

Full Length Research Paper

Developing public mind curriculum for lower secondary school classes using contemplative education methods

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The purposes of this study were to develop a public mind curriculum with Contemplative Education and to study the effect of using the curriculum to enhance public minds. The study was carried out using the research and development process, consisting of three phases: investigating fundamental data, developing a curriculum, and evaluating the results after using the developed curriculum. The sample group was made up of 26 students studying in Grade 8. The statistics used in the data analysis were percentage, mean, standard deviation, and one-way repeated measure ANOVA. The results of this research found that: 1) the developed curriculum is composed of four components, namely i) purpose, ii) learning content, iii) learning management, and iv) measurement and evaluation. The learning management of the developed curriculum was based on contemplative education, consisting of five processes and three steps and 2) the findings after using the curriculum were that students who studied using the developed curriculum had higher public mind towards family, school, and society from measuring four times at the .05 level of significance. Additionally, students were satisfied with the developed curriculum and learning management at a high level.

Key words: Contemplative education, public minds, public minds curriculum, public minds behavior.

INTRODUCTION

The concept of public minds refers to the pattern of meanings and the system of feelings, desires and aspirations established in the codes, rules and symbols embedded in the objective structures of social, economic, historical and political life. Subjectively, it is the set of assumptions, convictions, beliefs and values that ground the shared sense of social existence of the multitudinous groups that constitute a given social order (Lichtman, 2013). A further explanation can be incorporated from the Kohlberg's stage theory of moral development. Kohlberg positions three periods of development in the moral domain: the preconventional, conventional and the

postconventional. Each of Kohlberg's three periods is subdivided into two stages comprises of six stages of moral development. The Preconventional period (Moral Stages 1 and 2) begins in early childhood and extends through elementary school. The conventional period (Moral Stages 3 and 4) begins at the onset of post – elementary education and extends across the life-span of all but a small portion of the population. The post-conventional period (Moral Stages 5 and 6) begins sometime after adolescence. However, Colby and Kohlberg (1987) observed that postconventional thinking and action appear fully after early adulthood. The

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conventional stage is characterized by maintaining the expectations of the individual's family, group, or nation and it is perceived as valuable in its own right, regardless of immediate consequences. The attitude is of conformity to personal expectations and social order, and also of loyalty to maintaining, supporting and justifying order. The contemplative curriculum is deeply embedded in the conventional period of Kohlberg's theory in that the learning activities are focused on the development of the students' public mind. That is a problem faced by the Thai students in the lower secondary school who do not have enough learning skills on public mind to support themselves (Kohlberg, 1973). Moreover, due to the serious socioeconomic problems that have plagued the country in recent times, the relevance of the contemplative curriculum was inevitable. There was an urgent need for students in the lower secondary education level to be equipped with the contemplative curriculum to create more awareness and preparedness for the changing society.

Contemplative Education must include the study of the students' perceptions in order to enhance and develop conscious awareness. Developing students progress by means of various techniques. These techniques being, based on individual aptitude, and emphasize on students creativity and free expression.

As the public mind curriculum unrest of the 1960s called both government and businesses to a higher level of accountability, their communication functions responded with the creation of more open, ethical, and socially responsible forms of public mind relations. The function of issues management (Chase, 1977) began to advise executives on ethically responsible policy decisions, and symmetrical public mind relations (Grunig and Hunt, 1984) began to incorporate the desires of the public for more fair and balanced decision making the 3-s' self-public mind for family, school, and social public to students' behaviors, and students and teachers' satisfactions were investigated. Although researches (Bivins, 1989; Pratt and Rentner, 1989) showed that scant attention was given to ethics in major public relations textbooks before this time, the last decade has shown an improvement. This interesting design to the civil-mindedness curriculum frameworks in teaching and discussing public mind relations student's her/himself; family, parent, and school to ethics are good news, especially for new practitioners so that they do not inadvertently limit their prospects for promotion. As newer data (discussed below) reveals, this promotion's research options may be constrained for practitioners who do not know public mind or feel prepared to advice on ethical dilemmas.

In 'the Investigation of Asking Public Mind', Barton (2015) pointed out the deficiency of simply asking students 'public mind' they did something, and developed the idea of accounting models to guide a much more

extensive series of questions about reasons for action. A similar problem arises when students are asked 'public mind' about social phenomena like unemployment, poverty, inflation, or social community riots. A review of research asking students for their explanations of social problems shows that open-ended responses are rarely probed to elicit the whole 'the public mind curriculum framework model' which the respondent has in mind; that students' perceptions from research instrument questions tend to offer limited choices, and not to explore the possibility of 'enhancing behaviors' to develop students' achieving effects; and that there is a tendency to classify answers into their satisfactions toward their class of dichotomies rather than explore the public's ideas about specific public mind for social problems. Particular problems arise in studying elite belief systems since these are likely to be more elaborate than the public's. Content analysis of student's group discussions and media offer one avenue for studying this group.

The development of secondary students' public mind is too necessary and important because one of the factors of student or learner resources for national development to be prosperous in aspect, it is indispensable to develop students' needs and fundamental data for supporting a new curriculum to develop and enhance learning and teaching processes with the cooperative education and Contemplative Educational teaching plans whereas potentiality in aligned with inculcation of virtue and morality for students of the local secondary school country would then be of good quality and ethics, the basis from process of efficient socialization through social institutions including the family institute, educational institute, or religious institute. The development of public mind Curriculum Frameworks can be performed in concrete as well as sustainable form. With community participation in decision making as well as development, the community would feel that they are owners, and there is a partnership. This technique would be the way leading to sustainable development. Participation of all parties involved in the development of the public mind of the secondary learner or student. This study approach has not yet seen much emphasis improvement and development of secondary students to need for having the 3-public minds to change of their behaviors of their learning achievements on Thai's educational system.

The research purposes

1. To investigate fundamental data in developing a curriculum to enhance public mind based on contemplative education.
2. To develop a curriculum which enhances public mind for lower secondary school students based on contemplative education.
3. To evaluate the results after using the developed

curriculum.

METHODOLOGY

Participants

The samples were twenty six (26) students studying in a secondary educational class at Grade level 8 in Srinagarindra, the Princess Mother School Roi-Et, patronage of Her Royal Highness Maha Chakri Sirindhorn School, which is a public secondary school. The twenty six students were 14 years old, both girls and boys (53.84 and 46.15 percent respectively). Twenty-six students were assigned into the experimental group. They were selected by cluster random sampling technique. The families of the twenty six students were mostly from the middle class.

Procedure

The research was conducted through a methodology and development process, divided into 3 phases as follows:

Phase 1: the demographic data were studied including 2 steps as follows:

Step 1, the Contextual Study was administered by surveying the problem with 200 people composed of 111 males, 89 females and stakeholders (parents 70, school committee 15, local authorities 15, school administrative staff 4, teachers 16, students 80). The academic credentials of 122 were undergraduates, bachelor degree holders were 48, post bachelor degree holders 30. The results from the sampled number brought about the need for student development in the educational management.

Step 2, the rationale as well as theoretical approach and related research literature were studied including the Thai Basic Education Curriculum, Public Mind, Contemplative Education, and curriculum development in order to determine the objective and conceptual framework in the Curriculum Development.

Phase 2: the Curriculum Development including 2 steps are as follows:

Step 1, the Curriculum was outlined based on objective and conceptual framework in curriculum development. The curriculum document, the instrument for measurement and evaluation as well as data collection were established and evaluated by the experts and are as follows: α coefficient by Cronbach reliability 0.852, discrimination above 0.20 was deduced from 30 items. They were improved and revised according to recommendations before trying it out.

Step 2, the Curriculum Development was to improve the curriculum which was validated and improved its quality, and tried out in order to study the feasibility of the curriculum. Results were obtained from various sources such as classroom records, summary from observation forms, summary from the student's diary, evaluation on the contemplative performance of the students, summary opinion from the researcher's evaluation while implementing the curriculum. The curriculum was improved thereafter.

Phase 3: the curriculum used was studied. It was to study the curriculum which was improved and revised for implementation with samples in order to study the curriculum use in real situation by evaluating the students' Public Mind Behavior towards family, school, and society as well as to study the students' satisfaction on

curriculum and learning management by implementation according to the following steps:

The Learning Management Plan was established with the participants. The activities for society and public utility or IS3 based on school curriculum of universal standard were performed for 1 semester, 18 weeks, 1 h each week, total of 18 h. One Shot Repeated measures experimental design was administered as follows:

$$R_{ex} = O_1 X_1 O_2 X_2 O_3 X_3 O_4$$

R_{ex} referred to the samples were randomly assigned into the experimental group.

O_1 referred to the Public Mind was evaluated before learning.

X_1 referred to the Learning Management based on curriculum, was performed during week 1-6.

O_2 referred to the Public Mind was evaluated during week 6.

X_2 referred to the Learning Management based on curriculum, was performed during week 7-12.

O_3 referred to the Public Mind was evaluated during week 12.

X_3 referred to the Learning Management based on curriculum, was performed during week 13-18.

O_4 referred to the Public Mind was evaluated after learning.

The background of curriculum, objective, learning process, and measurement and evaluation were performed with the participants. The students' public mind behavior towards their family, school, and society, was evaluated before learning in curriculum. The learning was provided during the hour of activities for society and public utility or IS3 based on school curriculum of universal standard, were performed for 1 semester, 18 weeks, 1 h each week as follows:

During learning in every hour, the researcher developed students' awareness periodically by inculcating the approach of public minds, and association of public minds and different things based on Contemplative Education. Because according to the study, it was found that the continuously repetitive telling or action would make the students think about public mind behavior normally. In addition, the students recorded their opinion in their diary (Table 1).

The researcher recorded the findings of the learning management as well as classroom climate, and observed the students activity participation. The researcher observed the students' public mind in classroom during learning management, and recorded in the students' Public Mind Behavioral Observation. After the learning management in Week 6, 12, and 18, the students responded to the students Public Mind Evaluation Form during Session 2, 3, and 4. Then, the students were evaluated by their classmates. Later on, they were evaluated by teachers and parents outside their classroom. The students' classmates, teachers, and parents had to be the same person who evaluated before learning in the program. During learning in Week 18, the students reflected their opinion from participation in public mind activity for society, and from learning in program for developing the lower secondary school students' public mind based on Contemplative Education, from all of 3 learning units. At the end of the learning, the students presented their opinions on public mind thinking and behavior through oral presentation by exchanging opinions within themselves. The students observed that the classroom activities were very interesting, yet they think that some of the principles taught in class were unrealistic in their daily lives. They equally observed that learning from the contemplative process built up a more independent approach in thinking, making decisions and exchanging ideas with their peer groups other than the traditional curriculum whereby they listen and answer questions to test their understanding on the subject matter. Furthermore, they found out that, they could better integrate their knowledge from their classroom to their communities.

Data were analyzed from the Public Mind Behavioral Observation

Table 1. The learning unit and learning management based on contemplative education.

Learning Unit	Hour	Learning substance/activity	Learning Management based on contemplative education
1. Public mind for family	1	Inculcation	There were 3 steps in each hour of learning management as follows: Preparation Step: Awareness Creation, Openness and Readiness for Perceptions in different things.
	2	Human's Value	
	3	Wrong Thought	
	4	My Family	
	5	Life Goal	
	6	Public Mind Activity for Family	
2. Public mind for school	7	My Friend	Learning Step: Consciousness in deep listening or Dialogue by using the cause and effect principle or practicing in Public Mind Activity.
	8	My Teacher	
	9	My School	
	10	Good things needed to do.	
	11-12	Public Mind Activity for School	
3. Public mind for society	13	When people and world were changed.	Conclusion Step: Reflection of thought, belief, and changes in oneself from learning.
	14	Good people of Society	
	15-17	Public Mind Activity for Society	
	18	Adjust oneself and adapt oneself by Public Mind.	

which was obtained by all 4 sessions of data collection by using one way repeated measure ANOVA in order to study the effect of curriculum usage from students' Public Mind Behavior, from self-assessment, peer evaluation, teacher evaluation, and parent evaluation. All 3 aspects of data analysis were presented including 1) public mind for family, 2) public mind for school, and 3) public mind for society. The evaluative findings of students' public mind behavior before learning during Week 6, Week 12, and after learning according to the program, were compared. The students' satisfaction on curriculum and the learning management based on Contemplative Education were measured and evaluated.

Instruments

The researcher developed the following instruments to help realize a proper evaluation on the student's changing behavior on public mind. These instruments were tested and approved by the experts earlier mentioned in the procedure above.

1. The Questionnaire of Problem and Need for Student Development.
2. The Learning Management Record.
3. The student's Diary.
4. The Public Mind Behavioral Observation.
5. The Public Mind Behavioral Evaluation from self-assessment, peer evaluation, teacher evaluation, and parent evaluation.
6. The students' satisfaction on curriculum and the learning management.

Data Collection

For research implementation, the researcher provided the learning management and collected data by herself as follows:

The quantitative data consisted of a questionnaire asking the

problem and need for student Development, the Quality Assessment Form of expert, the Public Mind Behavioral Observation, the Public Mind Behavioral Assessment including the students self-assessment, peer evaluation, teacher evaluation, and parent evaluation, and the students' satisfaction on curriculum and the learning management. At the end of the evaluation, the researcher came out with a satisfactory scale ranging from 1-5 of which 1 indicates the least satisfaction, 2 indicates fairly satisfied, 3 indicates satisfied, 4 indicates more satisfied, and 5 indicates the most satisfied. Thereafter, the average was calculated from the scale as follows from 1.00 - 1.50, = least satisfied, 1.51-2.50=fairly satisfied, 2.51 - 3.50 = satisfied, 3.51 -4.50 = more satisfied, 4.51-5.00 = the most satisfied. The researcher's evaluation conclusions were derived from four different groups of evaluators; the students assessed themselves by using the public mind behavioral evaluation form, the peer were randomly selected and they used the peer evaluation form, six teachers teaching in the same grade evaluated using the teacher's evaluation form, parent's evaluated using the parent's evaluation form. The evaluation was carried out in four phases. The first phase before learning; the second phase after six weeks of studies; the third phase after twelve weeks studies; and finally the fourth phase after the end of the studies.

The qualitative data consisted of the learning management record, the students' diary, and the Public Mind Behavioral Observation. The content was classified by specified issues such as the opinion of the students from the classroom activities, the benefit to the students from the activities and finally the suggestions from the students. On the part of the researcher, the results from the public mind behavioral observation records were used.

RESULTS

The basic information from the survey of problem and need for curriculum development, found that the problem

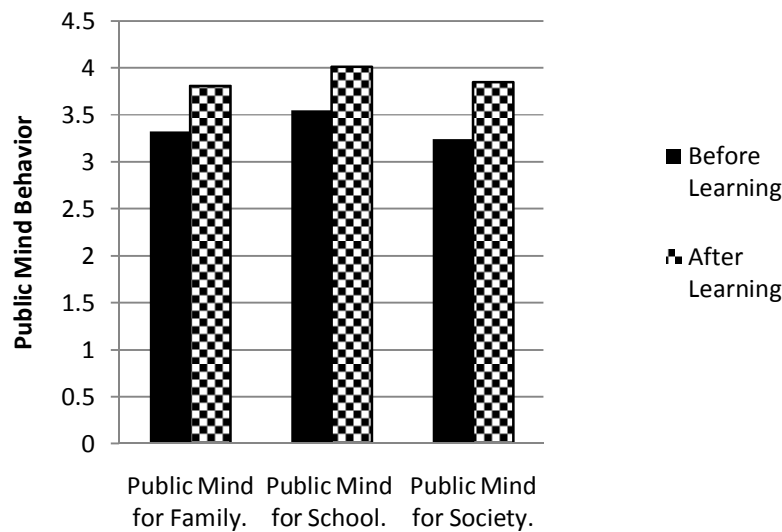


Figure 1. The Chart of Public Mind Behavior before learning and after learning of the curriculum use.

Table 2. The mean and standard deviation of students' public mind behavior.

Public Mind Behavior	The Mean of Students' Public Mind Behavior							
	Before Learning		Week 6		Week 12		After Learning	
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>
1. Public Mind for Family.	3.32	0.50	3.57	0.46	3.72	0.49	3.81	0.52
2. Public Mind for School.	3.55	0.50	3.59	0.45	3.94	0.49	4.01	0.49
3. Public Mind for Society.	3.24	0.46	3.36	0.49	3.45	0.50	3.85	0.51
Average	3.37	0.49	3.51	0.47	3.70	0.49	3.89	0.51

of current Thai society was caused by the people in society lacked good awareness for 25%. The students' desirable characteristic needed to be developed, included "the Learning Oriented," for 18.11%, and "the Public Mind," for 17.41%.

The developed curriculum consisted of 4 factors including: 1) the objective, 2) the learning substance, 3) the learning management, and 4) the measurement and evaluation. The curriculum provided the learning management based on Contemplative Education consisted of 5 processes including: (1) Perceptions from different things, (2) Deep listening, (3) Dialogue, (4) Practice, and (5) Reflection. There were 3 Steps of the learning management including: the Preparation step, the Learning step, and the Conclusion step.

The findings of curriculum use, public mind behavior before learning and after learning are shown in Figure 1. The findings of curriculum use, in overall, are shown in Table 2 and Figure 2.

The findings of curriculum usage are classified into

each aspect as follows: The students' public mind behavior for family from 4 sessions of measurement was significantly higher at .05 level as shown in Figure 3, Tables 3 and 4.

The students' public mind behavior for school from 4 sessions of measurement was significantly higher at .05 level as shown in Tables 5 and 6 and Figure 4.

The students' public mind behavior from 4 sessions of measurement at .05 level are shown in Tables 7 and 8 and Figure 5.

The students had satisfaction on curriculum and learning management in "High" level (\bar{X} =4.37 *SD* = 0.47) as shown in Table 9 and Figure 6.

DISCUSSIONS AND CONCLUSION

The findings for developing a public mind curriculum on lower secondary level public school classes with the contemplative education methods could be concluded as

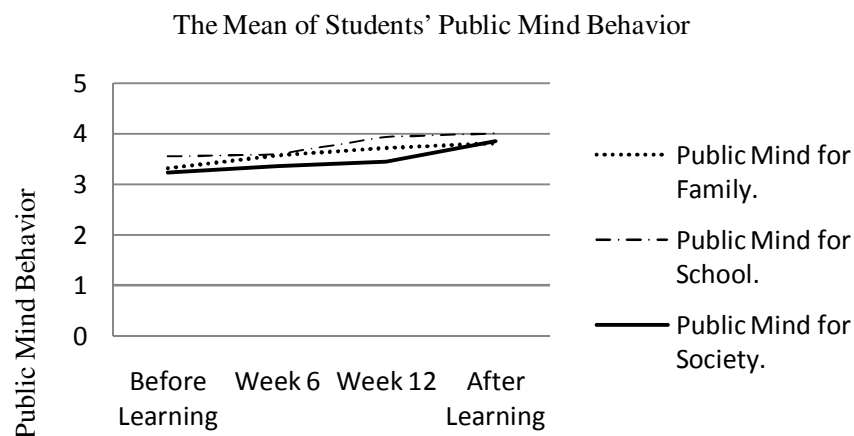


Figure 2. The chart of the public mind behavior in each aspect based on duration of the curriculum use.

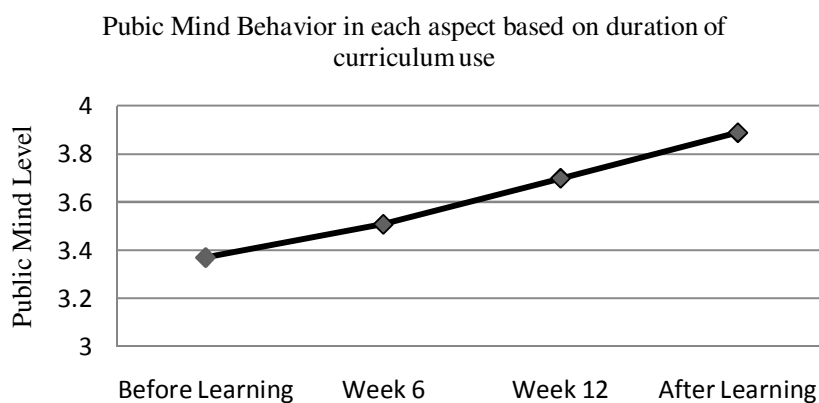


Figure 3. The students' public mind behavioral Level based on duration of curriculum use.

follows:

According to the survey of foundation data, it was found that the that the current problem of Thai society was caused by the lack of people's good awareness about their own society. These survey findings were further supported by an opinion survey of Suandusit Poll, Suandusit Rajabhat University conducted in 2010 with 5,374 people. The survey research data found that most of the people (92.02%) thought that the current social problem was now higher than in the previous year, because people in society did not have respect for law. The guidelines used towards addressing, and ultimately solving this problem should be the development of campaigns directed towards achieving the development, and importance of maintaining good ethics, character, and good morality within the society's people. Therefore education being an important component of society at all

levels. The educational management systems should aim towards developing and enhancing the awareness of good ethics, and morality know as public mind into all of societies throughout the country. Education is human development especially in adolescents who ultimately grow up to become adult members of society in the future. The aim of National Education should be relevant to the characteristic of societies people throughout the country. Further research data collected from the Queen Sirikit National Institute of Child Health (2006) reported findings in adolescents' qualities. A case study of 3,000 people involving general students, and vocational students in Bangkok, Cholburi, Chiangmai, Nakhonrachasima, and Songkla found that the recent adolescents had no awareness of public mind. Adolescents' perceptions of their communities were that they appeared weak, and were uninteresting for them.

Table 3. The mean and standard deviation of public mind behavior for family.

Public mind behavior	The mean of public mind behavior							
	Before learning		Week 6		Week 12		After learning	
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>
1. Be generous, helpful, and care for one's family member.	3.80	0.41	4.08	0.30	4.17	0.36	4.24	0.43
2. Love, obey, and practice based on father and adult's instruction.	3.22	0.55	3.54	0.48	3.61	0.47	3.72	0.51
3. Do not get involved in narcotics.	3.18	0.53	3.41	0.50	3.49	0.52	3.62	0.51
4. Be courteous and aware of circumstance.	3.40	0.54	3.68	0.47	3.77	0.48	3.85	0.56
5. Be reasonable and respectful of others decision making.	3.35	0.49	3.55	0.50	3.69	0.51	3.76	0.57
6. Be responsible to one's assigned housework.	3.63	0.49	3.80	0.44	3.83	0.47	3.87	0.52
7. Be helpful for other housework even when it's not the owner's duty.	2.42	0.50	2.94	0.45	3.33	0.52	3.53	0.55
8. Spend money sufficiently, and be aware of its value.	3.22	0.45	3.42	0.50	3.72	0.56	3.78	0.55
9. Use water and electricity economically.	3.53	0.56	3.67	0.47	3.84	0.49	3.92	0.45
10. Buy one's personal utensils based on necessity and usefulness.	3.46	0.51	3.60	0.49	3.76	0.54	3.84	0.54
Average	3.32	0.50	3.57	0.46	3.72	0.49	3.81	0.52

Table 4. Paired comparison of public mind behavior for family.

Duration of Curriculum Use		Mean Difference (I-J)	Std. Error	Sig.a
(I) Time	(J) Time			
1	2	-.248*	.024	.000*
	3	-.402*	.030	.000*
	4	-.492*	.033	.000*
2	1	.248*	.024	.000*
	3	-.154*	.021	.000*
	4	-.244*	.019	.000*
3	1	.402*	.030	.000*
	2	.154*	.021	.000*
	4	-.090*	.018	.000*
4	1	.492*	.033	.000*
	2	.244*	.019	.000*
	3	.090*	.018	.000*

*Statistical Significance at .05 level.

There was participatory activity, and people in the community ignored the religion, as well as dishonest. These issues eroded the society's economic sufficiency and unity among the people that made up the communities. Most of the samples were children with grade point average = 3. More than 25% of them, had grade point average = 3.5. In addition, more than 90% of them lived with their parents and a warm caring family. They had no public mind. As a result, they were classified into 2 polar: the high achievers, and the low achievers. The high achievers would join in with the group. But, the low achievers would try to do different risky behaviors in order to create more social space for themselves.

Consequently, the findings of Thai children's evaluation could be concluded that "Thai children wanted to be good at learning, but their lack of Public Mind." It was congruent with curriculum "When children are grown up, they wouldn't cheat" of Bangkok with the viewpoint that every one of us was a social member. Everyone wanted to live in a good society and be happy. The better society would be based on its members who had to collaborate in developing and helping. When the social members lived together, they had to be dependent on generosity and understanding with each other. Besides, the members of society had to think and do for the public. They should give for society, and shouldn't take personal benefit. They

Table 5. The mean and standard deviation of public mind behavior for school.

Public Mind Behavior	The mean of public mind behavior							
	Before learning		Week 6		Week 12		After learning	
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>
1. Be Helpful for school work based on one's ability.	3.84	0.42	3.78	0.42	4.20	0.47	4.22	0.47
2. Obey the teacher's instruction with respect.	3.88	0.46	3.90	0.34	4.23	0.42	4.32	0.48
3. Be responsible for one's assigned work.	3.40	0.58	3.32	0.53	3.87	0.59	3.97	0.58
4. Volunteer to help with other classroom work even it's not one's duty.	2.92	0.58	3.12	0.35	3.53	0.53	3.59	0.57
5. Do not write on the table, chair, and wall in class.	3.10	0.46	3.17	0.43	3.60	0.51	3.64	0.52
6. Share and provide the opportunity for friends to use things together.	3.55	0.50	3.59	0.50	3.81	0.43	3.87	0.50
7. Be Generous towards one's friends and teachers.	4.14	0.37	4.19	0.41	4.47	0.51	4.55	0.51
8. Use the public resources economically.	3.54	0.51	3.61	0.50	3.88	0.51	3.96	0.44
9. Be Helpful for Cleanliness in School.	3.50	0.55	3.58	0.53	3.87	0.49	3.97	0.47
10. Collaborate in maintaining the school property.	3.64	0.51	3.69	0.47	3.94	0.46	3.97	0.42
Average	3.55	0.50	3.59	0.45	3.94	0.49	4.01	0.49

Table 6. The paired comparison of public mind behavior for school.

Duration of curriculum use		Mean difference (I-J)	Std. Error	Sig.a
(I) Time	(J) Time			
1	2	-.039	.027	.944
	3	-.387*	.034	.000*
	4	-.453*	.038	.000*
2	1	.039	.027	.944
	3	-.348*	.026	.000*
	4	-.414*	.031	.000*
3	1	.387*	.034	.000*
	2	.348*	.026	.000*
	4	-.066*	.013	.000*
4	1	.453*	.038	.000*
	2	.414*	.031	.000*
	3	.066*	.013	.000*

*Statistical significance at .05 level.

should be ready to protect the public benefit. The inculcation of public mind for young people would be an important foundation in creating good people who were not only be intelligent or be good at learning but preferred to take advantage of other people. They should be good persons who would be able to hold the society together as well as develop the country. In all levels of young children, the practice would be started from small society, for instance, public mind in school or community (Department of Education Bangkok Metropolitan Administration, 2011). Furthermore, it was supported by Yingruxpund's (2007) approach regarding the public mind that is developed by inculcation from childhood and it

would be gradually developed to adolescent and adulthood. Therefore, the adults had to understand children's nature, and suggest to them the right things. They should advise and inculcate Public Mind for them. Moreover, children had to be disciplined and responsible according to their nature. They could learn discipline from the culture based on the other persons' instruction as well as environment as natural regulations for living together in society, the participatory activity and usage of things in society, the Public Mind Development for children in using common things and property, the generosity in sharing things. When the curriculum was tried out, it was notable that the content in learning units

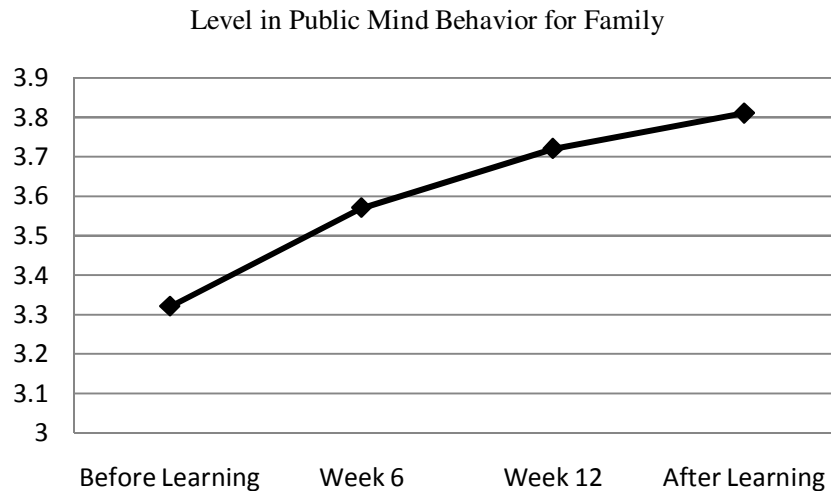


Figure 4. Chart of level in public mind behavior for family from curriculum use.

Table 7. Mean and standard deviation of public mind behavior for society.

Public mind behavior	The mean of public mind behavior							
	Before learning		Week 6		Week 12		After learning	
	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>
1. Follow the Law and Tradition.	3.71	0.51	3.72	0.48	3.77	0.42	3.98	0.50
2. Follow the Religious Instruction.	3.28	0.46	3.34	0.48	3.56	0.51	3.60	0.50
3. Promote and Participate the community activity based on one's opportunity.	2.87	0.34	3.10	0.50	3.15	0.54	3.67	0.47
4. Mercy and Support those who are in a lower position.	3.38	0.50	3.53	0.51	3.55	0.51	4.11	0.51
5. Do not get involved in the path of ruin and addicted substances.	3.86	0.50	3.95	0.56	4.07	0.59	4.29	0.49
6. Be Responsible for what is wrong.	3.18	0.48	3.35	0.48	3.49	0.50	3.84	0.62
7. Dump Garbage in garbage bins.	4.15	0.40	4.22	0.41	4.26	0.42	4.41	0.50
8. Use water and electricity economically.	3.35	0.48	3.45	0.51	3.51	0.51	3.82	0.42
9. Use a Plastic Bag when it is necessary.	2.41	0.50	2.55	0.50	2.65	0.51	3.40	0.56
10. Try to use what is produced from natural substances.	2.19	0.40	2.38	0.50	2.49	0.53	3.33	0.48
Average	3.24	0.46	3.36	0.49	3.45	0.50	3.85	0.51

was provided; the students would increase their Public Mind Behavior obviously. Consequently, the students should be enhanced to learn various contents with their mind and intelligence in learning as well as experience by doing which would cause new attitude and the effect of frequent action would cause one's belief in those things leading to the changes inside oneself as well as students' behavioral sustainability.

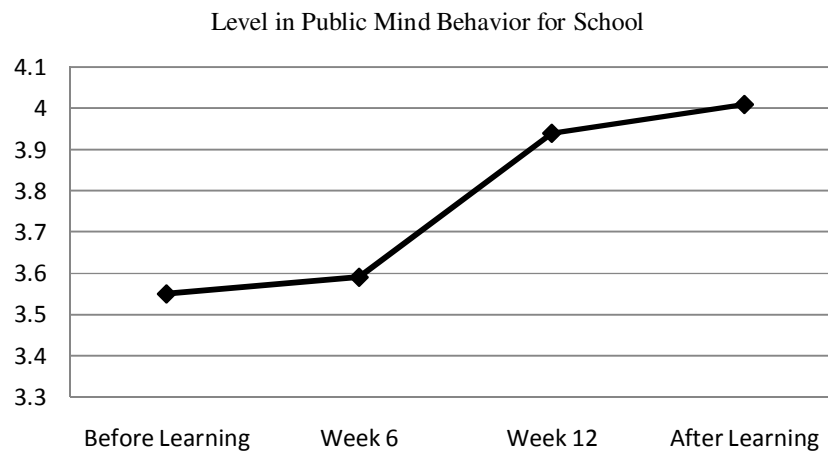
The developed curriculum consisted of 4 Sub-factors based on Taba's (1962) approach, found that the curriculum had to include 4 Sub-factors as follows: 1) the Objective, 2) Learning Substance, 3) Learning Management, and 4) Measurement and Evaluation which

referred to framework for development by enhancing the students to accomplish goal. Therefore, the implementation of this study was focused on developing the curriculum that included content material, activities that cater for public perception. Integrated with learning process based on contemplative education by providing the three steps within learning management for each hourly lesson taught, including: the step of preparation learning, and conclusion. The learning as contemplative education was different from prior kinds of learning. The emphasis was on the students learning though practicing by themselves. The teachers could use learning based goals through various types of media. Clear examples

Table 8. Paired comparison of public mind behavior for society.

Duration of curriculum use		Mean difference (I-J)	Std. Error	Sig.a
(I) Time	(J) Time			
1	2	-.120*	.018	.000*
	3	-.212*	.022	.000*
	4	-.607*	.036	.000*
2	1	.120*	.018	.000*
	3	-.093*	.013	.000*
	4	-.487*	.037	.000*
3	1	.212*	.022	.000*
	2	.093*	.013	.000*
	4	-.395*	.035	.000*
4	1	.607*	.036	.000*
	2	.487*	.037	.000*
	3	.395*	.035	.000*

*Statistical significance at .05 level.

**Figure 5.** Chart of public mind behavior for school from curriculum use.**Table 9.** Mean, standard deviation, and students' satisfaction on curriculum and learning management.

Evaluation List	\bar{X}	SD	Satisfaction Level
Learning Subjects	4.35	0.47	High
Learning Management	4.27	0.45	High
Learning Media and Source	4.31	0.46	High
Measurement and Evaluation	4.53	0.51	Highestt
Total	4.37	0.47	High

are video tapes, books articles, and other online links; students having access to these different media types in different social contexts. The different media types would

help stimulate motivation levels helping maintain enthusiasm in students learning. Students would be able associate self-thought together with prior preconception

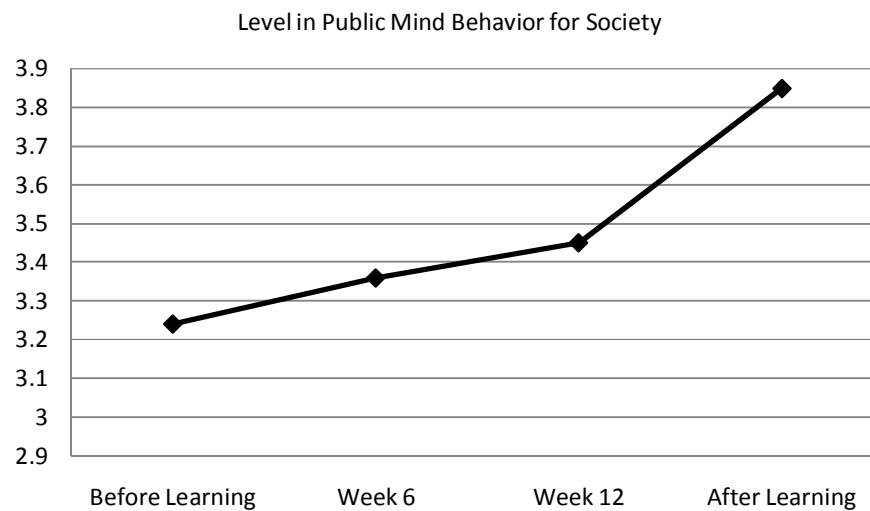


Figure 6. Chart of public mind behavior for society from curriculum use.

This leads to learning through deep listening. Since the students would be conscious, opened for listening for evaluating the situation, able to make their decision by identify and analyzing what they had listened to without bias. Then, teachers would provide pleasant dialogues: the students knew and shared with other persons in a positive way. The students could present under social rule and regulation in order to lead towards the group goal, and the students could have real practice since they are learning by doing in different activities themselves. This they would have perception, sensation, and feeling towards those practice truly. The last step of Learning was aimed for students to obtain reflection which the students would be able to present their ideas by synthesizing the knowledge they had discovered by themselves or associated with their prior knowledge, for proposing or discussion in order to provide feedback indicating their real self. Besides, to understand the students in measurement and evaluation in order to accomplish curriculum goals which would be evaluated from actively participating as well as provision of students' public mind by comparing the students' Public Mind Behavior between before learning and after learning in the curriculum. The students wouldn't feel being under pressured with the criterion for judging their learning performance. As a result, the learning climate was relaxed. It was supported by Sutirat's (2010) suggestion that in order to provide the students' public mind, it should emphasize on the students to learn from various techniques from learning by doing as well as repetitive practice continuously without being in a hurry. All aspects of learning should be provided including the Cognitive domain, Affective domain, and Psychomotor domain. It was enquired to be based on the factor affecting students'

Public Mind occurrence in both the inside and outside of themselves. Consequently, the activity management in "Promotion for Virtue, Beauty, and Value in society should be performed. In addition, the students should be provided learning and participation in activity strictly at least for 1 h each week. The researcher expected that when the students learned from this program, they would grow up to become adults who had public mind as well as participating in creating their society and country to be peaceful in the future.

The developed curriculum for students 'changes and improves public mind behavior in all of 3 aspects, they had satisfaction on the Public Mind Curriculum and learning management as follows:

The public mind for family found that it was caused by one's attempt to develop the awareness to be occurred in students so that they would view the importance as well as impact of public mind, the learning from the things forming interest, as well nearby stories; participation in learning and reflection on their own public mind, their friends, their teachers, and their parents. These things would help the students to receive and see their own worth. It was congruent with research findings of Yingruxpund's (2007) found that the record of public mind behavior with the opinion and suggestions by their friends and teachers, the practice findings every week from the score of the observational form which was periodically informed by the researcher. The findings of development were improved. Furthermore, the reward was given for encouraging the students to be easy for expressing their behavior. As a result, the students had higher public mind development.

The public mind for school found that there were no differences in public mind between Week 6, and before

learning. It might be due to the first 6 weeks, aimed to learn the content and participate in activities related to public mind for family. Therefore, there were no differences in evaluative findings of public mind behavior.

The public mind for society, found that the students had increased public mind behavior gradually. It might be because the students understood the Learning Process based on Contemplative Education. The increased duration would cause their self confidence in playing their role, function, and responsibility for different things.

The students had satisfaction on both of Curriculum and Learning Management, in overall, in "High" level". It was because the content material or activity being learned from the curriculum was relevant to the current situation and problem of current society. It was variety and interesting. The Learning based on Contemplative Education caused the students to learn from real practice. It helped the students to open their worldview for learning. As a result, they were satisfied as well as happy with learning this program.

In summary, according to the study of the curriculum use, there was a notable conclusion that the Learning Management related to the learning unit could help students to express the increased Public Mind Behavior obviously. The Learning Process based on Contemplative Education, could affect the students good attitude towards Public Mind. In addition, the regular repeated behavior would cause the students to view that the expression of public mind behavior, was a normal thing. Besides, learning from storied at hand by behavior for family, friend, and society with content and activity that could be adjusted and flexible according to the students' interest, these things were able to cause the students' satisfaction on both of the Curriculum and the Learning Management in "High" level. Byrnes (2009) suggested that the instruction by Contemplative Education was the teachers' third alternative since Contemplative Education was one's Transformative Learning in different levels. There was basic change in oneself by adapting one's feeling and thought regarding to human beings as well as the nature through various activities and processes. It was supported by research findings of Kienngam (2010) Organizing Teaching-Learning to Develop Thinking and Public Mind in Guidance Activity Subject of Matthayom Suksa 3 students of the Chiangmai University Demonstration School students and to study changes in thinking, the public mind and the academic achievement of the Demonstration School students. The subjects of this research were 44 students from Mathayom Suksa 3 / 4 at Chiangmai University Demonstration School. This research was conducted during the first semester of the academic year 2009. Instruments were used to collect the data by a record of observations, a record of interview, a record of teaching practice and a record of student learning. The data were then classified, analyzed and presented by narrative text. The results showed that

most students have the correct standing of the public mind, have higher academic achievement and the students were pleased with the instructional activities provided by the researcher. The study showed that the teaching – learning by inserting various forms of activity such as asking questions, videos, observation forms and group work focusing on public mind study helped students develop themselves on public mind. And it was supported by research findings of Sukkamart's (2010) curriculum development for enhancing Pratomuksa 4 Students' desirable characteristics based on Contemplative Education for 20 weeks, 2 h each week; total of 40 h. The objective of Supamad's research was to enhance the students' desirable characteristics. The research findings found that the developed curriculum could develop the experimental group students' desirable characteristics including: one's awareness of oneself, kindness as well as mercy, and public mind which were changed during the posttest in higher level than those of controlled students group. Moreover, the students had their satisfaction on the activity management based on the program in "the Highest" level.

Conflict of Interests

The authors have not declared any conflicts of interest.

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