A Montfortian Education Charter Model for the 21st Century For Students in Schools under the Saint Gabriel's Foundation, Thailand

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Abstract

This study aimed to develop and validate 'A Montfortian Education Charter Model (MEC) for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand.' The researcher utilized both qualitative and quantitative methods to collect data for model development. Qualitative data were derived from document analysis of relevant literature revealing 47 desired characteristics essential for Montfortian students in the 21st Century. These characteristics were systematically categorized into ten dimensions. Quantitative data were collected by distributing a dual-response format questionnaire to a sample of 1904 students enrolled in grades 7-9 across 11 targeted schools under St. Gabriel Foundation, Thailand, during the first semester of 2023. The questionnaire demonstrated a validity index of 1.0 (IOC index) and a high reliability of 0.99 (Cronbach's Alpha Coefficient). The results from the PNImodified identified the need for improvement in developing the Model. The structure of the Model includes ten dimensions and the integration of student formation programs. A 30-hour training session involving 80 experimental students from grades 7-9 was conducted for the model assessment. The experiment indicated a statistically significant increase in the students' intended knowledge at a significance level of 0.01, confirming the efficiency and appropriateness of the Model. This research recommends that school leaders integrate MEC into the 21st-century educational framework at all levels of school administration with genuine commitment and patience. Furthermore, fostering the understanding and appreciation of MEC among school personnel through continuous education is essential for successful implementation. The findings of this study contribute valuable insights for educators and administrators seeking to enhance the educational experience of Montfortian students in the evolving landscape of the 21st Century.

Keywords: Montfortian Education Charter Model (MEC), 21st Century for Students

Introduction

In response to changes in the 21st Century, the Montfort Brothers of Saint Gabriel worldwide spent six years (1992-1998) revising and updating the three-hundred-year educational heritage that they received from Saint Louis Marie de Montfort (1673-1716), the founder of the Congregation of the Montfort Brothers of Saint Gabriel. The achievement of their global collaborative effort was the 'Montfortian Education Charter in the 21st Century'. 'The Montfortian Education Charter' only provided all directives for operating Montfortian educational institutes in every dimension without the guidance of integrating all these directives into actual practice. The implementation of these directives in each Montfortian institute worldwide (including our 17 educational institutes under the Saint Gabriel's Foundation, Thailand) differed from one another depending on each individual Brother's interpretation based on one's cultural and societal milieu. There have been no Montfortian Brothers to develop a model for MEC in the 21st Century. Therefore, as a permanent member of the Montfortian Brothers, the researcher envisaged the need to fill this gap by developing an initial model for use in the operation of Montfortian schools in Thailand. The Model that the researcher developed integrated all directives in the 'Montfortian Education Charter' into one whole schema that synthesized pedagogical approaches, related educational theories, compilations and elements of study programs such as learning/teaching and evaluation process, learning/ teaching support systems, co-curricular and extracurricular activities, campus ministry, administration/ management system within the framework of Montfortian Education Charter (MEC) Model the 21st Century. When this initial Model is expanded further for greater perfection, the Model can be applied to the operation of Montfortian schools in different social and cultural environments in other countries. This research had four objectives as follows:

1. To explore the ideal characteristics for Students in Schools under the Saint Gabriel's Foundation, Thailand, according to the Montfortian Education Charter (MEC) in the 21st Century.

2. To analyze the needs for student development based on the Montfortian Education Charter (MEC) in the 21stCentury in Schools under the Saint Gabriel's Foundation, Thailand.

3. To develop a Montfortian Education Charter (MEC) Model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand.

4. To implement a Montfortian Education Charter (MEC) Model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand.

Literature Review

'A Montfortian Education Charter Model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand' was developed by integrating educational ideologies from four major sources and related theories to the concept of the Model. They were described as follows.

Montfortian Education Charter in the 21st Century (Brothers of Saint Gabriel, n.d.)

Montfortian Education Charter in the 21st Century ' is a book on Montfortian Education in the 21st Century. This book is the outcome of a global collaborative effort of the Montfort Brothers of Saint Gabriel to revise and update the three-hundred-year educational heritage transmitted to them from the founder of the Congregation of the Montfort Brothers of Saint Gabriel. Montfortian Education is based on the spiritual vision and mission founded by Saint Louis Marie de Montfort. Montfort's thoughts and practice on education have been periodically revised and updated to meet the challenges of the time. The current Montfortian Education in the 21st Century can be summarized in eight dimensions, namely: 1) A Spiritual Vision; 2) Inclusive Education; 3) Incarnational Methodology; 4) Innovation and Creativity; 5) The Best Interests of the Child; 6) Partnership and Networking; 7) Respect for Community of Life; and 8) Quest for Excellence.

21st Century Skills (Trilling & Fadel, 2009)

The 21st Century Skills Framework was developed based on a national poll in 2007 .The poll focused on the questions of learning and teaching 21st Century skills needed for the country's future economic success .Among the long list of responses in the reports, nearly all respondents voted for critical thinking and problem-solving skills, computer and technology skills, communication and self-direction skills .This finding has influenced the educational agendas and policies in the U.S. and the world.

The Global Achievement Gap (Wagner, 2008)

Wagner has reshaped the 21st Century Skills Framework of the Partnership for the 21st Century Skills by interviewing 100 leaders of top U.S. organizations ranging from Apple to Unilever to the U.S. Army. His interview focused on the questions about skills students and citizens of the 21st Century needed to get and keep a good job and whether education goals conflicted with career goals. After systematically reviewing the responses and other research on the workplace skills most needed, he wrote his discovery in "The Global Achievement Gap: Why Even Our Best Schools Don't Teach. The New Survival Skills Our Children Need—and What We Can Do About It."The book illustrates the seven skills that people of the 21st Century need. They are Critical Thinking and Problem-Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurialism, Effective Oral and Written Communication, Accessing and Analyzing Information, and Curiosity and Imagination.

Social Learning Theory (Bandura, 1977)

Social Learning Theory, developed by Albert Bandura (1925-2021), a Canadian psychologist and a professor at Stanford University, is a comprehensive educational theory of the 21st Century. Social Learning Theory (SLT) considers learners' internal and external factors. Badura posits that learning is a modeling process in which learners learn from social interactions with other people. When people observe others 'behaviors, they assimilate and imitate the observed behaviors. Bandura's Modeling Process includes Attention, Retention, Reproduction, and Motivation.

Concept of Model

Model is a complicated concept applied to various disciplines such as mathematics, pure sciences, applied sciences, social sciences, business, psychology, philosophy, and education. Scholars in different disciplines define the term 'model' differently. (Agassi, 1995). For example, Cumming and Worley (2013) defined a model as 'a simplification of some phenomenon for studying and understanding.' Willer (1968) explained that a model was a set of theories that scientifically tested validity and reliability. Becker and Schutte (2004) defined a model as 'the representation of an object system for some subject. '**Despite the differences in definition, Nijaneat** (2017) remarked, Mostly, a model comprises at least six components which are goal or objective, related variables or factors, system or structure, mechanism or processes, information and technology, and context of the model.'

Types of Models

The model was initially used in the fields of pure sciences, applied sciences, and mathematics. Nowadays, the model has been widely used in the fields of social sciences and humanities. Scholars developed different types of models. Smith (1997) described that there were two types of models: 1) Physical Model, which included the iconic Model and analog Model), and 2) Symbolic Model, which included the verbal Model and Mathematical Model. Steiner (1988) described two types of models: 1) Physical Model and 2) Conceptual Model. This study focuses on Keeves' concept of the model used in the field of education and social sciences.

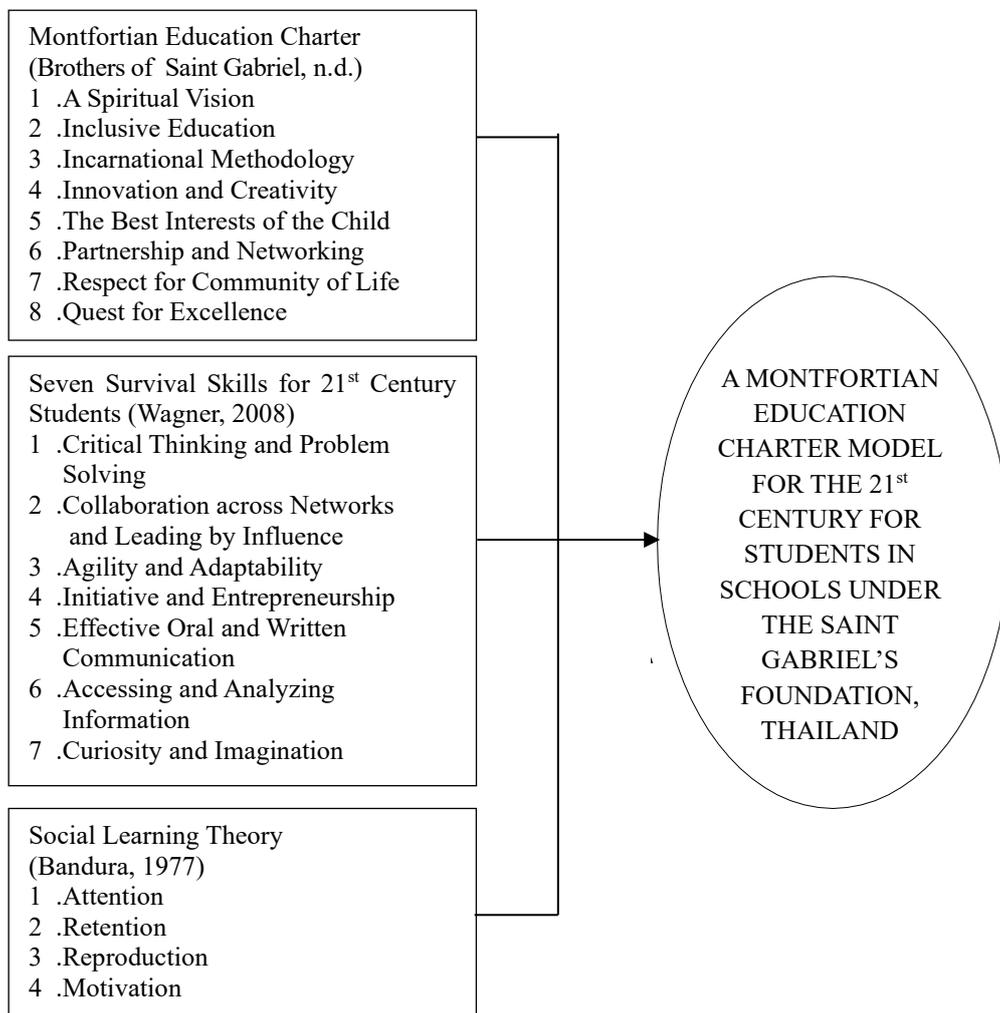*Keeves' Four Types of Models Used in Education and Social Sciences*

In his 'Model and Model Building in Education Research, Methodology, and Measurement' (Keeves, 1988), he divided the model into four types: analog, semantic, mathematical, and causal .(1)Analogue model refers to a representation of a physiological process in which the elements used in a representation are analogous to the elements in the actual process; (2) Semantic Model refers to the method of using verbal language, symbolic language, and pictorial language)graph, charts, and pictures (to explain, illustrate, and demonstrate the concepts, phenomena, logical relationship, and structure of the content of the study; (3) Mathematical Model refers to a description of a concrete system by using mathematical concepts and languages such as a set of variables or a set of equations to establish a relationship between variables; (4) Causal Model refers to a diagram showing the causal relationship between independent, control, and dependent variables.

Conceptual framework

The study's conceptual framework, as visualized in Figure 1, demonstrates the independent and dependent variables of the research .The independent variable comprises the eight dimensions of Montfortian Education Charters for the 21stCentury) Brothers of Saint Gabriel, n.d(., the Seven Survival Skills for 21stCentury Students) Wagner, 2008(, and Social Learning Theory) Bandura, 1977.(The results led to the development of the Montfort Education model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand.

Figure 1

Conceptual Framework of the Study

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┌─────────────────────────────────────┐
│ Montfortian Education Charter        │
│ (Brothers of Saint Gabriel, n.d.)    │
│ 1 .A Spiritual Vision                │
│ 2 .Inclusive Education               │
│ 3 .Incarnational Methodology         │
│ 4 .Innovation and Creativity         │
│ 5 .The Best Interests of the Child   │
│ 6 .Partnership and Networking        │
│ 7 .Respect for Community of Life     │
│ 8 .Quest for Excellence              │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│ Seven Survival Skills for 21st Century│
│ Students (Wagner, 2008)              │
│ 1 .Critical Thinking and Problem     │
│    Solving                           │
│ 2 .Collaboration across Networks     │
│    and Leading by Influence          │
│ 3 .Agility and Adaptability          │
│ 4 .Initiative and Entrepreneurship   │
│ 5 .Effective Oral and Written        │
│    Communication                     │
│ 6 .Accessing and Analyzing           │
│    Information                       │
│ 7 .Curiosity and Imagination         │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│ Social Learning Theory               │
│ (Bandura, 1977)                      │
│ 1 .Attention                         │
│ 2 .Retention                         │
│ 3 .Reproduction                      │
│ 4 .Motivation                        │
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A MONTFORTIAN EDUCATION CHARTER MODEL FOR THE 21st CENTURY FOR STUDENTS IN SCHOOLS UNDER THE SAINT GABRIEL'S FOUNDATION, THAILAND

Note: Framework Developed by the Study of the Researcher

Research Methodology

In the study, the researcher applied the concept of Causal Model development (Keeves, 1988; Steiner, 1988; Smith, 1997) to develop 'A Montfortian Education Charter Model for the 21st Century for Students in Schools under Saint Gabriel's Foundation, Thailand.' The researcher chose this type of model development because the implementation of the model was the cause that led to the development of students' desired characteristics and current practice. According to Keeves, 1988, Steiner, 1988 and Smith, 1997, there are five steps in the process of causal model development. They are: 1) Studying the phenomena and environment; 2) Developing a tentative/ draft model; 3) evaluating and adjusting the tentative/ draft model; 4) Implementing the Model; 5) Re-evaluating the Model for conformation or re-adjustment. The researcher employed qualitative and quantitative methods to collect data for model development. The qualitative method covered the literature review processes for identifying qualitative data of 47 desired characteristics (classifying into ten dimensions) and developing

a set of dual-response format questionnaires. The qualitative method covered verifying the validity and reliability of the questionnaire. A survey to collect quantitative data of students' desired characteristics and current practices and the analysis of quantitative data of students' desired characteristics and current practices. A mixed Qualitative-quantitative method was used to develop a tentative/ draft model, validate the draft model, adjust the draft model, implement the Model, evaluate the training, and confirm the MEC model.
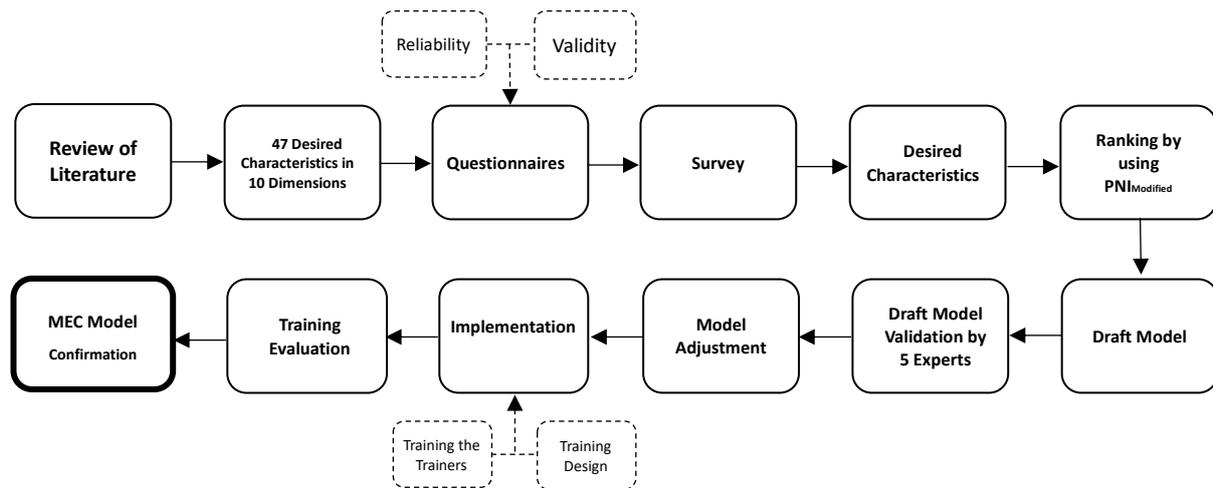
Figure 2

Model Development Process

Figure 2 illustrates the five steps and activities included in each stage of the model development process. The details are explained as follows: 1) Studying the phenomena and environment consists of a review of literature, identifying 47 desired characteristics in ten dimensions, and developing a set of questionnaires. The questionnaires were tested for validity (IOC index at 1.0) and reliability (Cronbach's Alpha Coefficient value at 0.99). Quantitative data of students' desired characteristics and current practice; 2) Developing a tentative/ draft model; 3) Evaluating and adjusting the tentative/ draft model, which included a focus group discussion of 5 model validation experts and Model Adjustment; 4) Implementing the Model has training design based on qualitative data and quantitative data derived in step one; 5) Re-evaluating the Model for conformation or re-adjustment includes Training Evaluation and confirmation of MEC Model.

Studying the Phenomena and Environment

The study of the phenomena and environment for model development comprised four research activities, namely, 1) Studying the core and related literature; 2) Developing a set of questionnaires for the survey; 3) Identifying students' desired characteristics and current practices; 4) Prioritizing improvement needs.

Studying the Core and Related Literature

The researcher studied, analyzed, summarized, and synthesized the contents of four main literature previously mentioned. The study found 47 desired characteristics of Montfortian students in the 21st Century. These 47 desired characteristics were classified into ten dimensions. The first eight dimensions were determined by the Montfortian Education

Charter (MEC) in the 21st Century, which was based on the charism and spirituality of Saint Louis Marie de Montfort. The ninth dimension was based on the 21st Century Skills Framework or the skills that students in the 21st Century have to learn and master, and Seven Survival Skills of the 21stCenturyStudents or, in other words, the characteristics and skills that young people in the 21stCenturyneeded so that they could live a quality life, get and secure a good job, and be successful at work. The tenth dimension was concerned with skills that students in the 21st Century need for successful learning. In principle, these 47 desired characteristics can be applied to all members of Montfortian schools. This research focused on the desired characteristics for students.

Developing a Set of Questionnaires for Survey

The researcher used qualitative data derived from the study of the core and related literature to develop a set of Dual-Response Format questionnaires with a Likert five-point rating scale on both sides. The 47 items in between were based on the study results, analysis, summary, and synthesis of literature presented earlier. The questionnaire was designed and organized in two parts.

Part 1: Demographic Profile. The ten items in the demographic profile were for identifying respondent's gender, religion, and grade number of years in school, leadership experience, experience in extracurricular activities inside school, experience in extracurricular activities outside school, experience in competition on behalf of the school, and experience in individual talent competition.

Part 2: Questionnaire Items. The questionnaire contained 47 items with Likert five-point rating scales on the left-hand columns for the students' desired characteristics and on the right-hand columns for the students' current practices. Since these 47 desirable characteristics were abstract and difficult to measure empirically, the research converted 47 ideal characteristics into 47 measurable behaviors, which in turn became the indicators of the study.

In ascertaining the validity of the questionnaire, the researcher gave the instrument to five content experts in Montfortian education, all of whom were senior Montfort Brothers of Saint Gabriel, for an item analysis. These experts applied the Item Objective Congruence Index IOC Index (to rate the objective congruence of each item in the questionnaire). As all five experts assigned a score of 1 to all 47 items with few suggestions for slight modification, the overall IOC score of the questionnaire was 1. This value meant the content of each questionnaire item was consistent with the objective that the researcher wanted to measure.

The reliability of the questionnaire was carried out through a pilot test conducted with 30 students in grades 7, 8, and 9 at Assumption College Ubonratchathani. These 30 students were randomly selected and excluded from participating in the school survey and training for the experimentation group .The researcher used Cronbach's Alpha Coefficients to determine the internal consistency within the questionnaire items .The overall Cronbach's Alpha Coefficient value of the questionnaire was 0.99, with each of the ten dimensions achieving a very good level of reliability between 0.93 and 0.97. This Cronbach's Alpha Coefficient value indicated that the questionnaire had excellent internal consistency.

Identifying Students' Desired Characteristics and their Current Practices

The researcher distributed the questionnaire developed via Google form to students in grades 7 to 9 in 11 target schools under the Saint Gabriel's Foundation, Thailand. The total number of valid questionnaires returned was 1,904 sets, accounting for 100 percent of the target

respondents. The total number of male respondents was 1,323 students (accounting for 69.50 percent), and females were 581 students (accounting for 30.50 percent). The total number of respondents studying in grade 7 was 666 students (accounting for 35.00 percent); in grade 8 were 600 students (accounting for 31.50 percent); and in grade 9 were 638 students (accounting for 33.5 percent). The researcher analyzed students' responses using descriptive statistics (mean and standard deviation).

Results and Discussion

The initial findings from analysis of the major theories identified the Montfortian Education Charter **(MEC)** in ten dimensions: spiritual vision, inclusive education, incarnational methodology, innovation and creativity, the best interest of the child, partnership, and networking, respect for the community of life, a quest for excellence, 21st Century survival skills, and 21st Century learning skills. The results for desired characteristics and current practices that lead to the need for improvement in each dimension were as follows:

Table 1

Overall Students' Desired Characteristics and Current Practices in Each Dimension

		Desired Characteristics			Current Practices		
		$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
1	Spiritual Vision	3.92	.79	High	3.73	.80	High
2	Inclusive Education	4.30	.71	High	4.13	.77	High
3	Incarnational Methodology	4.36	.70	High	4.20	.74	High
4	Innovation and Creativity	4.19	.72	High	4.01	.73	High
5	Best Interests of the Child	4.17	.76	High	3.88	.82	High
6	Partnership and Networking	4.20	.76	High	4.05	.76	High
7	Respect for Community of Life	4.17	.75	High	3.97	.76	High
8	Quest for Excellence	4.26	.74	High	4.04	.76	High
9	21st Century Survival Skills	4.19	.72	High	3.97	.73	High
10	21st Century Learning Skills	4.20	.82	High	3.93	.87	High
	Overall	4.18	.64		3.98	.64	High

Table 1 indicates that the overall mean score of students' desired characteristics is 4.18 (High) with an SD of 0.64, and the overall mean score of students' current practice is 3.98(High) with an SD of 0.64. The descending rank of the overall mean score of student's desired characteristics is thus: (1) Incarnational Methodology receives the highest mean score of 4.36 (High) with an SD of 0.70; (2) Inclusive Education with a mean score of 4.30 (High) with an SD of 0.71, (3) Quest for Excellence with a mean score of 4.26 (High)with an SD of0.74; (4) Partnership and Networking, and 21st Century Learning Skills with mean score of 4.20 (High)with an SD of 0.76 and 0.72 respectively; (5) Innovation and Creativity, and 21st Century Survival Skills with mean score of 4.19 (High)with an SD of0.72 (both); (6) Best Interest of the Child, and Respect for Community of Life with mean score of 4.17 (High)with an SD of 0.76 and 0.75 respectively; (7) Students' desired characteristics on spiritual vision receives the lowest mean score of 3.92 (High) with an SD of 0.79.

The descending rank of the overall mean score of the student's current practice is thus: (1) Incarnational Methodology receives the highest mean score of 4.20 (High) with an SD of 0.74; (2) Inclusive Education with a mean score of 4.13 (High) with an SD

of0.76;(3)Partnership and Networking with mean score 4.05(High) with an SD of 0.76; (4) Quest for Excellence with a mean score of 4.04 (High)with an SD of0.75; (5) Innovation and Creativity with a mean score of 4.01(High) with an SD of 0.73; (6) Respect for Community of Life with mean score of 3.97 (High)with an SD of 0.76, and 21st Century Survival Skills with mean score of 3.97 (High)with an SD of0.73; (7) 21st Century Learning Skills with mean score of 3.93 (High)with an SD of0.87; (8) Best Interest of the Child with mean score of 3.88(High) with an SD of 0.82. (9) Spiritual vision receives the lowest mean score of 3.73 (High) with an SD of 0.80.

Prioritizing the Needs for Improvement in each of the Ten Dimensions

Table 1 shows students' Desired Characteristics are always greater than students' Current Practices. This data implies that the degree of respondents' actual application of desired characteristics to practice in life was always less than their perception of the importance or need of these desired characteristics. In Table 2, the researcher used the PNImodified Method (Wongvanich, 1999) to analyze the gap between respondents' desired characteristics and the current practices in each dimension. A greater PNI value means greater gaps, which means greater improvement needs. The results were used to arrange the order of the ten dimensions in the Model according to the improvement needs and to allocate appropriate time spent on each particular dimension in the training design process. The Priority Needs Index Ranking (PNI Ranking) is indicated in Table 2 as follows:

Table 2

Priority of the Needs for Improvement in Each of the Ten Dimensions

Variables	Desired Characteristics	Current Practices	PNImodified Value	Ranking
The Best Interests of the Child	4.17	3.88	0.075	1
21st Century Learning Skills	4.20	3.93	0.069	2
7 Survival Skills for Students in the 21st Century	4.19	3.97	0.055	3
Quest for Excellence	4.26	4.04	0.054	4
A Spiritual Vision	3.92	3.73	0.051	5
Respect for Community of Life	4.17	3.97	0.050	6
Innovation and Creativity	4.19	4.01	0.045	7
Inclusive Education	4.30	4.13	0.041	8
Incarnational/Participatory Methodology	4.36	4.20	0.038	9
Partnership and Networking	4.20	4.05	0.037	10

Table 2 indicates the prioritization of the need for further improvement of each dimension in descending rank.   According to Table 2, (1) the dimension of The Best Interests of the Child with a PNImodified value of 0.075 needs the greatest attention for further improvement; (2) 21st Century Learning Skills with a PNImodified value of 0.069; (3) 7 Survival Skills for Students in 21st Century with a PNImodified value of 0.055; (4) Quest for Excellence with a PNImodified value of 0.054; (5) A Spiritual Vision with a PNImodified value of 0.051; (6) Respect for Community of Life with a PNImodified value of 0.050; (7) Innovation and Creativity with a PNImodified value of 0.045; (8) Inclusive Education with a PNImodified value of 0.041; (9) Incarnational/Participatory Methodology with a PNImodified value of 0.038; (10) The 11 target schools performed best in the dimension of Partnership and Networking with a PNImodified value of 0.037.

Developing a Draft Model

The researcher used qualitative and quantitative data from previous studies to develop a draft of 'A Montfortian Education Charter Model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand'.The draft model takes the form of a circle consisting of four layers:(1) a foundational layer (outermost layer), (2) a layer of ten key dimensions (second inner layer), (3) a driving factors layer (third inner layer), and (4) outcome layer (innermost layer).

Evaluating and Adjusting the Draft Model

The researcher evaluated the draft model by inviting 15 experts in Montfortian Education to join a focus group discussion (Nyumba et al., 2018) to point out defects and give suggestions/recommendations for model improvement. All these 15 model validation experts were senior Montfort Brothers who have been school directors in a school or schools under Saint Gabriel's Foundation, Thailand, for at least one mandate (three years in a mandate) and are keen on research. The researcher sent the draft model together with the explanation of the key concepts/terms and survey results to these 15 experts by hand in advance for individual review. During the focus group discussion, the researcher acted as the presenter, facilitator, and note-taker. When the focus group discussion finished, the researcher summarized experts' comments, suggestions, and recommendations to adjust the draft model. The Montfortian Education Charter Model for the 21st Century for students in schools under the Saint Gabriel's Foundation, Thailand, is presented in Figure 1.

Figure 3

The Montfortian Education Charter Model for the 21ˢᵗ Century for Students in Schools under the Saint Gabriel's Foundation, Thailand.'

Elements of A Montfortian Education Charter Model for the 21ˢᵗCentury for Students in Schools under the Saint Gabriel's Foundation, Thailand.

A Montfortian Education Charter Model for the 21ˢᵗCentury for Students in Schools Under the Saint Gabriel's Foundation, Thailand' takes the form of a circle consisting of four layers:)1 (outermost layer, a layer of leadership for driving MEC in the 21ˢᵗ Century,)2 (second inner layer, a layer of 10 dimensions of MEC in the 21ˢᵗ Century) variables of the study(,)3 (third inner layer, a layer of student formation by using social learning process and) 4(outcome layer)innermost layer .(Using Bandura's Social Learning Theory, the arrows were integrated between the second and third layers to confirm that appropriate leadership drove the implementation of the ten dimensions of learning, teaching, campus ministry, and administration for student formation .All these processes were aimed at the final purpose of forming MEC Students in the 21ˢᵗ Century.

The Layer of Leadership for Driving MEC in the 21ˢᵗ Century) outermost layer(

Leadership was positioned to the outermost layer for the reason that leadership is the key driving force for mobilizing every process, such as learning /teaching processes, student formation, and administration, to the actualization of the Montfortian Education Charter in the 21ˢᵗ Century. Varied leadership styles can be used in the administration of Montfortian schools, but transformational leadership, spiritual leadership, and servant leadership were strongly recommended .The plus sign in the layer of leadership indicates the mutual relationship between the three leadership styles .All these three leadership styles are mutually supportive.

Transformational leadership. (Bass, 1998; Bass & Avolio, 1999; Burns, 1978; Warrilow, 2022) This leadership style is recommended because the fundamental purpose of Montfortian education is for student transformation .

Spiritual leadership. (Bowman, 2005; Blackbaby & Blackbaby, 2011; Fry, 2003) The leadership style is recommended because Montfortian schools must encourage students to pursue the Absolute Truth of one's religion to actualize spiritual needs) .Maslow, 1964, 1968(

Servant leadership. (Greenleaf, 2003) The leadership style is recommended because it aligns with the greatest commandment of Christianity: love of God and love of fellow people .Moreover, Jesus Christ taught his disciples to practice the spirit of servant leadership and gave current practices.

The Layer of 10 Dimensions second inner layer

The ten dimensions of 47 students' desired characteristics and current practices in the second inner layer were put into order of Priority Needs Index)PNI (as indicated in Table 2. These ten dimensions were deduced from 4 foundational sources mentioned in the main theories) :1 (the Montfortian Education Charter in the 21st Century)8 dimensions(;) 2 (The 21st Century Skills Framework, and Wagner's Survival Skills for 21st Century People)1 dimension); 3) 21st Century Learning Skill (1 dimension).

The Layer of the Student Formation Process) third inner layer

This layer integrates the MEC student formation and Bandura's Social Learning processes .This integration is vital to Monfortian Education since the final goal of Montfortian Education is the holistic development of students, including student formation for the mastery of desired characteristics .This means every activity in Montfortian schools is regarded as learning, and every learning needs supportive activities to form students in every dimension of human life, physical, intellectual, emotional, social, moral, and spiritual, including the formation of students for the mastery of 10 desired characteristics in accordance to MEC in the 21stCentury .This integration implies that inside-classroom learning, curricular activities, extracurricular activities, campus ministry, physical exercises, and social service activities are all learning according to Bandura's SLT modeling process .The components of this layer are as follows.

Student Formation. Montfortian Education focuses on learning/teaching and formation for the holistic development of Montfortian students through curriculum, activities, campus ministry, and administration.

Curriculum and Instruction prioritize teaching and learning for intellectual, emotional, social, and moral development .

Activities)co-curricular and extracurricular activities (are regarded as learning for all dimensions of human development .

Campus Ministry is regarded as a learning that focuses primarily on spiritual and moral development through learning/teaching, co-curricular and extracurricular activities, religious practices, and social services.

Administration focuses on managing support services for smooth operations of student formation, such as learning, teaching, curricular activities, extracurricular activities, campus ministry, personnel, finances, and facility management .

Bandura's SLT learning process is most relevant to the Montfort Education Charter, the 21st Century Skills Framework, and Wagner's 7 Survival Skills for 21st Century Students

for student holistic development)physical, intellectual, social, emotional, moral, and spiritual(through teaching/learning and activities) co-curricular and extracurricular activities.

Outcome Circle innermost layer

The outcome circle or the circle of MEC for Students in the 21st Century is the final goal of 'A Montfortian Education Charter Model for the 21stCentury for Students in Schools under the Saint Gabriel's Foundation, Thailand' .The ultimate purpose of the Model is the holistic development of students .This implies that Montfortian educators must use appropriate leadership, teaching, and learning processes, as well as student transformation, by using Bandura's Social Learning process to mobilize and facilitate student transformation to master desired characteristics**.**

Implementing 'A Montfortian Education Charter Model for the 21stCentury for Students in Schools under the Saint Gabriel's Foundation, Thailand.'

The purpose of implementing 'A Montfortian Education Charter Model for the 21stCentury for Students in Schools under the Saint Gabriel's Foundation, Thailand' was to verify the Model's effectiveness and appropriateness by implementing a month-long 30-hourtraining with an experiment group. The experiment group consisted of 80 students studying in grades 7, 8, and 9 at Assumption College Ubonratchathani .Among these 80 students, 31 were in grade 7, 27 in grade 8, and 22 in grade 9. 42 were males, and 38 were females. Forty-six students spent 1-3 years in ACU; 14 students spent 4-6 years in ACU; 6 students spent 7-9 years in ACU; 9 students spent 10-12 years in ACU; and five students spent 13 or more years in ACU .These 80 students were recruited and participated in this training voluntarily .

The training team consisted of the researcher, the leader, and three catechist teachers with at least 5-year experience in campus ministry. These teachers were purposefully selected to be catechist teachers based on their faith in the teachings of the Catholic Church (dogma), role models in living Catholic life, regular participation in Catholic liturgies, and knowledge of the spirituality of Saint Louis Marie de Montfort. The researcher arranged two training workshops on MEC in the 21st Century for these teachers on weekends between 08.00 and 16.00 hrs. During the training, these catechist teachers worked with the researcher to design training courses, select appropriate learning/ teaching materials and media, and design evaluation tools. In addition, trainers were trained on how to use these methods and resources conducive to students' active participation, such as group discussion, presentation, role play, and social service activities.

The training lasted for one month or 30 hours .Each training session lasted an hour .The training schedule was set in the social studies classes .The training focused on students' desired characteristics and current practices implied in the Model .The training applied student-based and activity-based approaches to encourage students' active participation. Trainers used various learning /teaching resources and techniques such as short video clips, real-life stories, experience sharing, role-play, group discussion, presentation, and lesson-learned summary to keep students' attention .Bandura's SLT modeling processes, attention, retention, reproduction, and motivation were applied to every session.

The main purpose of the training was the development of Montfortian students in the 21st Century in accordance with the Montfortian Education Charter in the 21st Century or, in

other words, to enhance students' desired characteristics and to increase the degree of their current practices. This means that when the Model was successfully implemented or when the students in the experimental group completed the training, their mean scores in the post-test after training must be higher than their mean scores in the pre-test before training .The contents and the process of the training are as indicated in Table 4.

Table 3

The Contents and the Process of Student Training on Desired Characteristics and Current Practices of Montfortian Students in the 21stCentury

Training Session	Topics	Activities	Sessions	Hours
Training Session 1	A Spiritual Vision	Video clips of religious celebrations of different religions, spiritual practices, and experiences sharing the joy of participating in religious activities of one's religion.	3	3
Training Session 2	Inclusive Education	Discuss the good opportunities each student receives from home and school while others of the same age suffer.	2	2
Training Session 3	Incarnational / Participatory Methodology	The activity of social exposure on self-giving and a sharing of self-reflection.	2	2
Training Session 4	Innovation and Creativity	Games and group activities of how to think out of the box.	2	2
Training Session 5	Best Interests of the Child	Self-investigation on how students participate in school activities and explain the results.	4	4
Training Session 6	Partnership and Networking	Games on the spirit of teamwork and co-operation.	2	2
Training Session 7	Respect for Community of Life	Video presentation on the problems of wastes and activities of classifying wastes, Group discussion, and presentation.	3	3
Training Session 8	Quest for Excellence	Story of heroes who attempt to overcome problems)Video clips or verbal accounts (and share how to work to achieve one's dream.	4	4
Training Session 9	21stCentury Survival Skills	Group discussion on VUCA World and BANI World and presentation on skills needed in the present world.	4	4
Training Session10	21st Century Learning Skills)Bandura's SLT process(	Discuss and share ideas on why some students succeeded while others failed and how to apply the lesson learned to their learning life.	4	4
Total			30	30

The number of sessions and hours needed for training in Table 3 were determined by the need for further improvement indicated in Table 2 .The researcher allocated four sessions or 4 hours to the training on the four dimensions with the greatest needs of attention, namely the Best Interests of the Child, 21st Century Learning Skills, 21st Century Survival Skills, and Quest for Excellence; 3 sessions or 3 hours to the training on the dimensions of 'A Spiritual Vision,' and 'Respect for Community of Life'; 2 sessions or 2 hours to the training on the dimensions of 'Innovation and Creativity, Inclusive Education, Incarnational /Participatory Methodology,' and 'Partnership and Networking.'

Evaluation of the Effectiveness and the Appropriateness of the Model

The researcher evaluated the Model's effectiveness and appropriateness by observing students' participation and analyzing pre-test and post-test scores.

In training follow-up sessions, the trainers reported that students actively participated, signifying that they found the training engaging, favorable, and relevant to their lives .The researcher evaluated students' acquisition of the intended knowledge, skills, and attitudes by asking students to do pre-tests before and post-tests after training .The result is indicated in Tables 4 and 5

Table 4

The Students' Pre-test and Post-test Scores in Knowledge Achievement before and After the Training

Group	Test	$\bar{x}$	SD
Grade 7	Pre-test	6.14	1.35
	Post-test	12.68	1.64
Grade 8	Pre-test	7.89	1.83
	Post-test	10.85	1.73
Grade 9	Pre-test	8.14	1.81
	Post-test	12.14	1.25
All three experimentation groups	Pre-test	7.30	1.86
	Post-test	11.91	1.74

Table 4 shows that the mean score of students' post-tests is higher than their scores in the pre-test in all three groups .The group of Grade 7 received a mean score of 6.14 on the pre-test and 12.68 on the post-test; Grade 8 received a mean score of 7.89 on the pre-test and 10.85 on the post-test; Grade 9 received a mean score of 8.14 on the pre-test and 11.91 on the post-test .These figures show that the training based on the Model developed was efficient. It means the Model is effective and appropriate.

Table 5

Paired Samples t-test of Students' Pre-test and Post-test scores in the Contents Before and After Training

	Mean	N	SD	Std .Error Mean	95 %Confidence Interval of the Difference		t	df	P value
					Lower	Upper			
Pre-test	7.30	80	1.86	.21					
Pretest-Posttest	-4.61		2.15	.24	-5.09	-4.13	-19.19	9	.000
Post-test	11.91	80	1.74	.20					

Paired Samples Test — Paired Differences

Table 5 shows the results of the Paired Samples t-test of experiment students' pre-test and post-test scores of their knowledge of the contents before and after training .The overall increment of the score in the post-test was at 4.61, with an SD of 2.15. The p-value of the test was 0.000)sig.2-tailed(, which was less than 0.01, indicating that students' knowledge of the contents after completing the training increased at the 0.01 significance level .This leads to the

conclusion that the training based on the Model significantly increased students' knowledge of MEC in the 21st Century. This suggests that the Model was efficient and appropriate for schools under the Saint Gabriel's Foundation Thailand.

Implementing MEC Model in Schools under the Saint Gabriel's Foundation, Thailand

The aim of the MEC model is student development and students' mastery of desired characteristics, which requires organizational commitment at all levels .Implementing the MEC model is an ongoing process that calls for all stakeholders' active involvement, participation, and co-operation. The following is the implementation of the MEC model in each department of schools under the Saint Gabriel's Foundation Thailand.

Administration and Leadership

The researcher positioned leadership at the outermost layer because leadership, leaders' commitment, and professional execution are crucial factors in inculcating the desired characteristics in students .Leaders' sincere commitment to MEC implementation in policy formulation, resource allocation, and students' and personnel's performance evaluation is the hallmark of the institutional genuine commitment and success to inculcate MEC in schools under the Saint Gabriel's Foundation, Thailand.

Leadership is the key driving force for mobilizing every process, such as learning / teaching processes, student formation processes, and administration, to actualize the Montfortian Education Charter in the 21st Century .Transformational, spiritual, and servant leadership are highly recommended for administrators, lay collaborators, and teachers because value inculcation cannot be coerced .Leaders in Montfortian schools) administrators and lay collaborators (must use appropriate leadership to allow people in the organization to learn, appreciate, and practice these desired characteristics.)Burns, 1978; Bass, 1985, 1998; Bass and Avolio, 1994, 1999; Fry, 2003; Bowman, 2005; Blackbaby and Blackbaby, 2011).

School Transformation towards MEC

School leaders should use transformational, spiritual, and servant leadership to transform the whole school into MEC by engaging every school unit and every school member in the spirit of MEC and the 47 desired characteristics of MEC.

Firstly, school leaders must make ten dimensions of 47 desired characteristics an institutional agenda .The ideas must be communicated to every school member, such as posters on school boards, Video clips on school social media, and verbal communication in school events.

Secondly, implementing desired characteristics and current practices in the school curriculum by training and integrating these desired characteristics into the whole school curriculum (co-curricular and extracurricular activities, sports activities, campus ministry, and social service activities). Incorporating games, social media, activities, and active participation with verbal teaching and preaching makes the attempt to inculcate desired characteristics more productive .The ranking of the ten desired characteristics according to the PNImodified in the second layer can guide trainers and teachers on the degree of emphasis on each dimension.

Thirdly, every member of Montfortian schools must practice the desired characteristics .However, every member of Montfortian schools will be committed to the

desired characteristics of MEC only when they fully understand them .This means school leaders have to provide intensive training to every member of Montfortian schools) lay collaborators, teachers, and staff(so that they realize the 'priority of priorities' of MEC in Montfortian schools .

Fourthly, school leaders should encourage the implementation of MEC's desired characteristics into every school execution)planning, budgeting, audit, and performance evaluation .(Every member of Montfortian schools should live the life of MEC and become a walking role model for one another .

Academic Department

The academic department should work closely with school leaders to monitor the integration of desired characteristics of MEC in all aspects of the school curriculum, learning and teaching, co-curricular activities, and students' performance evaluation through Bandura's Social Learning process .

Teachers

Teachers play an important role in inculcating desired characteristics in students inside and outside the classroom .However, teachers cannot deliver the MEC effectively if they do not understand MEC well enough. They need both periodical intensive training on MEC and regular emphasis on the importance of MEC in various teacher meetings .According to Bandura's Social Learning process, teachers must integrate MEC into their subject contents and regard MEC criteria to evaluate student learning performance .Teachers have to be role models of practicing MEC in their lives to inspire their students to emulate .

Student Affairs and Sport Department

Student Affairs and Sports Departments should work closely with school leaders to monitor the integration of desired characteristics of MEC into all extracurricular and sports activities .In addition, the student affairs and sports departments must execute extracurricular or sports activities as a form of learning and evaluate them through Bandura's Social Learning Process .

Campus Ministry

Campus Ministry plays a remarkable role in implementing the first dimension of MEC, the 'Pursuit of Absolute Truth' according to one's religion through teaching /learning, co-curricular and extracurricular activities, and social service according to Bandura's Social Learning process .

Staff Members

Though staff members have fewer opportunities to disseminate MEC to students, they can foster an MEC environment in schools by practicing the desired characteristics of MEC in the 21st Century .Their life at MEC can be a role model for students and colleagues in Montfortian schools to emulate.

Parents

Parents' close network of family relationships is essential in education, especially when education is conceived as a transformative process that affects students' attitudes and behavior .Regular, meaningful, two-way communication between parents and schools concerning MEC can encourage students to live a life of MEC at school and home .

Conclusions

The research results of a month-long or 30-hour training prove not only the effectiveness of the training, the efficiency and appropriateness of the Model, but also the impacts of sincere and genuine commitment of school leaders to inculcate good values, skills, and attitudes to students. This proves that though transforming students is a difficult task, it is a possible mission. The use of activities, active participation, and engagement for the success of the training reminds educators to make changes in their approach to value education. However, educators should remember that attempting to change human values, attitudes, and behavior is an endless process. Though training can prove a success, educators' endeavors should go further to integrate the student transforming process into all aspects of the school curriculum, learning/teaching, co-curricular activities, and evaluation of student performance, making it a way of life for the whole school. (Brothers of Saint Gabriel, n.d.)

Recommendations

Recommendations for Policy and Practice

The Montfortian Education Charter is a process that calls for the active involvement, active participation, and interactions of all stakeholders, such as students themselves, teachers, administrators, and parents. The roles recommended for school leaders and policymakers to mobilize the involvement of all stakeholders are as follows.

School leaders and policymakers should encourage the cultivation of desired characteristics and current practices in the whole school curriculum and every school activity.

School leaders and policymakers should make MEC a 'priority of priorities' in Montfortian schools and declare MEC the practice of desired characteristics in a school culture by encouraging every member of Montfortian schools to practice desired characteristics in daily life.

School leaders and policymakers must sincerely commit to MEC in the 21st Century in policy formulation, resource allocation, communications in the school, and performance assessment. These actions are the hallmarks of the genuine institutional commitment to this issue in Montfortian schools.

School leaders should communicate the 'priority of priorities' of MEC in parents' meetings and in the Parents and Teachers Association meetings. Regular, meaningful, two-way communication between home and the school can support students to live the life of MEC at school and home.

Recommendations for Further Research

'A Montfortian Education Charter Model for the 21st Century for Students in Schools under the Saint Gabriel's Foundation, Thailand' that the researcher presented in this research is for use in schools under the Saint Gabriel's Foundation, Thailand due to the test to prove its effectiveness and accuracy was limited to by the data collected in Thailand education context. If regional or global survey results test the Model in schools under the Congregation of the Montfort Brothers of Saint Gabriel in other countries, the Model could be re-adjusted for greater perfection and be applied to Montfortian schools in other countries.

There should be longitudinal research to prove the impacts of Montfortian Education and the impacts of desired characteristics of the Montfortian Education Charter on values, skills, and attitudes of the graduates from Montfortian schools after graduation and, in the long run, 3-5 years after graduation. However, it is worthwhile if we believe that education is essential to developing people and the country.

Montfortian schools should have a mechanism to tackle the development of Montfortian students from the first day they join school until the day they graduate or some more year after they have left school. The data will serve as useful information to adjust the strategy for student formation that has long-lasting impacts on students' lives.

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