed from disagree to agree before and after experiment. Moreover, for the every variable, the Sig. was .039

which was more than the significance level of 0.05 . That mean there was not initial impacted and the significance was not difference from implementation.

- **Honesty** in 31 respondents of group B who were studied in M. – M.6 who were member of Mc Knight Club was not improved. The average mean was decreased from 2.7500

To 2.9200 and qualitative rating was not changed. It was still agree level before and after experiment. Hence, there was not initial impacted and the significance was not difference.

- **Civil mind** in 31 respondents of group B who were studied in M. – M.6 who were member of Mc Knight Club was not improved. The average mean was decreased from 2.2500 to 2.3300 and qualitative rating was not changed. It was still agree level before and after experiment. Hence, there was not initial impacted and the significance was not difference.

### 5.2.2 Conclusions of qualitative results

According to table 5.4, the results of percentage in group A, the Pre-ODI was 47.88 percent or Disagree and it was increased to 97.40 percent or Strongly Agree after ODI. The interpreted data result was changed and improved of self-discipline in terms of responsibility, honesty, and civil mind in Montfort students in Mc Knight Club. But in group B without ODI, there was 44.16 percent or Disagree before and it was decreased 30.65 after ODI. There were not initial impact and no significant differences in group B, so these respondents did not change and improve their self-discipline which were observed from 10 observers who were co-teacher and subject teachers before and after implementations.

Table 5.4

*The comparison qualitative data in observation between group A with ODI and group B without ODI type 1 and 2*

Type 1							
no	List	Pre-A	Pre-B	Results	Post-A	Post-B	Results
		Percentage			Percentage		
1	Student comes to study on time	83.87	100	Change	100	80	Unchanged
2	Student had communication and participant in Activity.						
	2.1 Member satisfaction	71.42	42.86	Unchanged	100	42.86	Unchanged
	2.2 Consensual decision making	42.86	42.86	Unchanged	100	28.57	Unchanged
	2.3 Participate in activity	42.86	42.86	Unchanged	85.71	14.28	Unchanged
	2.4 Clearly defined goals	42.86	42.86	Unchanged	100	28.57	Unchanged
	2.5 Conflict directly faced and resolve	28.57	28.57	Unchanged	85.71	42.86	Unchanged
	2.6 Trust/ Follow the step do not cheat	42.86	28.57	Unchanged	100	14.28	Unchanged
	2.7 Cooperative teamwork	42.86	42.86	Unchanged	100	42.86	Unchanged
	2.8 Team/Listen to the ideas of others	57.14	42.86	Unchanged	100	14.28	Unchanged
	2.9 Sharing information with others.	42.86	42.86	Unchanged	100	14.28	Unchanged
	2.10 Encouraged openness	28.57	28.57	Unchanged	100	14.28	Unchanged
	<b>Total</b>	47.88	44.15	Unchanged	97.40	30.64	Unchanged
Type 2							
No	List	Pre-B	Post-B	Different	Pre-A	Post-A	Different
		Percentage			Percentage		

1	Student comes to study on time	100	80	-20	83.87	100	16.13
2	Student had communication and participant in Activity.						
	2.1 Member satisfaction	42.86	42.86	0	71.42	100	28.58
	2.2 Consensual decision making	42.86	28.57	-14.29	42.86	100	57.14
	2.3 Participate in activity	42.86	14.28	-28.58	42.86	85.71	42.85
	2.4 Clearly defined goals	42.86	28.57	-14.29	42.86	100	57.14
	2.5 Conflict directly faced and resolve	28.57	42.86	14.29	28.57	85.71	57.14
	2.6 Trust/ Follow the step do not cheat	28.57	14.28	-14.29	42.86	100	57.14
	2.7 Cooperative teamwork	42.86	42.86	0	42.86	100	57.14
	2.8 Team/Listen to the ideas of others	42.86	14.28	-28.58	57.14	100	42.86
	2.9 Sharing information with others.	42.86	14.28	-28.58	42.86	100	57.14
	2.10 Encouraged openness	28.57	14.28	-14.29	28.57	100	71.43
	<b>Total</b>	44.16	30.65	-13.51	47.88	97.40	49.52

### 5.3 Recommendations

These fact findings and results from the research were interesting that ODI impacted and effected to students' self-discipline in terms of responsibility, honesty, and civil mind. During 7 weeks (13 hours) of implementations, the members in Mc Knight Club developed and improved self-discipline. The students understand the value and importance of self-discipline and found way how to enhance themselves to grow up in self-discipline by following the foot steps of Saint Louis Mary Grignion de

Montfort in terms of responsibility, honesty, and civil mind with the positive-basic OD processes.

The implementations were applied and integrated by using various activities based on the OD's theory such as WBL, World café, AI, Metaphor(Iceberg), fishbone, and 6 Senses and combine with self-discipline's theories such as Orval Hobart Mowrer's theory, Rober F.Pack & Robert J. Havighurst and David C. McClelland who believed that person can "Change" with the inner potential on the condition such as the relation with mother, the relation of Ego and Super Ego or with the motivation. However the activities also were created on the idea of Organization's theory of Kurt Lewin's theory. Self-discipline will be created from in ones' mind and social surrounding.

Hence, the researcher designed the activities with playing games and situations that let the students explore and seek for what was the valuable and important of self-discipline in ODC model (WBL-SJAR). The respondents were learning by doing from group activities and learnt how to understand and participate with team members happily, creatively with fun.

This was the exemplary intervention which was designed and created to develop students' self-discipline in terms of responsibility, honesty, and civil mind in Mc Knight Club. So it can be applied and integrated to school's curriculums. It will be splendid that the teachers in Montfort College designed their lesson plans which integrated with the positive-basic OD processes. Hence, teachers not only taught the knowledge but also improved the students potentials in file of self-discipline who will be a good person or the " Rational Altruistic Person" in the future. They will be the hope of the future in our world.

The diagram showed how related with developing the positive-basic ODI's program for enhancing students' self-discipline in Montfort school which affected to organization change. So these models were recommended survival of Montfort students in long term and development of the school also. If Montfort school has had the good result on students' self-discipline, it will have affect to the core of business education that mean school will increase the market share from competitors. However if school has not taken the old property back , it will be dead.

### **5.3.1 Explanation of the Model**

According to figure 5.1, it was the model which the researcher used for enhancing the students' self-discipline in the positive-basic ODI's program. The model W-SJAR stands for Whole brain literacy, See, Judge, Act, and Reflection. WBL-SJAR

is the core of the enhance process of students' self-discipline.

WBL or whole brain literacy is the magical tool which can link or connect everything together for analysis before See, Judge, Act, and Reflection. It was the heart of the positive-basic ODI's program or ODC model.

S means "See", it was the first step in the process. Students collected every data or information and bring it to the front.

J means "Judge". After students had the detail of data or information, they would analyse with many tools such as fish bone or Ice berg. And finally they used the WBL to find the "Answer" for action.

A means "Action". When students had the answer and direction. They did it step by step according their brain by using technic of OD process such as AI. However they always used the whole brain especially the right brain to create positive thing in different way as Daniel H. Pink said in "A Whole new mind" or 6 senses.

R means "Reflection". It was the important step in the process. Every time after students did the action, They would be back for reflection in that action to analyze the effect and find the best way to move forward and if they see some fault, they would correct it. However this step also used WBL.

This cycle continues to spin for finding out what is the value of self-discipline. Stated in the beginning of each one and transferred to organization, society and the globe or world. However students always used the cycle of WBL-SJAR in every state such as self, organization, community, and globe.

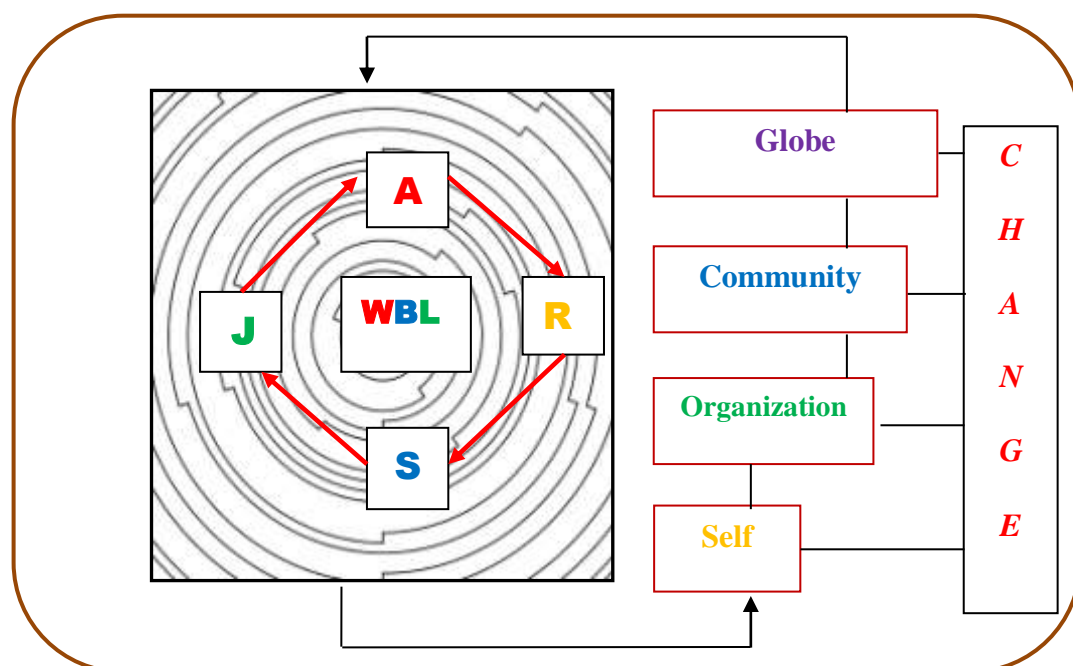


Figure 5.1 ODC model (WBL-SJAR)

### 5.3.2 How to improve Organization / Practice based on the results of the study

From the significant findings of this research study, the researcher proposed the positive ODI processes in order to continually improve the effectiveness of the entire organization. The recommendations would be not only for students in Mc Knight Club but also for further study. They were shown in table 5.5 as the following :

*Table 5.5*

*The recommendation in the area which need to continuing OD processes and implementations*

<b>Areas of Finding after ODI</b>	<b>Proposed ODI</b>	<b>Desired Result in the Future</b>
<p><b>1. School</b></p> <ul style="list-style-type: none"> <li>• Lacked of learning processes which integrated among self-discipline enhancing, class activities and school's curriculums.</li> <li>• Lacked of the professional instructors who leaded teachers and students to design the integration self-discipline 's activities clearly.</li> <li>• Student Affair always stick in school's rule not allow to founding the new rule or processes to enhance and stimulate the student's potential in self-discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Head of academic affair have to enhance teachers and support teachers know how to design integration learning and self-discipline activities in lesson plans by expert training course.</li> <li>• Head of student Affair have to find the new idea of organization management and try to enhance teacher and co-teachers to open mind for students' self-discipline by creating integration learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School provides integration learning programs to standard school's curriculums and lesson plans.</li> <li>• Student Affair have to use the positive different way for controlling students' self-discipline.</li> </ul>
<p><b>2. Teaching Styles</b></p> <ul style="list-style-type: none"> <li>• Lacked of practice skills, knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing to various and funny leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Montfort teachers able to design integration</li> </ul>

<p>various activities to enhance and provide students' performances in life skills such as leadership, discipline, moral etc.</p> <ul style="list-style-type: none"> <li>• Focused only knowledge effectiveness in classroom.</li> </ul>	<p>developing activities in classroom to motivate and inspire students' attentions that affects to increase of student's performances.</p> <ul style="list-style-type: none"> <li>• Provides and supports various lesson plans to make interesting activities in classroom such as assign students to complete the work by group outside class.</li> </ul>	<p>lesson plans which comprise of knowledge, life skills, and funny activities together. There are qualities and effective lesson plans which develop and fulfill students' potential in most of classrooms.</p>
<p><b>3. Students' self-discipline</b></p> <ul style="list-style-type: none"> <li>• Did not pay attention to participate the learning in classroom.</li> <li>• Lacked of experiences in self-discipline development training.</li> </ul>	<ul style="list-style-type: none"> <li>• Let students to know about the value of self-discipline in life and teacher try to enhance student by using integration activities during teaching.</li> <li>• Provides the activities which develop students' self-discipline variously such as leader camp, Montfort Hero camp etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have high self-command.</li> <li>• Students will have a "Rational Altruistic Person".</li> <li>• Students will be a good personality, learn by their own initiative with honesty.</li> <li>• Students will be a warm person who have happiness in their life by love and sharing with the other</li> </ul>

### **5.3.3 Recommendation for Future Research**

5.3.3.1 Study the collaboration among Board Administrator, teachers, parents, and students to improve students' self-discipline in terms of responsibility, honesty, and civil mind.

5.3.3.2 Apply the positive-basic OD processes with other areas in school field.

5.3.3.3 Suggest school to support and provide outside classroom activities for students to learn with direct experiences.

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## Appendices

### 1. Tsunami & Japanese boy 9 year old

EDITOR'S note: THIS letter, written by Vietnamese immigrant Ha Minh Thanh who works in Fukushima as a policeman to a friend in Vietnam, was posted on New America Media ( NAM ) on March 19. It is a testimony to the strength of the Japanese spirit, and an interesting slice of life near the epicentre of Japan 's crisis at the Fukushima nuclear power plant. It was translated by NAM editor Andrew Lam, author of "East Eats West: Writing in Two Hemispheres." Shanghai Daily condensed it.



Brother,

How are you and your family? These last few days, everything was in chaos. When I close my eyes, I see dead bodies. When I open my eyes, I also see dead bodies.

Each one of us must work 20 hours a day, yet I wish there were 48 hours in the day, so that we could continue helping and rescuing folks. We are without water and electricity, and food rations are near zero. We barely manage to move refugees before there are new orders to move them elsewhere.

I am currently in Fukushima , about 25 kilometres away from the nuclear power plant. I have so much to tell you that if I could write it all down, it would surely turn into a novel about human relationships and behaviours during times of crisis.

People here remain calm – their sense of dignity and proper behaviour are very good – so things aren't as bad as they could be. But given another week, I can't guarantee that things won't get to a point where we can no longer provide proper protection and order.

They are humans after all, and when hunger and thirst override dignity, well, they will do whatever they have to do. The government is trying to provide supplies by air, bringing in food and medicine, but it's like dropping a little salt into the ocean.

Brother, there was a really moving incident. It involves a little Japanese boy who taught an adult like me a lesson on how to behave like a human being.

Last night, I was sent to a little grammar school to help a charity organisation distribute food to the refugees. It was a long line that snaked this way and that and I saw a little boy around 9 years old. He was wearing a tee-shirt and a pair of shorts.



It was getting very cold and the boy was at the very end of the line. I was worried that by the time his turn came there wouldn't be any food left. So I spoke to him. He said he was at school when the earthquake happened. His father worked nearby and was driving to the school. The boy was on the third floor balcony when he saw the tsunami sweep his father's car away.

I asked him about his mother. He said his house is right by the beach and that his mother and little sister probably didn't make it. He turned his head and wiped his tears when I asked about his relatives.

The boy was shivering so I took off my police jacket and put it on him. That's when my bag of food ration fell out. I picked it up and gave it to him.

"When it comes to your turn, they might run out of food. So here's my portion. I already ate. Why don't you eat it?"

The boy took my food and bowed. I thought he would eat it right away, but he didn't. He took the bag of food, went up to where the line ended and put it where all the food was waiting to be distributed.

I was shocked. I asked him why he didn't eat it and instead added it to the food pile. He said, "Because I see a lot more people hungrier than I am. If I put it there, then they will distribute the food equally."

When I heard that I turned away so that people wouldn't see me cry.

A society that can produce a 9-year-old who understands the concept of sacrifice for the greater good must be a great society, a great people.

Well, a few lines to send you and your family my warm wishes. The hours of my shift have begun again.

Ha Minh Thanh

PS: When a country can produce a nine-year-old boy who can think like that and we, in this country, have a political party riven with adults who think nothing but corruption, theft, greed, rape, racism and exploitation, you can see how deeply troubled we are.

<http://dc-danai.com/archives/1429>

#### 1.1 Japan disaster Child volunteers

<http://www.youtube.com/watch?v=vhDn2DP2gTK>

#### 1.2 Thai TV3

[www.youtube.com/watch?v=Rk2B\\_wg3cVm](http://www.youtube.com/watch?v=Rk2B_wg3cVm)

## 2. The data result of students' self-discipline Pre-Post from questionnaire.

### 2.1 Experimental group or group A

Figure A1

#### T-Test เปรียบเทียบ ก่อน-หลัง

##### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 เฉลี่ย1	3.164516	31	.3790764	.0680841
1 เฉลี่ย11	3.777419	31	.2539156	.0456046
Pair 2 เฉลี่ย2	3.270968	31	.2900501	.0520945
2 เฉลี่ย22	3.870968	31	.1216376	.0218468
Pair 3 เฉลี่ย3	2.987097	31	.3989502	.0716536
3 เฉลี่ย33	3.654839	31	.2605618	.0467983
Pair 4 ก่อน123	3.140860	31	.2773832	.0498195
4 หลัง123	3.767742	31	.1722367	.0309346

##### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 เฉลี่ย1 & เฉลี่ย11	31	.587	.001
Pair 2 เฉลี่ย2 & เฉลี่ย22	31	.410	.022
Pair 3 เฉลี่ย3 & เฉลี่ย33	31	.623	.000
Pair 4 ก่อน123 & หลัง123	31	.543	.002

##### Paired Samples Test

	Paired Differences					t
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Pair 1 เฉลี่ย1 - เฉลี่ย11	-.612903	.3084822	.0554050	-.726055	-.499751	-11.062
Pair 2 เฉลี่ย2 - เฉลี่ย22	-.600000	.2645751	.0475191	-.697047	-.502953	-12.627
Pair 3 เฉลี่ย3 - เฉลี่ย33	-.667742	.3123962	.0561080	-.782330	-.553154	-11.901
Pair 4 ก่อน123 - หลัง123	-.626882	.2338755	.0420053	-.712668	-.541096	-14.924

##### Paired Samples Test

	df	Sig. (2-tailed)
Pair 1 เฉลี่ย1 - เฉลี่ย11	30	.000
Pair 2 เฉลี่ย2 - เฉลี่ย22	30	.000
Pair 3 เฉลี่ย3 - เฉลี่ย33	30	.000
Pair 4 ก่อน123 - หลัง123	30	.000

**T-Test**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	เข้าชั้นเรียน	3.6452	31	.55066	.09890
	เข้าชั้นเรียน	3.9032	31	.30054	.05398
Pair 2	ตรงเวลา	3.2903	31	.69251	.12438
	ตรงเวลา	3.8387	31	.37388	.06715
Pair 3	ตั้งใจ	3.0968	31	.65089	.11690
	ตั้งใจ	3.8065	31	.40161	.07213
Pair 4	แอบนอนหลับ	3.0968	31	.74632	.13404
	แอบนอนหลับ	3.8710	31	.34078	.06121
Pair 5	ติดตาม	2.8710	31	.49946	.08971
	ติดตาม	3.4839	31	.81121	.14570
Pair 6	ทำงานครบถ้วน	3.0645	31	.44238	.07945
	ทำงานครบถ้วน	3.8710	31	.34078	.06121
Pair 7	ทิ้งขยะ	3.3548	31	.66073	.11867
	ทิ้งขยะ	3.9032	31	.30054	.05398
Pair 8	ทำตามระเบียบ	3.4516	31	.62390	.11206
	ทำตามระเบียบ	3.8710	31	.34078	.06121
Pair 9	ใช้จ่ายเงิน	2.8387	31	.89803	.16129
	ใช้จ่ายเงิน	3.6129	31	.55842	.10029
Pair 10	ช่วยครอบครัว	2.9355	31	.85383	.15335
	ช่วยครอบครัว	3.6129	31	.55842	.10029
Pair 11	แอบดูคำตอบ	3.1613	31	.68784	.12354
	แอบดูคำตอบ	3.9677	31	.17961	.03226
Pair 12	ส่งคำตอบ	3.3548	31	.79785	.14330
	ส่งคำตอบ	3.9032	31	.30054	.05398
Pair 13	เอกสารเข้าสอบ	3.7419	31	.51431	.09237
	เอกสารเข้าสอบ	4.0000	31	.00000	.00000
Pair 14	จ้างเพื่อน	3.7419	31	.57548	.10336
	จ้างเพื่อน	3.9355	31	.24973	.04485
Pair 15	ของคนอื่น	3.9677	31	.17961	.03226
	ของคนอื่น	4.0000	31	.00000	.00000
Pair 16	ลอกการบ้าน	2.3871	31	.71542	.12849
	ลอกการบ้าน	3.7419	31	.44480	.07989
Pair 17	ให้เพื่อนลอก	2.4194	31	.71992	.12930
	ให้เพื่อนลอก	3.5161	31	.50800	.09124
Pair 18	พูดความจริง	3.3226	31	.54081	.09713
	พูดความจริง	3.8065	31	.54279	.09749
Pair 19	ยอมรับผิด	3.3226	31	.54081	.09713
	ยอมรับผิด	3.9355	31	.24973	.04485
Pair 20	เก็บของคืนเจ้าของ	3.2903	31	.90161	.16193
	เก็บของคืนเจ้าของ	3.9032	31	.30054	.05398
Pair 21	บริจาค	3.1935	31	.83344	.14969
	บริจาค	3.7419	31	.44480	.07989
Pair 22	ปิดไฟ แอร์	3.0645	31	.72735	.13064
	ปิดไฟ แอร์	3.7097	31	.46141	.08287

Figure A2-2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 23	ช่วยกิจกรรม	2.4516	31	.80989	.14546
	ช่วยกิจกรรม	3.3871	31	.49514	.08893
Pair 24	ช่วยเหลือผู้อื่น	2.5484	31	.88840	.15956
	ช่วยเหลือผู้อื่น	3.3871	31	.61522	.11050
Pair 25	ช่วยงานโรงเรียน	2.9677	31	.65746	.11808
	ช่วยงานโรงเรียน	3.7742	31	.42502	.07634
Pair 26	แบ่งปัน	3.2903	31	.73908	.13274
	แบ่งปัน	3.7097	31	.46141	.08287
Pair 27	ไม่เอาเปรียบ	3.2903	31	.58842	.10568
	ไม่เอาเปรียบ	3.8710	31	.34078	.06121
Pair 28	ส่วนรวม	3.0323	31	.65746	.11808
	ส่วนรวม	3.8387	31	.37388	.06715
Pair 29	อศินาย	2.4516	31	.76762	.13787
	อศินาย	3.2903	31	.52874	.09497
Pair 30	เข้าแถว	3.5806	31	.67202	.12070
	เข้าแถว	3.8387	31	.37388	.06715

2.2 Control group or group B

Figure B1

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Con Pre	2.4833	30	.39312	.07177
	Con Post	2.5833	30	.36867	.06731

	N	Correlation	Sig.
Pair 1 Con Pre & Con Post	30	.781	.000

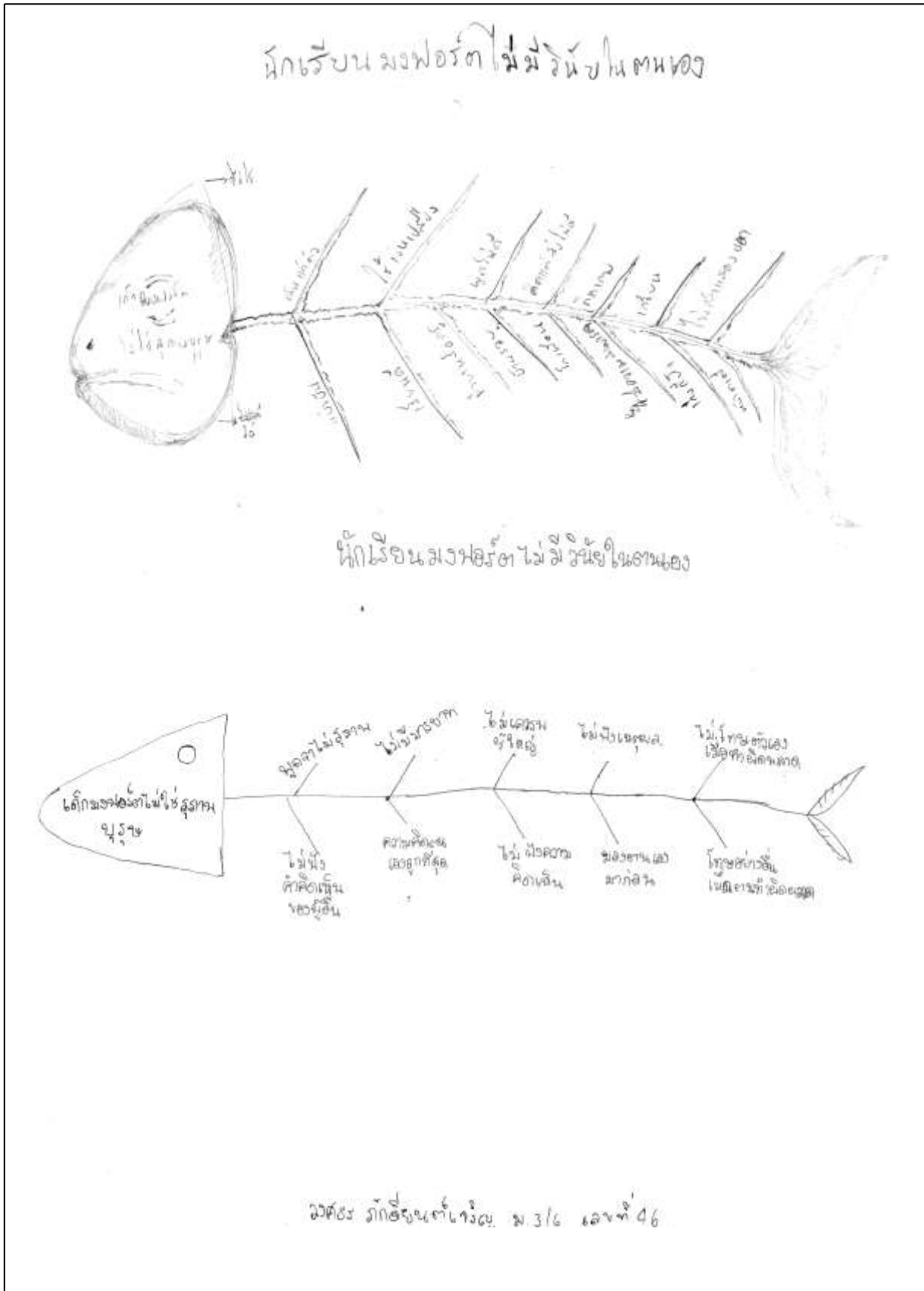
  

		Paired Differences				t	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
					Lower		Upper
Pair 1	Con Pre - Con Post	-.1000	.25325	.04624	-.1946	-.0054	-2.163

	df	Sig. (2-tailed)
Pair 1 Con Pre - Con Post	29	.039

3. The pictures of students in the positive-basic ODI program.











ผลการวิเคราะห์	ข้อที่ 1	ข้อที่ 2	ข้อที่ 3	ข้อที่ 4	ข้อที่ 5	ข้อที่ 6	ข้อที่ 7	ข้อที่ 8	ข้อที่ 9	ข้อที่ 10	ข้อที่ 11	ข้อที่ 12	ข้อที่ 13	ข้อที่ 14	ข้อที่ 15	ข้อที่ 16	ข้อที่ 17	ข้อที่ 18	ข้อที่ 19	ข้อที่ 20	ข้อที่ 21	ข้อที่ 22	ข้อที่ 23	ข้อที่ 24	ข้อที่ 25	ข้อที่ 26	ข้อที่ 27	ข้อที่ 28	ข้อที่ 29	ข้อที่ 30
จำนวนคน	30	30	29	28	29	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	29	29	29	29	29	29	29	29
คะแนนรวม	110	105	87	61	86	100	99	93	96	93	54	53	46	56	46	84	93	97	98	99	94	94	84	77	93	95	100	95	78	93
คะแนนต่ำสุด	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1	1	1
คะแนนสูงสุด	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
ค่าเฉลี่ย	3.67	3.50	3.00	2.18	2.97	3.33	3.30	3.10	3.20	3.10	1.80	1.77	1.53	1.87	1.53	2.80	3.10	3.23	3.27	3.30	3.13	3.13	2.90	2.66	3.21	3.28	3.45	3.28	2.69	3.21
ส่วนเบี่ยงเบนมาตรฐาน	0.66	0.51	0.65	0.90	0.78	0.66	0.70	0.66	0.61	0.80	0.81	0.90	0.94	1.04	0.82	0.96	0.88	0.68	0.69	0.79	0.78	0.68	0.90	0.94	0.82	0.75	0.57	0.75	1.00	0.94
C.V.(%)	18.02	14.53	21.82	41.53	26.25	19.83	21.28	21.35	19.07	25.90	44.73	50.81	61.12	55.80	53.43	34.33	28.54	21.00	21.17	24.07	24.77	21.75	31.08	35.27	25.52	22.93	16.60	22.93	37.32	29.32
แปลผล	มากที่สุด	มาก	มาก	น้อย	มาก	มาก	มาก	มาก	มาก	มาก	น้อย	น้อย	น้อย	น้อย	น้อย	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก	มาก

วิเคราะห์คุณภาพเครื่องมือ	ข้อที่ 1	ข้อที่ 2	ข้อที่ 3	ข้อที่ 4	ข้อที่ 5	ข้อที่ 6	ข้อที่ 7	ข้อที่ 8	ข้อที่ 9	ข้อที่ 10	ข้อที่ 11	ข้อที่ 12	ข้อที่ 13	ข้อที่ 14	ข้อที่ 15	ข้อที่ 16	ข้อที่ 17	ข้อที่ 18	ข้อที่ 19	ข้อที่ 20	ข้อที่ 21	ข้อที่ 22	ข้อที่ 23	ข้อที่ 24	ข้อที่ 25	ข้อที่ 26	ข้อที่ 27	ข้อที่ 28	ข้อที่ 29	ข้อที่ 30	
ค่าอำนาจจำแนก	0.37	0.06	0.01	0.19	0.62	0.19	0.45	0.63	0.53	0.25	0.43	0.37	0.38	0.40	0.36	0.23	0.50	0.14	0.57	0.47	0.39	0.44	0.67	0.60	0.65	0.77	0.25	0.51	0.71	0.31	
Sig	0.04	0.75	0.94	0.33	0.00	0.30	0.01	0.00	0.00	0.18	0.02	0.05	0.04	0.03	0.05	0.21	0.01	0.46	0.00	0.01	0.03	0.02	0.00	0.00	0.00	0.00	0.20	0.00	0.00	0.10	
แปลผล	yes	no	no	no	yes	no	yes	yes	yes	no	yes	yes	yes	yes	yes	no	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	no
ค่าความเชื่อมั่นมีค่าเท่ากับ 0.9046	<p>หมายเหตุ: ค่าอำนาจจำแนกแบบ Item Total Correlation และค่าความเชื่อมั่นแบบสัมประสิทธิ์แอลฟา</p>																														

#### 4. The results of the analysis questionnaire





