



## The Evaluation of Life and Career Skills Development Project According to the Royal Charter Educational of Ban Pongpuey School, Bueng Kan Primary Education Area Office

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**Abstract:** - *From the context of Ban Pongpuey School as an educational opportunity expansion school, it must create and provide opportunities for all learners to acquire knowledge and skills in life subjects, to live in society through practical experience, to plan, and to make appropriate career choices. with yourself. Therefore, the researcher has conducted an assessment of the project for developing life and occupational skills according to the Ban Pongpuey School's guidelines for education to use the research results as a guideline for the development of education management, (1) To assess the life and occupation skills development project according to the Royal Charter of Education of Ban Pongpuey School, context appropriateness. (2) To assess the project to develop life skills and occupations according to the Royal Charter of Education of Ban Pongpuey School, the readiness of inputs. (3) To assess the project to develop life skills and careers according to the educational path of the Ban Pongpuey School, and the suitability of the process. (4) To assess the project to develop life skills and occupations according to the Royal Charter of Education of Ban Pongpuey School, the productivity and expansion of the project. All of which apply to the CIPPIest Model. The target audience used in the assessment is Ban Pongpuey School stakeholders: Group 1 in the academic year 2020 consisted of 1,142 teachers, students, parents of students, and basic education committees. The second group in the 2021 academic year consists of 1,024 teachers, students, parents, and basic education committees, including 2,166 two-year academic years. Acquired by Purposive Sampling. The research process is divided into 3 phases: Phase 1: Pre-project evaluation by applying the contextual and input CIPPIest Model assessment model. Phase 2 Assessment during project implementation by applying the CIPPIest Model process evaluation model. Phase 3: Post-assessment is carried out by applying the CIPPIest Model evaluation model for productivity and scalability. There are ten assessment tools including The assessment form a 5-level estimation scale of 4 editions. Four semi-structured interview forms, and a student behavior observation form. And one student behavior test form. For all instruments, content validity was between 0.60-1.00 and confidence was between 0.85-0.97. Qualitative data analysis by content analysis and quantitative data analysis using frequency distribution statistics, percentage mean, and standard deviation. The results showed that (1) Contextual assessment found that the overall average for the academic year 2020 was at a high level, and the academic year 2021 had the highest mean. (2) The process evaluation found that the overall average for the 2020 academic year was at a high level, the academic year 2021 had the highest average. (3) The productivity and extension assessment found that the overall average for the 2020 academic year was at a high level, the academic year 2021 had the highest average.*

**Keywords:** Project Assessment; Life and Career Skills; Educational Royal Charter; CIPPIest Model Assessment Model

### Introduction

The Ministry of Education has adopted the Royal Patronage of Education to formulate a vision, mission, and strategy for the 3 years 2020-2022 that weights the use of external opportunities to mitigate internal weaknesses, which focuses on the creation of a management system that allows flexibility in working with various sectors related to education. Especially, the provincial and regional levels to be able to achieve the vision set that “The Ministry of Education has set up a system for learners to have knowledge, skills, have the right attitude towards the country, have a solid foundation of life, have morals Work is a professional and strong citizen”. This is for the Ministry of Education's supervisory agency to implement policies to raise the quality of educational management by the Office of the Basic Education Commission. Therefore, there is a policy for educational institutions under the jurisdiction to have a strong student support system for students to receive care, support, protection, and protection in



all dimensions in a complete, appropriate, thorough, and timely manner both academic and life experiences can lead a career and live in society happily and safely (Office of the Basic Education Commission (2021: 1).

Ban Pongpuey School is a school expanding educational opportunities under the office of Bueng Kan Primary Educational Service Area. There are 7 villages in the school's service area, consisting of 1) Ban Huai Kok Tong 2) Ban Pong Puea 3) Ban Sam Samran 4) Ban Non-Si Thong 5) Ban Nong Bua Ban 6) Ban Huai Sam Yot Thewakul and 7) Ban Nong Takai. Most of the parents were engaged in rubber plantation and general labor to measure the abilities and interests of students divided into 3 groups: (1) Academic interest group (2) Professional interest groups and (3) Sports group. Both the problem of living that most students have different lifestyles is that parents spend their time working at night, leaving the learners to sleep alone, Therefore, life problems arise due to the use of living judgment when facing or dealing with problems that arise in life. The effectiveness of the present society requires skills in adapting to the environment that will prepare learners to think creatively, have the knowledge and be able to adapt to life.

From the context of a school that is an educational opportunity extension school, it must create and provide opportunities for all learners to acquire knowledge and skills in life subjects, to live in society through practical experience, and to plan and decide on a career that is appropriate for them. Self in terms of learning skills to do. Therefore, I would like to bring the Royal Majesty's approach to education as the main idea and goal of developing life skills and careers for learners to become people in the new era who are knowledgeable about change, good people, and smart people who design their lives happily. Therefore, BanPongpueySchool's Life and Career Skills Development Project has been continuously established with activities throughout the academic year 2020-2021 to formulate activities for cultivating and developing life and career skills according to the Royal Charter of Education. Consistent with the research of Kamyos, W.(2021:10) that found that the results of the evaluation of the project of ethical development according to the Royal Patronage of Education of Ban Thung Community School (In Mee Pat) in terms of productivity, efficacy 1, had an attitude that Correct for the country, the Academic Year 2019 overall, Academic Year 2019, Overall Academic Year 2020, Overall Average is at a high level, Area 2 has a stable base of life - Morality, Academic Year 2019, overall is at a high level and Academic Year 2020 Overall Average Level 3 Employment-Occupation Academic Year 2019 Overall Average Academic Year 2020 Overall Average Level 4 Good Citizenship Academic year 2019 overall average is the high and Academic year 2020 overall average is high. It is also consistent with research by Promnara, K., Ekphet, C., & Jaroensuk, N. (2021:10) that the results of the 21st Century Life Skills and Occupational Skills Test. And applying the theory of sufficiency economy to use in daily life Overall, the students scored 60% higher after training than before training.

The implementation of the project needs to be assessed to reflect the effectiveness and efficiency of the project to provide information for planning, improving the results and developing the implementation to be effective and for the best benefit of teachers in management. Learning effectively as well as benefiting students is the most important goal in the development and implementation of educational activities. For this assessment, the researcher applied the CIPPIest Model assessment (Stufflebeam, Gulickson and Wingate, 2002: 66; Stufflebeam and Shinkfield, 2007: 327; Buosonte, R., 2013: 23-24) is an assessment model that encompasses all elements of a rational and systematic assessment of a project, not focusing on a specific point of analysis, but rather on a continuous, informative assessment model to use the assessment results to be used as information in planning and improving operations, as well as developing into the school's policy further

### Research objectives

1. To assess the project to develop life skills and occupations according to the Royal Charter of Education of Ban Pongpuey School, context appropriateness.
2. To assess the project to develop life skills and occupations according to the Royal Charter of Education of Ban Pongpuey School, the readiness of import factors.

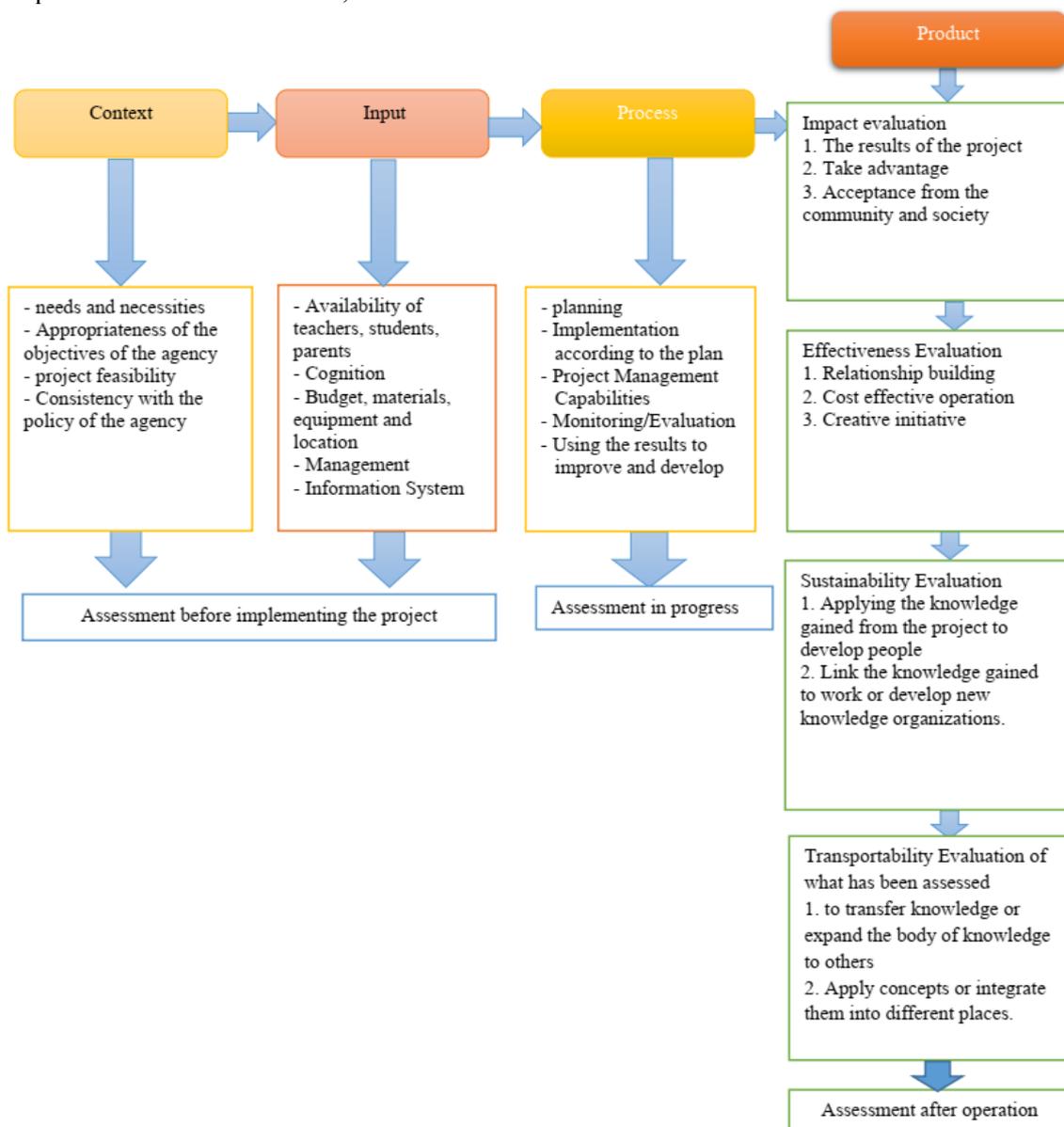


3. To assess the project to develop life skills and occupations according to the educational path of Ban Pongpuey School, the suitability of the process

4. To assess the project of development of life and occupational skills according to the educational path of the Ban Pongpuey School, in terms of productivity and scalability of the project by applying the CIPPIest Model assessment model.

### Research conceptual Framework

The study of Evaluation of the Life and Career Skills Development Project According to the Royal Charter Education of Ban Pongpuey School, Bueng Kan Primary Education Area Office, had a conceptual framework as follows;



**Figure 1:** Conceptual framework for assessing life and occupational skills development project according to the royal charter of education at Ban Pongpuey School



## Methodology

This research has divided the process into 3 steps as follows:

### ***Step 1 Determining the framework for the assessment of life and career skills development projects according to the Ban Pongpuey School's Guidelines for Education, Academic Year 2020***

1.1 The researcher conducted the December 2019 Teachers Council meeting to analyze the project to assess the environment and preliminary factors. The aim was to decide the project objectives, to check the appropriateness of the project planning, and the feasibility of the project to be adopted. To implement the quality of the project as well as to examine the likelihood that the project will achieve its goals to address the problems of life skills and careers of students, the Ban Pongpuey School Life and Career Development Program has been developed. The scope of the project analysis consisted of three areas: 1) the suitability of the project to be assessed to analyze the problems and necessity of the project, the feasibility study for the project implementation, the readiness of the project management, the readiness of the resource support, especially the financial feasibility People, materials and management. 2) Analysis of return from project implementation. And 3) Study and anticipate the benefits or consequences of implementing the project both at the start of the project and during the project implementation.

1.2 The researcher conducted a meeting in January 2020 to explain the implementation of the Ban Pongpuey School's Education Development Project following the Royal Patronage of the Academic Year 2020 to the teachers together. Analyze and synthesize the assessment framework of the Ban Pongpuey School's Life and Career Skills Development Programme, using the CIPPIest Model for the academic year 2020. (Stufflebeam, Gulickson and Wingate, 2002: 66; Stufflebeam and Shinkfield, 2007: 327; Buosonte, R., 2013: 23-24)

1.3 The researcher brought the project assessment framework for life skills development and occupation according to the Royal Patronage of Education of the Ban Pongpuey School, Academic Year 2020, to 5 experts to determine the IOC values, having a consistency index between 0.60 – 1.00 and carried out together with 3 teachers responsible for the project.

1.4 Researcher and faculty have planned to implement the tool, the number of 10 issues, bring the tool to the experts to check the content accuracy, the consistency index is between 0.60 - 1.00, and improve according to the advice of experts. Bring the tool to trial with schools to expand educational opportunities. 30 people under the Bueng Kan Primary Educational Service Area Office received the confidence of all tools between 0.85 - 0.97. The tool was then used to collect data and determine the assessment into 3 phases: Phase 1, Pre-Project Assessment, Phase 2, In-Project Assessment, and Phase 3, Post-Project Assessment.

### ***Step 2 Assessment of Life Skills and Occupation Development Projects according to the Royal Charter of Thailand Ban Pongpuey School Education Academic Year 2020***

2.1 The researcher and the teachers responsible for the project meeting explain the project objectives to all teachers and make a statement delegating the tasks of the activities to all teachers.

2.2 Teachers in charge of planning activities prepare materials and implement activities according to the specified time frame and coordinate assigning all teachers to participate in activities throughout the academic year 2020.

2.3. The researcher defines the method of conducting the assessment into 3 phases as follows; Phase I Pre-Implementation Assessment Contextual Assessment and Input Assessment Program 2020 by May 2020. Phase 2: On-going assessment of the Academic Year 2020 Process Assessment Program by June 2020–February 2021. Phase 3 Assessment after implementation of the 2020 Academic Year Assessment Program by February–March 2021.

### ***Step 3 Assessment of the Ban Pongpuey School's Life and Career Skills Development Programme, Academic Year 2021***

3.1 The researcher, the teacher in charge of the project, has improved additional activities and increased the budget material for the implementation of the project to develop life skills and careers according to the Ban Pongpuey School Education Guidelines for the academic year 2021 and assigned them to the responsible teachers. Implementation of 8 projects throughout the academic year 2021



3.2 The investigator and two research assistants conducted the project assessment according to the same assessment framework and assessment tools as in step 2 throughout the 2021 academic year.

3.3 Use the data collected by the tools throughout the academic year 2021 to analyze the data and summarize the results to present the results of the data analysis of the academic year 2020 and the academic year 2021.

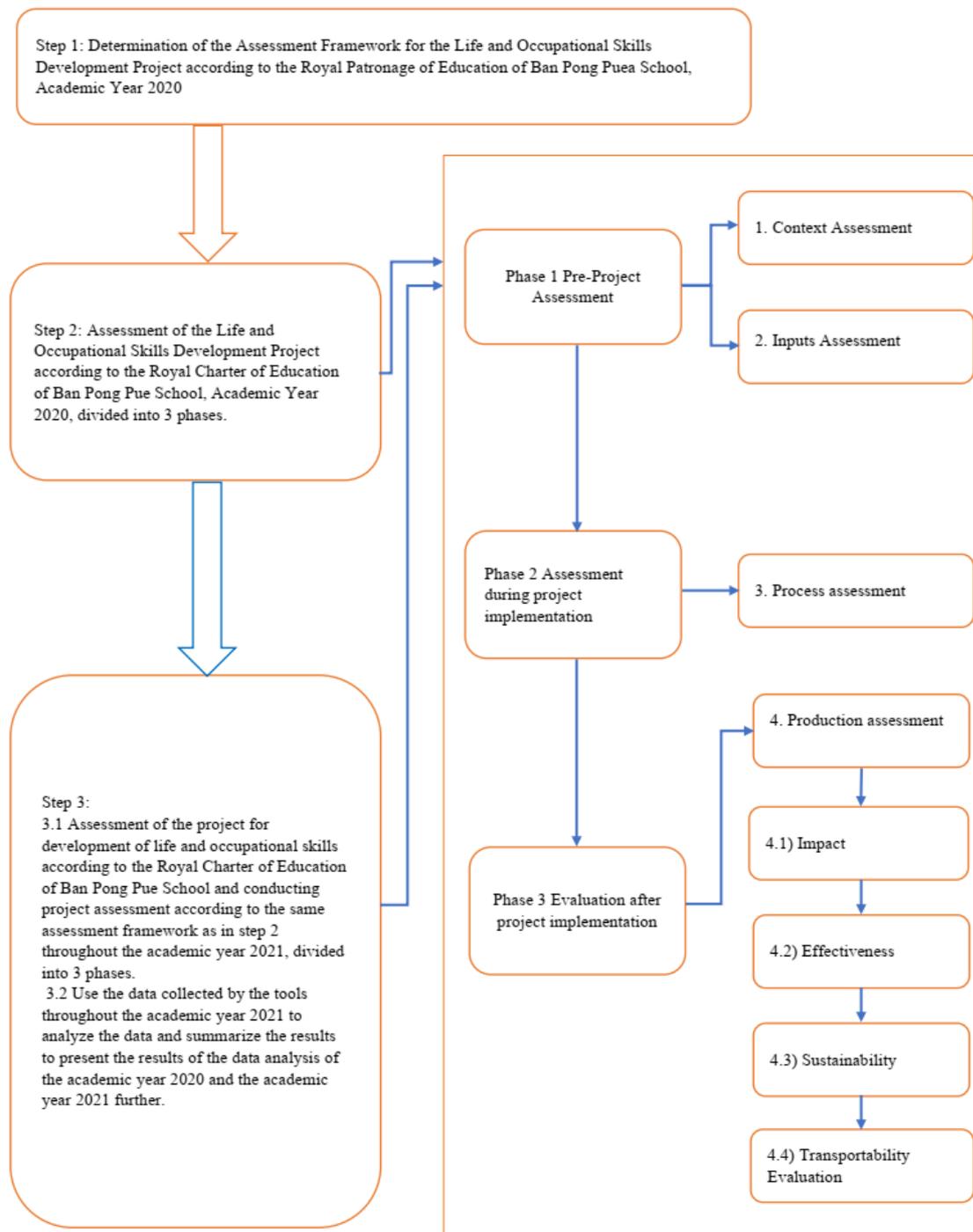


Figure 2: Research Process



## Results

Therefore, the researcher would like to present a summary of the data analysis results as follows:

### 1. Project evaluation results in all aspects

Tables 1: means, standard deviations, and the level of assessment results of the Life and Career Skills Development Project according to the Ban Pongpuey School's Guidelines on Education by applying the CIPPIest Model in all aspects.

Assessment item	The academic year 2020			The academic year 2021		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
<i>Phase 1 Assessment results before implementing the project on imports</i>						
Context	4.12	0.44	High	4.58	0.50	Highest
Import factor	4.08	0.71	High	4.44	0.50	Highest
Total average	<b>4.10</b>	<b>0.58</b>	High	<b>4.51</b>	<b>0.50</b>	Highest
<i>Phase 2 Assessment results during the process of project implementation</i>						
Process	4.49	0.11	High	4.76	0.43	Highest
Total average	<b>4.49</b>	<b>0.11</b>	High	<b>4.76</b>	<b>0.43</b>	Highest
<i>Phase 3 evaluation results after implementing the productivity project</i>						
Effect	4.18	0.45	High	4.89	0.32	Highest
Effectiveness	4.31	0.09	High	4.64	0.22	Highest
Sustainability	4.21	0.22	High	4.54	0.28	Highest
Transportability	4.18	0.24	High	4.64	0.25	Highest
Total average	<b>4.22</b>	<b>0.25</b>	High	<b>4.63</b>	<b>0.27</b>	Highest
Average on all sides	<b>4.27</b>	<b>0.31</b>	High	<b>4.63</b>	<b>0.40</b>	Highest

From the table, it was found that the overall assessment results in the 2020 academic year were at a high level ( $\bar{X} = 4.27$ ). The aspect with the highest mean was that the process side had a high mean ( $\bar{X} = 4.49$ , followed by the efficacy aspect with a high average level. ( $\bar{X} = 4.31$ ), The aspect with the lowest average was that the inputs had a high average. ( $\bar{X} = 4.08$ ). The 2021 academic year has the highest average level. ( $\bar{X} = 4.63$ ). The aspect with the highest mean was the impact side with the highest mean. ( $\bar{X} = 4.89$ ) followed by the process aspect with a high average level. ( $\bar{X} = 4.76$ ) The aspect with the lowest average was that the inputs had a high average. ( $\bar{X} = 4.44$ ) Therefore, it is considered that it has passed the assessment criteria.

**2. Results of Phase 1 Assessment Pre-implementation of Ban Pongpuey School's Life and Career Skills Development Project by applying the CIPPIest Model Assessment Model on Context and Input Factors, Academic Year 2020–2021 Separated conclusions.** It is divided into 2 aspects as follows:

2.1 Context found: The overall assessment results in the 2020 academic year were at a high level, considering each item, it was found that the item with the highest average was that the school formulated policies, programs, and activities appropriate to prepare. For the development of life and occupational skills according to the Royal Charter of Education, the average was at the highest level, the lowest mean was that the school determined volunteer activities suitable for the age of the students and Actually, the average was at a high level, the academic year 2021 overall was at the highest average when considering each item, it was found that the item with the highest average was that the school formulated policies, programs, and activities appropriately in The level of preparation for life and career skills development according to the Royal Charter of Education was at the highest average, while the lowest mean was that the school set the age-appropriate democratic activities in schools. of students and can practice with a high average level, so it is considered to pass the assessment criteria.



2.2 The inputs found: The overall assessment results in the 2020 academic year were at a high level, considering each item, it was found that the item with the highest average was the school providing a variety of learning resources to support skill development. The students' lives and occupations were averaged at a high level, with the lowest average being that the school allocated enough materials and equipment for implementing the project moderately averaged, and the academic year 2021 overall had a value. The average was at a high level, considering each item the highest mean was that the school provided a flexible curriculum according to the needs and interests of the students had the highest mean, the average was high. At the highest level, the item with the lowest mean is that the school arranges laboratories, equipment, and activity materials that are suitable and sufficient for students with a high average level, so it is considered to pass the assessment criteria.

**3. The results of the Phase 2 assessment, the in-process assessment, showed that the overall assessment results in the 2020 academic year were at a high level,** when considering each item, it was found that the item with the highest mean was the teacher. Prepare media content and equipment appropriate for the project activities, morality, creativity, and good citizens for students to practice with the highest average level, the lowest average is that teachers recruit speakers from outside. Appropriateness for training to enhance knowledge and experience for students was at a high level, the academic year 2021 overall was at the highest average, when considering each item, it was found that the item with the highest mean was the teacher. Prepare media content and equipment appropriate for the project activities, morality, creativity, and good citizens for students to practice with the highest average level, the lowest average is that teachers recruit speakers from outside. Appropriateness for training to enhance knowledge and experience for students is of a high average level, therefore it is considered to pass the assessment criteria.

#### **4. Results of Phase 3 evaluation, post-operation assessment, productivity, and Transportability**

4.1 Impact consists of 4 aspects: (1) Executives: In the academic year 2020, each item with the highest mean was executives overseeing, monitoring, and evaluating activities with a high level of enthusiasm, with the lowest mean being executives. Inspired opinions on other project activities have a high average, in the academic year 2021, each item found that the highest mean is that executives provide more opportunities for all parties to participate. Executive supervisors. Monitor and evaluate activities with enthusiasm and managers have a clear project assessment model with the highest average level, with the lowest average being the management sparked opinions on the implementation of project activities. Others were averaged at the highest level. (2) Teachers: In the academic year 2020, each item with the highest mean was that teachers were interested in and enthusiastic about student life skills development activities and had a high average, the item with the lowest mean was Teachers evaluated and participated in the improvement of students' activities and practice had a high average, Academic Year 2021 for each item, it was found that the item with the highest mean was the teacher's commitment and attention to the activities seriously. The average was at the highest level, and the item with the lowest mean was that teachers were at the highest average level for teachers' interest and enthusiasm for activities in the development of life and professional skills. (3) Students: In the academic year 2020, for each item, it was found that the item with the highest average was that students performed activities both inside and outside school, and students who persuaded others to participate in the activities had a high average, items with a mean. The lowest was that students were interested in participating in activities with a high average level, the academic year 2021 in each item found that the item with the highest mean was that students performed activities both inside and outside the school and students were proud and confident. The average level of activity happiness was at the highest level, the lowest mean was that the students were less interested in participating in the activities and the students persuaded others to participate in the activities were at the highest level. And (4) Parents: In the academic year 2020, in each item, it was found that the item with the highest mean was that the parents cooperated in evaluating students' behavior had a high mean, and the item with the lowest mean was those who Parents ready to support continuity and sustainability were at a high level, the academic year 2021 in each item found that the highest mean was that parents were ready to support continuity and sustainability. The mean was at the highest level, and the lowest mean was the parents who cooperated in evaluating the student's behavior with the highest mean, so it was considered to pass the assessment criteria.



#### 4.2 Effectiveness is divided into 4 areas as follows:

4.2.1 The first aspect was the correct attitude towards the country in the academic year 2020. The overall average was at a high level, when considering each item, it was found that the item with the highest mean was that the students participated in democratic activities both in the classroom and in the extracurriculars. The average was at the highest level, the item with the lowest mean was that the students listened to others' opinions had a good leadership-follower with a high average, the Academic Year 2021 overall average was in At the highest level when considering item-by-item, it was found that the item with the highest average was that the students expressing pride and gratitude towards the monarchy had the highest average, the item with a low average. At most, the students who participated in religious activities that they respect had a high average level and therefore passed the assessment criteria.

4.2.2 The second aspect had a stable life foundation - morality for the 2020 academic year. The overall average was at a high level, when considering each item, it was found that the item with the highest average was that the students who had completed their homework had an average of The most, and the item with the lowest mean was that the students had polite manners and spoke sweetly with a high average, the academic year 2021 overall had the highest average, it was found that The highest mean was students who knew how to spend and save money consistently with the highest average level, the lowest mean was that students chose activities that made their parents feel comfortable and happy. Students were focused on studying and working. Successful students dare to take responsibility for their actions and students make decisions and choose useful work with a high average level and therefore pass the assessment criteria.

4.2.3 The third aspect, Employed-Occupational, Academic Year 2020 overall had a high average level, when considered individually, it was found that the item with the highest mean was that the students performed the activities with interest and accomplished and the students were able to lead the practice. Both in-curricular and extracurricular training to daily practice was at a high average, the lowest average was that students responsible for completing tasks had a high average, Academic Year 2021 pictures Overall, the average was at the highest level, when considering item-by-item, it was found that the item with the highest mean was that the student's commitment to learning in various occupations had the highest mean, the item valued The lowest average was that students were able to bring both curricular and extracurricular training into their daily practice.

4.2.4 The fourth aspect is being a good citizen in the academic year 2020. Overall, the average is at a high level, considering the item with the highest average, the students volunteered to work for others with voluntary physical and intellectual strength. The average is at the highest level, and the item with the lowest mean is that students persuade and advise others to follow local customs and cultures at a high level, the academic year 2021 overall is at a high level. At most, when considering item-by-case, it was found that the item with the highest mean was that the students volunteered to perform service when willingly had the highest mean, and the item with the lowest mean was that the students knew how to share. Property and other things that help solve problems or create happiness for others are average at a high level, so it is considered to pass the evaluation criteria.

4.3 Academic Year 2020 Sustainability The overall average was at a high level, considering the item with the highest mean, the school reported activities at least once per academic year with the stakeholders having an average. At the highest level, the item with the lowest average was that the teacher responsible for monthly improvement and correction activities every semester had a high average, the academic year 2021 overall had the highest average when considered individually. It was found that the problem with the highest mean was that the school organized activities continuously on the calendar throughout the school year. Teachers in charge of projects/activities were ready to cooperate with project implementation to lead to success. Teachers in charge of improvement and correction activities. Monthly activities every semester, project participants can continually develop ideas and knowledge gained from the project and students' interest in participating in the activities tends to increase with the highest average level. The lowest mean was teachers who were responsible for project/activity assessment activities every semester and academic year and teachers were able to



develop innovations based on prototype innovations. At a high level, it is considered to pass the assessment criteria.

4.4 The transmission for the 2020 academic year overall has a high average, when considering each item, it was found that the item with the highest average was the school publicizing the project to parents and the school building a network of life skills development. And occupation with the community was at a high average, the lowest mean was that the school building network of life skills development and career with other schools had a high average, the academic year 2021 overall. The mean was at the highest level, when considering item-by-item, it was found that teachers who participated in the knowledge-sharing project who had developed and exchanged knowledge with other teachers in the form of a professional community had an average. At the highest level, the item with the lowest average is that the school publicizes the project to parents with a high average level, so it is considered to pass the assessment criteria.

### New knowledge

This research was synthesized as the new knowledge as follows;

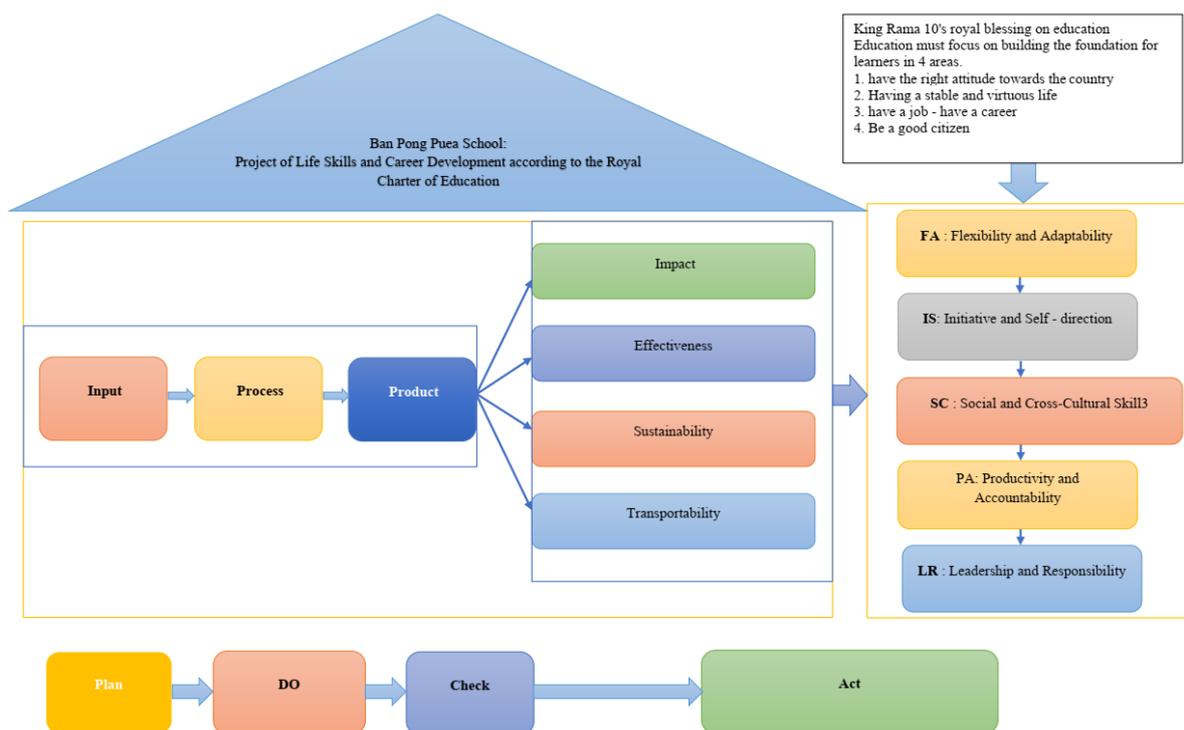


Figure 3 New knowledge

By adopting the CIPPIest Model Academic Year 2020 assessment model to assess the project within the school, it is effective to develop students' life skills in a school context, expanding educational opportunities by expecting students to gain knowledge and experience in both areas. Academic and life subjects can have a career and live in society happily and safely under the Royal Patronage of Education. Education must aim to build the foundations for learners in 4 areas which are: 1) having the right attitude towards the country, 2) having a stable and virtuous basis of life, 3) having a job and a career, and 4) being a good citizen, so teachers must be alert and prepared to manage to learn. To prepare students with the skills for living in a driven world through the implementation of project-based activities that integrate life and career skills. It has five components: 1) resilience and adaptability, 2) self-initiation



and leadership, 3) social skills and cultural differences, 4) productivity and accountability, and 5) leadership. and responsibility is a component of the project's activity-based learning design.

## Discussion

1. The overall assessment results in the academic year 2020 were at a high average level. The lowest mean was the input aspect, having a high average for the academic year 2021. The overall average was at the highest level. Down is the process side has the highest average, and the lowest mean is the input side has a high average. Consistent with the research of Promnara, K., Ekphet, C., & Jaroensuk, N. (2021:173), we have studied the project assessment on occupational skills management and life skills in the 21st century at Ban Chalong School under the district office. A primary school study in Phuket found that 1) the overall project context assessment was at a high level 2) the overall project input assessment was at a high level 3) the assessment of The overall project process was appropriate at the highest level, and 4) the project's productivity assessment resulted in the assessment of the 21st-century vocational skills test and the application of the sufficiency economy theory in the project. daily life, Overall, the students got 60.00 percent higher scores after training than before training, overall satisfaction with the project was at a high level, And when compared to the judging criteria, it is considered to have passed all 4 criteria. Projects on occupational skills and life skills in the 21st century should be carried out at Baan Chalong School under the Phuket Provincial Primary Education Service Area Office. And also Taewpho, I.(2020:132) assessed the project: The King's Science Project to develop a learning center according to the philosophy of Sufficiency Economy of Wat Rai Khing School (Soonthorn Uthit). Overall, it was at a high level when Considering each aspect, it was found that it was at a high level in all aspects. The arithmetic mean was ranked from highest to lowest as follows: context, process, input, and output.

2. Results of Phase 1 Assessment Pre-implementation of BanPongpueySchool's Life and Career Skills Development Project by applying the CIPPIest Model Assessment Model on Context and Input Factors, Academic Year 2020–2021 Separated conclusions. It is divided into 2 aspects as follows:

2.1 Context: It was found that the overall assessment results in the 2020 academic year were at a high average level. Considering each item, it was found that the item with the highest average was that the school formulated policies, programs, and activities appropriate to prepare for Life and occupational skills development according to the Royal Charter of Education was averaged at the highest level. The lowest mean was that the school set the volunteer service activities appropriate to the age of the students and was able to perform. The average was at a moderate level for the academic year 2021. The overall average was at the highest level when considering each item. It was found that the item with the highest mean was that the school formulated policies, programs, and activities appropriate to prepare. To develop life skills and careers according to the Royal Charter of Education, the average is at the highest level. The lowest mean is that the school determines democratic activities in schools that are appropriate for the age of the students and can be implemented. Actually, there is a high-level average. Consistent with the research of Srimahawaro, K. (2014:95-100), a study of the assessment of the Family Participation Project in Bringing the Philosophy of Sufficiency Economy at Ban Sra Bua School found that the overall assessment was at a high level in each aspect. In terms of the overall environment, the assessment results were appropriate at a high level, for the input factors, the assessment results were at a high level, the process results were assessed at a high level, and the results of the test results were mostly at a good level. The understanding of the sufficiency economy was at a high level and the satisfaction with the project was at a high level. As for the impact, it had a positive impact on students, teachers and parents, and the community at a high level. The effectiveness was at a high level and the knowledge transfer aspect of the project was at a high level. And also under Phuakpiboon, T.(2019:96) assessed the project “Bee. Learn to save” of Mathayomsuksa 5 students at Kabinwittaya School and found that the context aspect of the assessment results of the school administrators and teachers found that they were consistent at the highest level, in order of average score from highest to lowest, the top 3 were the project objectives consistent with the educational policy,



project objectives consistent with the current situation, and the implementation of each activity was consistent.

2.2 Input Factors: It was found that the overall assessment results in the 2020 academic year were at a high level. Considering each item, it was found that the item with the highest average was the school providing a variety of learning resources to support life skills development. And the students' occupations were averaged at a high level. The lowest mean was that the school allocated enough materials, equipment, and tools used in the implementation of the project at a moderate level in the academic year 2021. The overall value was The average was at a high level when considering each item, it was found that the highest mean was the school providing a flexible curriculum according to the needs and interests of the students, with the highest average, followed by the school. Prepare appropriate courses, focusing on life skills development activities and careers according to the Royal Charter of Education both inside and outside the classroom with the highest average level. suitable and sufficient for students with a high average level. Consistent with the research of Jongkong, K.(2014:107) that evaluated activities based on the Sufficiency Economy Philosophy of Mae Sai Prasit School, Office of the Secondary Education Service Area 36, found that the assessment of activities according to the Sufficiency Economy Philosophy of Mae Sai School The efficiency of the Secondary Education Service Area Office 36 in terms of overall import factors was at a high level. And Phuakpiboon, T. (2019:99) found that in the input aspect, the assessment results of educational institution administrators and teachers were found to be adequate and appropriate at the highest level. Adequate and appropriate at a high level, in order of average score from highest to lowest, the top 3 are the duration of the project is appropriate, the number of personnel who operate the project is suitable enough for the project, the location used for the project is appropriate, the teacher in charge of project activities has appropriate and sufficient knowledge, interests, and abilities, and project management is appropriate.

3. The results of the Phase 2 assessment, the in-process assessment, showed that the overall assessment results in the 2020 academic year were at a high level when considering each item. The media content and equipment were prepared appropriately for the activities of the Good Citizen Project for the students to actually practice. The average was at the highest level. Knowledge and experience for students were at a high level in the academic year 2021. Overall, the average was at the highest level when considering each item. It was found that teachers provided content, media and equipment appropriate for the activities. The moral project to create good citizens for students to actually practice has a high average. The lowest average is teachers recruiting qualified external speakers to train and enhance knowledge and experience for valuable students as average at a high level. Consistent with the research of Sereewatana, W.(2012:209), it was found that the implementation of the School Development Policy towards International Standards was at a high level and the teaching and learning that were comparable to the international standards were at a high level. and should be able to exchange management knowledge both domestically and internationally. Phuakpiboon, T. (2019:99) Process (Process) The assessment results of the school administrators and teachers were found to be appropriate and effective at a high level. The student assessment results were at the highest level and the results The assessment of parents of students was at a high level, in order of average scores from highest to lowest, the top 3 were the activities that received cooperation from the relevant personnel, there was a meeting to plan the work of the operating committee, the students participated in Teacher activities have learning activities of the project focusing on students' skills in all aspects of measuring and evaluating learning management, implementing the learning management plan at every step and supervising the project implementation. under the prescribed procedures at every stage. Srimahawaro, K. (2014: 114) assessed the project of Family Joining in the Sufficiency Economy Philosophy of Ban Sra Bua School, the process evaluation results were at a high level.

#### 4. Results of Phase 3 evaluation, post-operation assessment, productivity, and Transportability

4.1 Impact consists of 4 aspects: (1) Executives: In the academic year 2020, each item with the highest mean was that the managers supervised, monitored, and assessed their activities with high averages. The opinions that sparked opinions on the implementation of other project activities were averaged at a high level in the academic year 2021. In each case, it was found that the highest mean



was that the executives had more opportunities for all parties to participate. The activity was monitored and evaluated with enthusiasm and managers obtained a clear project assessment model with the highest average level. Thus, the average is at the highest level. (2) Teachers: In the academic year 2020, each item with the highest mean was that teachers were interested in and actively engaged in student life and professional skills development activities had a high average. Assessment and co-editing students' activities and actions were averaged at a high level for the academic year 2021. In each item, it was found that the item with the highest mean was the teacher's commitment and attention to the activities average. At the highest level, with the lowest mean, teachers were at the highest mean for teachers' interest and enthusiasm for activities in the development of life and career skills. (3) Students: In the academic year 2020, for each item, the highest mean scores were found that students engaged in activities both inside and outside school, and students persuaded others to take part in the activities were at a high level with a low mean. Most of the students were interested in participating in activities with a high average for the academic year 2021. In each item, the item with the highest mean was that students performed activities both inside and outside school and students were proud and happy in school. The average of the activities was at the highest level, the lowest mean was that the students were less interested in participating in the activities and the students who persuaded others to participate in the activities were at the highest mean. (4) Parents: In the academic year 2020, in each item, it was found that the items with the highest mean were parents who cooperated in evaluating student behavior with a high average, while the lowest mean was parents. Ready to support continuity and sustainability has an average of a high level in the academic year 2021. In each case, it was found that the problem with the highest mean was that parents were ready to support continuity and sustainability was valuable. The mean was at the highest level. The lowest mean was that parents cooperated in evaluating student behavior with the highest mean.

This research was corresponding to the research of Wittaya, P. (2014:97-100) has evaluated the pilot special classroom project at Chaturaphak Phiman Ratchadaphisek School, CIPPMODEL. The results showed that the product (Product) effect occurred with the project participants in terms of characteristics and abilities. according to the objectives of the project, the appropriateness is at a high level. And also in line with the research of Suksawat, S. (2017:124-129), has studied the assessment of the project of activities to enhance the self-sufficiency characteristics of students according to the guidelines for applying the Sufficiency Economy Philosophy to educational management in schools. The assessment results revealed that the assessment of students' self-sufficiency character-enhancing activities under the overall Sufficiency Economy Philosophy and the contextual steps in terms of production process factors was at a high level. The implementation of the Sufficiency Economy Philosophy in the educational management of the Ministry of Education requires that Kirimaspittayakom School operates so that the school has strictly implemented every step of the process, including using the principle of participation of the school committee, the parents' student network at all stages. The ongoing process, both joint meetings and direct participation in activities with schools, demonstrates such an approach that can be implemented effectively and efficiently.

4.2 Effectiveness is divided into 4 areas as follows:

***The first aspect was the right attitude towards the country:*** in the 2020 academic year, the overall average was at a high level. When considering each item, it was found that the item with the highest mean was that the students participated in democratic activities both in the classroom and in extracurriculars. The lowest mean was for students who listened to others' opinions, had good leadership followers, and had a high average for the academic year 2021, the overall average was at the highest level. When considered item by item, it was found that the highest average was the students expressing pride and gratitude for the monarchy at the highest level. Students participating in their religious activities had a high average. Consistent with the research of Kamyos, W.(2021:10), it was found that the items with the highest mean were ranked as follows: students were proud of the national anthem and explained the meaning of the national anthem. Families according to ability and students who accepted the opinions of others had good leadership followers respectively, and in the Academic Year 2020, the overall average was at a high level. In order of following, students assisted in family activities



according to their abilities, followed by students who listened to the opinions of others and had good leadership followers. And also following Lamjai, P.(2014:25) summed up that the conduct and deeds of the supreme good person are instilled in the good character of the people, as well as the right mindset of the person who deserves such things to bring prosperity to oneself and others in general.

**The second aspect had a solid foundation in life - morality:** In the academic year 2020, the overall average was at a high level when considering each item. The item with the lowest mean was that the students had good manners, politeness, and pleasant speaking with a high mean for the academic year 2021. Overall, the average was at the highest level when considering each item. The highest average was among students who knew how to spend and save money consistently, with the highest average. The lowest mean was for students who chose activities that made their parents happy and focused on studying and completing their work. There was a high average of courage, taking responsibility for their own actions and making decisions, and choosing useful work. Consistent with research by Kamyos, W.(2021:10), it was found that the items with the highest averages were ranked as follows: students pay respects to their parents before going to and from school, followed by students who work hard to complete their homework, and students take responsibility. Teacher assignments, students obey their parents' instruction, and students are responsible for teacher assignments respectively, and in the academic year 2020, the overall average was at a high level when considering each item. In order of importance, students pay homage to their parents before going to and from school, and students help their friends and teachers when they have the opportunity to submit assignments on time. Consistent with the concepts and principles of the Ministry of Education(2017:40), morality is a stimulant for a sense of responsibility, a sense of inner peace, and behavior that must be cultivated to occur and be appropriate to the need. In Thai society, for the society to achieve order, beauty, peace, happiness, love, harmony, warmth, stability, and security in life.

**The third aspect Employed-Occupational:** Academic Year 2020 The overall average was at a very high level. Considering each item, it was found that the item with the highest mean was that students performed activities with interest and accomplished, and students were able to lead the practice. Both curriculum and extracurricular training to daily practice were averaged at a high level. The lowest mean was that students responsible for completing tasks had an average of a high level. Study 2021 overall had the highest mean. When considered individually, the item with the highest mean was that students had the highest average level of commitment to learning in different occupations. With the lowest average, students were able to bring both curricular and extracurricular training into their daily practice at a high level. Consistent with research by Kamyos, W.(2021:10), it was found that the items with the highest averages were as follows: students performed activities with interest and success, followed by students who were committed to learning in their careers. Performed with careful effort and happiness respectively and in the academic year 2020, the overall average was at a high level. When considering each item, the items with the highest mean were ranked as follows: students performed activities with interest and success followed by That is, students act with careful and happy effort, students have goals and interests in various careers, and students are responsible for completing tasks. And Chansawang, U.(2016) studied and promoted the morality and ethics of students of Ban Yan Ta Khao School in the academic year 2016 found that all aspects of desirable characteristics were at the highest level. When considering each aspect, it was found that the well-being and well-being activities according to the Sufficiency Economy Philosophy were at the highest level.

**The fourth aspect was being a good citizen:** in the academic year 2020. The overall average was at a high level. Considering each item, it was found that the item with the highest average was that students volunteered to work for others with voluntary physical and intellectual strength. The mean is at the highest level, with the lowest mean, and students persuading and recommending others to follow local customs and cultures are at a high mean for the academic year 2021. The overall average is at a high level. When considered on an item-by-case basis, it was found that the highest mean was that the students who volunteered for service when willingly had the opportunity had the highest mean. Property and others and help solve problems or make others happy are average at a high level. Consistent with research by Kamyos, W. (2021:10), it was found that the items with the highest averages were ranked



as follows: students dressed with respect and gratitude towards their benefactors, followed by students volunteering for service. When there is a willing opportunity and students know how to share belongings and other things and help solve problems or make others happy respectively and the 2020 academic year overall, the overall average is high when considered on a case-by-case basis. that the items with the highest averages are as follows: Students dress appropriately and have respect and gratitude for their patrons. Students are willing and able to help with the affairs of the school, community, and society. Students know how to share property and other things and help solve problems. or create happiness for others. And Noonraksa, W. (2013) assessed the project to develop morality, ethics, ethics and desirable characteristics of students at Wat Deem Chao School (Attaprachanukroh), Surat Thani Elementary Education Service Area Office, District 2, found that the results of the project implementation on productivity. On a large scale, students developed frugal and savings behaviors, benevolence, generosity, sacrifice, discipline, responsibility, honesty, diligence and patience, gratitude, and Thainess.

4.3 Academic Year 2020 Sustainability The overall average was at a high level. When considering the item with the highest mean, the school reported its activities at least once per school year to the stakeholders. The highest level with the lowest average was that the teachers responsible for monthly improvement and correction activities every semester had a high average for the academic year 2021. Overall, the average was at the highest level. When considering item-by-item, it was found that the item with the highest average was that the school organized activities continuously under the calendar throughout the school year, and the teachers in charge of the project/activity were ready to cooperate with the project to lead to further success. Activities for improvement and correction of activities every month, every semester, project participants can continuously develop ideas and knowledge gained from the project and students' interest in participating in the activities tends to increase with a high average. The lowest average was that teachers who were responsible for project/activity assessment activities every semester and school year and teachers who were able to develop innovations based on prototype innovations were at a high level. Consistent with research by Changbun, K. (2017) the results of the project to promote morality and ethics of students at Khun Yuam Wittaya School, Khun Yuam District, Mae Hong Son Province found that the performance was assessed both before the activity, during the activity and after the activity with a variety of monitoring tools. It was found that the school monitored the project by the head of each activity to report and present to the administrators by using the follow-up supervision form and meeting to summarize the results of project activities and improvement. The school uses the results of project assessments before, during, and after activities to analyze what needs to be developed and what needs to be improved for the best benefit of students. Consistent with research by Wittaya, P. (2014) Assessed the pilot special classroom project at Chaturaphak Phiman Ratchadamphisek School, CIPMODEL. The results showed that the results of the project participants in terms of characteristics and abilities according to the project objectives were appropriate at a high level. Concerning the self-sufficient pilot special classroom project, there was a high level of opinions about project management, and the information obtained would be useful to those involved in improving project management and other activities to be more efficient. More power, more shots. And in the academic year 2020, it was found that the item with the highest average was the teacher responsible for the activities to improve and correct the activities every month, every semester, the teacher responsible for the project/activity assessment activities every semester, and the school year, and the school administrators supervised, monitored and evaluated weekly and monthly. Every semester and every academic year, the school has brainstormed ideas on the preparation of inputs such as providing more modern materials, materials, and learning resources and developing teachers to have skills and processes for various activities. Active learning activities

4.4. The transmission for the academic year 2020 overall was at a high level. When considering each item, it was found that the items with the highest average were schools promoting parental awareness programs and schools building life skills development networks. and occupation with the community had a high average. The lowest average was that the school building network for life skills development and career with other schools had a high average for the academic year 2021.



The overall value was The average at the highest level when considering each item. It was found that the item with the highest mean was the teachers who participated in the project to share the knowledge they developed with other teachers in the form of a professional community. The average was at the highest level and the lowest mean was that the school public relations program for parents was at high level. It was consistent with Kamyos, W. (2021:17) found that in the academic year 2019-2020, the overall average for both academic years was at a high level. Considering each item, it was found that the schools published their results on the school's website, followed by the school assessment program, building a network of ethics and moral development. Together with the community and the school to publicize the project for parents to know, the school disseminates the results on the school's website, the school creates a network of moral and ethical development with the community, which may be due to public relations activities and sharing. Learned with the network including the level of the Jun 1 school group, the level of the educational area, and the prefecture level, and the network was planned at the affiliation level. And is also consistent with the concept of Wongwanich, S. (2015: 78) said that assessment is a growing science that enables effective planning and helps improve customer service (students) because the assessment of activities and transfer through networking and public relations enable projects. Get an analysis of every part of the project, any data or problem factors will be revised, reviewed, analyzed, and updated.

## Recommendation

### 1. Project evaluation results recommendation

1.1 From this study, the opinions of the people who answered the questionnaire and the results of the Ban Pongpuey School Life Skills and Career Development Program according to the Royal Charter of Education of Ban Pongpuey School can be utilized in planning the implementation to be effective, clearly practicable, and serve as the basis for informing the school. performance to improve and develop the project further.

1.2 The research results and driving guidelines should be applied from the evaluation of the model area development project, and the development of life skills and careers according to the royal charter of education in the area of Bueng Kan Province to develop or extend in other areas, and other.

### 2. Further research recommendation

2.1 Other projects should be assessed by applying the CIPPIest assessment model. Model to obtain complete information and use the results to plan, improve and develop the school project management process to be appropriate and effective.

2.2 There should be a study of best practices (Best Practices) of participating schools to bring such processes to exchange knowledge to gain knowledge in the implementation of various projects to improve the efficiency of the implementation system accordingly. Plan to develop an action plan for an educational institution

2.3 Projects should be assessed using other assessment models to obtain relevant information. Various for use in the development of project implementation to be more efficient and effective.

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