ED019

Application of Theory-Driven Evaluation to Develop and Evaluate The Student's Democratic Personality Development Project in Schools under The Office of Basic Education Commission

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Abstract

The purposes of this research were; To apply of Theory-Driven Evaluation; To develop and to evaluate the student's democratic personality development project in school under the Office of Basic Education Commission. The samples were 38 students studying in grade 4/1 in Sansai Luang school, Sansai district, Chiang Mai province. The stakeholders were Ministry of Education, Office of Election Commission, the school director, a social study teacher, the teacher of grade 4/1 class, and 38 parents. The research procedure was divided in 3 parts: **Part 1**: Creating the program theory for evaluation, the concept of application of Theory-Driven Evaluation to develop and evaluate the project was provided to the stakeholders in focus group. Including, the researcher knew the causes of the students' personality, behavior or desired characteristics problems, the needs, and the method of the students' learning. This was for setting of the context of activity, the process of teaching-learning, and the evaluation of the project from the beginning to at the end of the project. **Part 2:** The developing of the method of evaluation, after getting the intervention (22 activities), the form of evaluations were created as 1) the exam papers of 22 activities, the evaluation of the students' satisfaction on the activities teaching-learning, and students' behavior record of the classroom teacher and students from the beginning to the end of the project and 2) six forms of the project evaluation. **Part 3:** evaluating the project, the developed forms of evaluation as mentioned above were used to evaluate the success of the project after 1 semester by asking the stakeholders and the students.

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The results of the study were as follows:

1. The program theory was created, consisting of action model and change model. The action model used to design intervention (22 activities), which consisted of three principles of Buddhism: casa ruatrarom/carmi's fair, harmony and intelligence fair. Each activity composed of context, the process of teaching-learning conformed to students' learning and evaluating in before, between and at the end of project, and planning of interventions used to practice. And the change model consisted of interventions, determinant and outcome. The developed program linked intervention and students' demographic behavior where awareness, consciousness was a determinant or mediate variable.

2. The overall of the students' score and their satisfaction on the learning-teaching process of 22 activities were at a good level. The overall of students' satisfaction in both good members and good citizen were at a very satisfied level. The overall of most students' democratic personality/behavior at the end of the project was at a very high level. The students' awareness/consciousness instilling democratic behaviors was moderately. The overall students' satisfaction was at an extremely high level. The thoughts learned from what they derived in all activities of democratic personality/behaviors development were ethics, benefaction, responsibility, acceptance of individual differences, and harmony with one another. They will be able to bring the knowledge learned to good use in their daily lives. The stakeholders agreed with this project since this project instilled good benefits to their children in their daily lives. The overall of the students' democratic personality/behaviors was at a high level.

Keywords: Theory-Driven Evaluation**,** democratic personality

1. Introduction

From the evaluation of the educational reform in learning-teaching as basic education B.E.2544 (A.D.2001) and the organization of learning-teaching as the basic education core curriculum B.E. 2551 (A.D.2008) found that learning-teaching in practice did not succeed in achieving its target. This was because the students lacked the democratic behaviors, desired characteristics such as public mind, self discipline, family, school and community, patience, and public interest (Suriyadewa Tripati,

B.E.2549A; Noppawan Sriwongpanitch, B.E.2551; Suthathip Sirichanpen, B.E.2551; Ministry of Education, B.E.2551). Parents did not closely relate with their children, especially in that they did not build upon their children's intelligence, morality and ethics. Many sections in both government and private organizations did not push students' families to be stronger ones. The building of discipline for children must start at home. Fathers and mothers are the most important persons to create and build discipline (Sriwongpanitch, B.E.2551; Suthathip Sirichanpen, B.E.2551).

Due to the problems as mentioned above, the Election Commission of Thailand cooperated with the Ministry of Education realized the importance of democracy development as the will of The Constitution of The Kingdom of Thailand, B.E.2550 and its basic education core curriculum B.E. 2551 (2008). We must do our best to develop good citizenship in a democratic life for our children and youth which will instill desired good characteristics of democratic behavior in them. This target group is very important; a good and valuable resource of Thailand. Other societies will be concerned with the results of this group's development. Thus, both the above organizations undertook the Student's Democratic Personality Development

Project by writing the manual of 4-period class democratic activity learning for teachers in all 29,054 schools under The Office of Basic Education Commission since B.E.2052. This project enjoyed little success since many schools were not supplied with good guidelines for evaluation. Methods of conducting and evaluating the project must be researched to help teachers run democratic activities effectively (The Election Commission of Thailand, B.E.2552A, B.E.2552B).

The Student's Democratic Personality Development Project must have good planning and clear steps to follow in running it. The use of Theory-Driven Evaluation or Theory-based Evaluation to develop and evaluate the project will effectively succeed (Chen, 2005). It will indicate the conditions of the success or failure of the project (Chen, 1983, 1990, 2005). The integrated application of theory in the evaluation process will help teachers understand and examine the method of the project, bringing to practice the determinant and the context of the project as well (Hess, 2000).

The evaluation using Theory-Based development in both project and evaluation will help teachers examine the situations or conditions of the project, bringing to practice the project mechanism between the process

and outcome (Weiss,1997A, 1997B, 2007). The method of running and evaluating the project as Theory-Based will explain the conditions of successful outcome. This is called "Program Theory" It explains problem causes, running method and outcome of the project (Fitz-Gibbon and Morris, 1996; Sidani and Sechrest, 1999). Moreover, Program Theory will help indicate important items and methods in evaluation. It will also show the juncture of the project's working process to the outcome. It will show the positive or negative outcomes during the project's running. If there is any problem during that time, teachers can solve them immediately. This program will help stakeholders know the limit of the project as well (Bickman, 1987; Chen, 1983, 1990, 2005), including the outcome that will occur as a result of the stakeholders' needs. Acceptance of that outcome can immediately solve any problems (Chen, 2005; Cooksy et al., 2001).

With the importance and benefit of Theory-Driven Evaluation or Theory-Based evaluation as mentioned above, the researcher was interested in developing the intervention for developing student's democratic personality, behavior and evaluating the intervention using theory-driven evaluation called Student's Democratic Personality Development Project in Schools under the Office of Basic Education

Commission. This was for developing student's democratic personality, behavior/desired characteristics in democratic daily life of Ministry of Education, the national economic and social development plan and 12 desired characteristics of National Council for Peace and Order (NCPO). Thus, the application of Theory-Driven Evaluation used in developing evaluating method of the project will help teachers get the suitable evaluation method and the correct outcome. The students can bring the knowledge and skill from the project to use in daily life effectively. The information of the causes of the problems from this research within the activities teaching-learning and success or failure of the project can be used to adjust and develop the intervention efficiently and effectively in the future. It is also beneficial for the quality assurance in education from The Office for National Education Standards and Quality Assessment (Public Organization) effectively and sustainably. This is for country development which leads to real democracy country as developed countries.

2. The purposes of the research

The purpose of this study was to apply the Theory-Driven Evaluation to develop and evaluation the intervention called Student's

Democratic Personality Development Project in Schools under the Office of Basic Education Commission. The three specific purposes were: 1.To creates program theory; 2. To develops the method of evaluation and 3. To evaluate the Student's Democratic Behavior Development Project in schools under the Office of Basic Education Commission.

3. Literature Review

The researcher studied concept, theory, documents, and research papers such as 1) the concept and theory of evaluation 2) Theory-Driven Evaluation 3) the meaning and the principle of democracy 4) Psychoanalytic Theory 5) democratic behavior 6) Buddhism democratic behavior 7) Civic Education 8) Cooperative Learning 9) the basic education core curriculum B.E. 2551 (A.D. 2008) and democracy support 10) the guideline of democratic activity organizing and 11) the research documents.

4. Research Method

The research method was divided in 3 parts:

Part 1: To create the program theory used to develop the student's democratic personality, behavior or desired characteristics. The researcher had the focus group with stakeholders and provides the concept of program theory proposed by Chen (2005). This consisted of 2 models: 1) **The Action Model** consisted of implementing organizations, the associated organizations and community partners, the ecological community, the intervention and service delivery protocols and the target populations. The stakeholders provided the causes of the students' democratic personality, behaviors/desired characteristics problems, the needs and the students' learning method to the researcher. These were for conducting the intervention, which consisted of democratic activities, which emphasized on the principle of Buddhism such as casa ruatrarom/carmi's fair, harmony and intelligence fair. 2) **The Change Model** was from the action model, which consisted of **1) the intervention** which was developed into 4 units of the 22 democratic behavior activities. The unit 1 consisted of democratic way in daily life such as discipline in oneself, family, school and community, the acceptance of individual difference and elder and compliance with norms and culture in society. The unit 2 consisted of good citizen in democracy way of life such as democratic behavior development and characteristic of good citizen. The unit 3 consisted of the democracy way of life in school, and the unit 4 consisted of the

democracy way of life in community. The learning process of all activities followed Theory of Learning. This is for building the students awareness/ consciousness on good or bad behaviors in all activities. The outcome of this project was that the students possess good democratic personality. 2) **the determinant** which was awareness/ consciousness and 3) **the outcome** included the students had democratic personality, behaviors (desired characteristics). The samplings were students studying in grade 4/1, Sansailuang School, Sansai district, Chiang Mai province. The implementers were a social teacher and the researcher. After that the researcher took the intervention from the action model as the step 1 to practice and designed the evaluation form of 22-activity teaching-learning and the evaluation form of the project's outcome.

The data was collected to identify causes of the students' lack of democratic personality, behavior, desired characteristics, and the stakeholders' needs. The collected data were analyzed by mean, and standard deviation (S.D.). The students' learning methods were analyzed by frequency and then arrange from much frequency to less one. The students' present personality, behaviors were analyzed by mean ($\overline{\text{X}}$) and

standard deviation (S.D.). The stakeholders' guideline of democratic activities organizing was analyzed by frequency and then arrange from much frequency to less one.

Part 2: The development of the evaluation method. The researcher brought the intervention (the project) from the action model step 1 to develop activities and design the forms of evaluation. The democratic personality development activities consisted of 22 activities. After learning of each activity, the students were assessed. The students' responses were analyzed by mean and compare mean to the criteria: 7-10 points = good, 4-6 points = fair and lower 3 points = adjust. The data of the students' satisfaction on the instructors' activities organizing were analyzed by mean ($\overline{\text{X}}$), and standard deviation (S.D.). Including, the researcher designed the success evaluation form of the project. Then the researcher took all evaluation form to the specialists to check the correct context and suitable method of evaluation. The researcher corrected them as the specialists' advice and then evaluated the project as step 3.

Part 3: The success evaluation of the project after 1 semester. The informants were the stakeholders such as the school director, the social teacher, the class teacher grade 4/1, and the parents. The evaluation

forms were the follow up evaluation forms. The data of the students' satisfaction on the project (20 items), the students' benefits from the project (5 items), the use of democratic knowledge in daily life (19 items), the awareness/consciousness make the students' good behavior (19 items), and the comparison of the students' behaviors (13 items) in both before and after the project were analyzed by mean ($\overline{\text{X}}$), and standard deviation (S.D.). The students' behaviors during their learning and at the end of the project were recorded in the aspects of the discipline of oneself (14 items), family (14 items), school (23 items), and community (8 items) by their class teacher and the students were analyzed by frequency and compare to the criteria. The data of stakeholders' comment was analyzed by frequency and then arrange from much frequency to less one. The data of present students' behaviors (13 items) after 1 semester were analyzed by mean ($\overline{\text{X}}$), and standard deviation (S.D.). The data of the stake holders' suggestions were analyzed by frequency and then arrange from much frequency to less one.
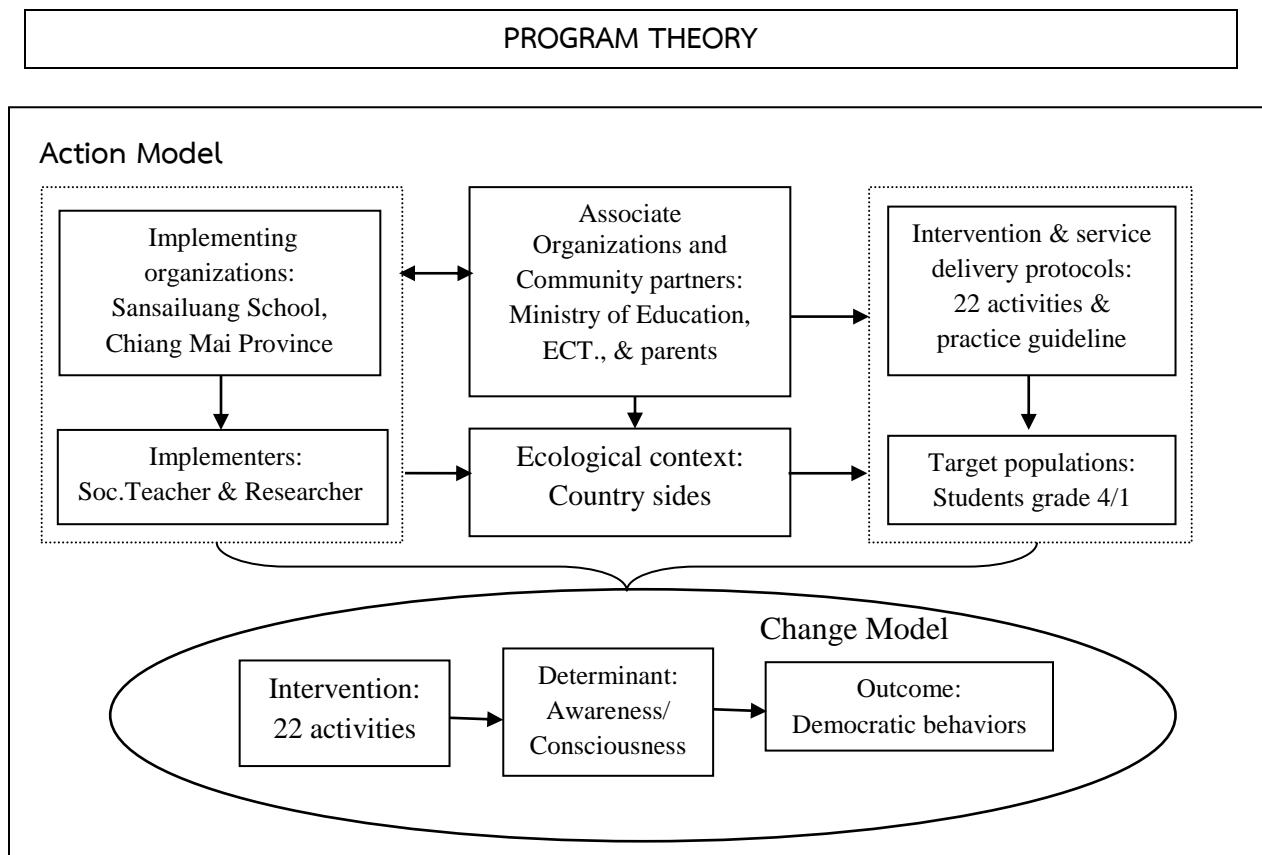
5. The Results of the Study

The results of this study divided to 3 sections:

Section 1: The results creating the program theory used to develop the student's democratic personality. The researcher had the focus group with stakeholders and provides the concept of program theory proposed by Chen (2005). This consisted of 2 models: 1) **The Action Model** consisted of implementing organizations, the associated organizations and community partners, the ecological community, the intervention and service delivery protocols and the target populations. The stakeholders provided the causes of the students' democratic personality, behaviors/desired characteristics problems, the needs and the students' learning method to the researcher. These were for doing the intervention, which consisted of democratic activities, which emphasized on the principle of Buddhism such as casa ruatrarom/carmi's fair, harmony and intelligence fair. 2) **The Change Model** was from the action model, which consisted of **1) the intervention** which was 22 activities

of the project 2) **the determinant** which was awareness/consciousness and 3) **the outcome** included the students had democratic personality, behaviors (desired characteristics). The samples were studying in grade 4/1, Sansailuang School, Sansai district, Chiang Mai province. The implementers were a social teacher and the researcher. Program Theory of the researcher as Chen's (1983, 1990, 2005) following as the picture below:

Picture 1 Program Theory of the Researcher as Chen's (1983, 1990, 2005)

Section 2: The results of the development of the evaluation method. The results of this study in this step divided into 2 parts:

Part 1: Table 1: The results of the students' learning of all 22 activities revealed that the overall of the average of students' score was at a good level (8.2)*. The aspect of self-discipline (9.6)*, the acceptance of individual difference (9.0)*, and the discipline in school - queue (9.0)* were at a good level respectively.

Table 1 The results of the students' score of learning of all 22 activities   n = 34

Act. No.	Name of Activity/democratic behavior	Mean (10 points)	Level of Quality
1	Good Difference – Acceptance of individual difference	8.4	Good
2	Good Friend (Ai Tia) – Acceptance of individual difference	9.0	Good
3	Discipline build man…Man build country (Self Discipline)	9.6	Good
4	On Time - (Self Discipline)	8.6	Good
5	It's not mine – Not grab anything (Respect other rights)	7.6	Good
6	I love my mum & dad - (Discipline in family)	8.9	Good
7	Great mum& dad (Gratitude for mother & father)	8.0	Good
8	Great Benefactor (Gratitude for teachers and benefactor)	7.8	Good
9	The Honesty Boy - Honesty (Not Lie)	8.7	Good
10	Diligent Theera Gafree (Diligence)	8.7	Good
11	The Generous Friends (Kindness)	8.3	Good
12	Naam Mon - Patience	8.8	Good
13	Democratic Man - Good Citizen in democratic way of life	7.7	Good
14	Queue Sir Queue - (Discipline in School)	9.0	Good
15	Power of Harmony (Harmony)	7.2	Good
16	Good Help - Cooperation	7.9	Good
17	Brother Max - Generosity	8.2	Good
18	Good Life in Com. - Discipline in Community	7.1	Good
19	Golden Garbage – Getting rid of Litter & Litter Separating	7.7	Good
20	Good Man – Good citizen in Community (Benefaction)	7.8	Good
21	Way of Community Life – Democracy way of culture life	7.2	Good
22	Good Volunteer – Public Mind	7.0	Good
Mean		**8.2**	**Good**

* the full score = 10 points

Part 2: The overall of the students' satisfaction with 22 activities learning revealed that the public mind, kindness, patience, and discipline in community and school, queue and were at very satisfied level respectively.

Section 3: The results of the evaluation of The Students' Democratic

Personality Development Project in schools divided into 5 parts were as follows:

Part 1: The results of the students' satisfaction with participation on The Student's Democratic Personality Development Project. The table 2 found that the overall image of the students' satisfaction with the activities of the student's democratic personality/behaviors development was very satisfied. The aspect of the respect of teacher's behavior, the teacher's suitable dressing, and the teacher's suitable techniques of teaching-leaning were very satisfied respectively.

Table 2 The results of the students' satisfaction with participation on The Student's Democratic Personality Development Project. n = 34

Item	$\overline{X}$	S.D.	Level of Satisfaction
1. The teacher taught the students on time.	4.61	.70	Very satisfied
2. The teacher informed the students the objectives of learning.	4.45	.72	satisfied
3. The teacher reviewed the old lesson before teaching new lesson.	4.47	.76	satisfied
4. The content of activities was interesting.	4.63	.49	Very satisfied
5. The teacher arranged the order and conformed to the activity content.	4.47	.83	satisfied
	4.47	.83	satisfied
6. The suitable content with practice such as team work, comment.	4.42	.64	satisfied
7. The teacher had a good skill in teaching, such as inspiration, and atmosphere building.	4.40	1.03	satisfied
8. The teacher had a good skill in transferring knowledge.	4.63	.59	Very satisfied
9. The teacher could explain clearly and easily.	4.53	.65	Very satisfied
10. The teacher could answer the students' questions.	4.63	.71	Very satisfied
11. The teacher had many suitable techniques of teaching-leaning.	4.68	.58	Very satisfied
12. The suitable teaching media such as cartoon clip, short story clip	4.47	.80	satisfied
13. The suitable documents.	4.53	.69	Very satisfied
14. The suitable time for learning.	4.45	.92	satisfied
15. The knowledge can be used in further study and in daily life.	4.61	.72	Very satisfied
16. The classroom was suitable.	4.58	.68	Very satisfied
17. The teacher's familiar with the students.	4.61	.64	Very satisfied
18. The teacher could solve the students' problems.	4.53	.80	Very satisfied

Item	$\overline{X}$	S.D.	Level of Satisfaction
19. The teacher's dress was suitable.	4.71	.52	Very satisfied
20. The teacher's behavior was respectable.	4.74	.55	Very satisfied
Mean	**4.56**	**.70**	**Very satisfied**

Part 2: Learning activities from the democratic personality/behaviors development project, most students learned the principle of democracy, ethics, benefaction, discipline, acceptance of individual difference, and harmony. The daily life use of harmony, cooperation in working with friends, gratitude for father and mother by helping them do housework, diligence and patience were at the most level.

Part 3: The awareness/ consciousness made the students change to their good democratic personality/behaviors.

The table 3 found that most students had been moderately aware (4.44). The aspect of harmony – cooperation with friends in working (4.58), gratitude for father and mother (4.56), and diligence and patience (4.56) and Picking litter in community, and no littering on public area such as road, canal etc. (4.56) were at extremely aware level respectively.

Table 3 The results of awareness/consciousness made the students change to their good democratic personality/behaviors.   N = 38

Item	$\overline{X}$	S.D.	Level of awareness
1. The acceptance of individual difference.	4.42	.81	Moderately aware
2. Having self-discipline in learning.	4.39	.55	Moderately aware
3. Be on time - self-discipline	4.53	.65	Extremely aware
4. Not grab anything (Respect other right)	4.31	.71	Moderately aware
5. Having self-discipline in family – help father and mother do housework.	4.36	.68	Moderately aware
6. Gratitude for mother & father by helping them do housework.	4.56	.56	Extremely aware
7. Gratitude for teachers and benefactor by helping them work at school.	4.50	.56	Extremely aware
8. Honesty (Not Lie)	4.42	.69	Moderately aware
9. Diligence & Patience	4.56	.56	Extremely aware
10. Kindness	4.36	.64	Moderately aware
11. Saving money.	4.36	.59	Moderately aware
12. Be good citizen – obey father and mother, parents, teachers and the elder.	4.44	.56	Moderately aware
13. Queue – having discipline in school.	4.39	.65	Moderately aware
14. Having harmony – cooperation with friends in working.	4.58	.55	Extremely aware
15. Having Generosity – Giving things to other people.	4.47	.61	Moderately aware
16. Picking litter in community, and no littering on public area such as road, canal etc.	4.56	.65	Extremely aware
17. Littering in the waste bin and separating litter.	4.47	.61	Moderately aware
18. Making merit as Thai culture.	4.50	.56	Extremely aware
19. Having public mind – Helping suffering people and animals.	4.19	.67	Moderately aware
Mean	**4.44**	**.62**	Moderately aware

Part 4: The results of the students' democratic personality/behaviors in both before and after learning the democratic activity divided into 2 sections:

Section 1: The comparison of the students' behaviors in both before and after learning the democratic activity as the stakeholders' comment.

The table 4 the overall of the students' democratic personality/behaviors before learning the democratic activity was at a fair level (2.97). But after learning the democratic activity, the overall image of the students' behaviors was at a much level (4.33). The aspect of gratitude for father, mother and benefactor (4.66), and respect to father, mother, teacher, and elder (4.59) were at the most level respectively.

Table 4 The comparison of the students' democratic personality/behaviors in both before and after learning the democratic activity as the stakeholders' comment.　　N = 41

Democratic behaviors	$\overline{X}$	S.D.	Level of behaviors before Learning	$\overline{X}$	S.D.	Level of behaviors after Learning
1. Having Honesty (Not Lie)	2.93	.41	fair	4.20	.56	Much
2. Having Kindness - Helping other people.	3.07	.52	fair	4.59	.59	Most
3. Having Generosity to other people	3.15	.36	fair	4.44	.67	Much
4. Having gratitude for father, mother, teacher, and benefactor.	3.54	.51	Much	4.59	.50	Most
5. Having harmony with friends.	3.02	.47	fair	4.39	.67	Much
6. Having respect to father, mother,. teacher, and elder.	3.42	.55	fair	4.66	.48	Most
7. Having Generosity – Giving things to other people.	3.07	.52	fair	4.46	.50	Much
8. Having public mind.	2.81	.64	fair	4.15	.57	Much
9. Having patience.	2.61	.59	fair	4.17	.59	Much
10. Having self-discipline.	2.56	.60	fair	4.29	.56	Most
11. Having discipline in family.	2.98	.47	fair	4.07	.61	Much

Table 4 (cont.)   N = 41

Democratic behaviors	$\overline{X}$	S.D.	Level of behaviors before Learning	$\overline{X}$	S.D.	Level of behaviors after Learning
12. Having discipline in school.	2.73	.45	fair	4.37	.49	Much
13. Having discipline in community/society.	2.68	.47	fair	3.95	.67	Much
Mean	**2.97**	**.51**	**fair**	**4.33**	**.57**	Much

Section 2: The students' democratic personality/behaviors between learning and at the end of the project were recorded by the students' good record (behavior record) and the teacher's record. It found that the aspect of self-discipline, discipline in family, school, and community were at a good level.

Part 5: The stakeholders' reaction on the democratic personality/ behaviors development project revealed that the stakeholders satisfied with project. They expressed that this project was beneficial for the students. It helped the students have more knowledge of democratic behavior, good consciousness, honesty, sacrifice, and discipline in oneself, family, school, and community. They can use the knowledge in their daily life. The overall their desired characteristics were at much level. The democratic behaviors aspect of their respect

to father, mother, teacher, and the elder, gratitude for father, mother, teacher, and benefactor and kindness – help other people were at the most level respectively.

6. Discussion

The discussions of the results of this research were as follows:

1. The project was successful since the use of program theory which has action model and change model conformed to the stakeholders' needs. Including, the evaluation form to evaluate the project covered the important issues. This was followed Chen's Theory (1983, 1990, 2005) said that the use of Theory-Driven Evaluation or Theory-based to develop and evaluate the project will be success effectively. It will indicate the conditions of the success or failure of the project. The integrated application of theory in the evaluating

process will help teachers understand and examine the method of the project bringing to practice and the determinant and the context of the project as well (Hess, 2000).

2. The results of the evaluation method development of the democratic personality development project. The intervention was from the action model to practice in this step. Each activity consisted of the teaching-learning process such as the introduction, the use of media, cooperative learning, teamwork, etc. The instructor introduced the activity by leading the old experience to the new one. This was for the students' understanding and having a good attitude in each lesson. The use of media, short story VDO clip, tale VDO clip, ethics VDO clip, etc., would much help the students deeply felt good consciousness and more clearly understand the lesson than words. Besides, the students had cooperative learning such as teamwork. Both the students and the instructor concluded the positive and negative effect of each action. The expectation of the stakeholders was also concluded in the classroom before the end of the lesson. These were for the students' good awareness/ consciousness. The students would easily and clearly understand the lessons of all activities. And they also had

good democratic personality, behaviors/desired characteristics as the stakeholders' expectation. The students' score average of 22 activities was at a good level. The overall of the students' satisfaction with 22 activities organizing was at a very satisfied level. This conformed to Theory of Learning of Thorndike (1975) and Piaget (1965) said that the students will know and understand the lesson and have good awareness, and have good desired behaviors, the teacher must realize the principle of the students' learning, organize good environment for learning, cooperative learning, various medias such as pictures, authentic material, short story VDO clip, etc.. These are for helping the students' understanding more clearly than words, or narration. This conformed to The Office of Basic Education Commission (B.E.2551) suggested that the teaching-learning democracy, teacher must realize the learner center. This is for helping the students understand, have good democratic way of life, have a good attitude, social value, and faith in democratic form of government with the king as head of state. Besides, it also conformed to Parinya Devanarumitkul (B.E.2552) said that teaching-learning democracy in primary school level, teachers must teach students discipline by practicing discipline in oneself, family, school, and community/society.

Including, they must learn about the compromising and cooperation in working with friends, but not competition. This is because the democracy is to live together in society. Thus, teachers and parents must teach them to solve the conflict problems. They must learn how to make an agreement with other people, working and live with others happily. With the evaluation form of the project covered in both the action model and the change model as Theory-Driven Evaluation (Chen, 2005). It showed that this project was successful. Thus, Chen's theory can be conducted to run other big projects since this theory takes much time, and have a lot of details in evaluation, but it is much worthy.

7. Conclusion and suggestion

1) For the Implementation

The developed evaluation method as Theory-Driven Evaluation, the evaluator must explain to and make the stakeholders clearly understand the details of objectives, the process of teaching-learning, the steps of evaluation, and the method of evaluation. The evaluation of the project must cooperate with the stakeholders such as school director, class teacher, a social teacher, father and mother, and the implementer. They must concern with the project at the beginning to

the end of the project. They must know the step of Theory Program creation, planning of activity development, leading the project to implementation, and designing the evaluation form. This was for the correct evaluation, complete coverage and trust worthy.

2) For the further study

This research was created by using Theory-Driven Evaluation to design and develop activities of The Democratic Personality Development Project. This theory could help the researcher design various form of evaluation. This was for the correct evaluation, complete coverage and trust worthy. Thus, there should be the research and develop of The Democratic Personality Development Project in the higher primary level. There should be other interventions: (Work Project), determinant (Medias), and outcome (behavior and personality). This will help to develop country to complete and real democracy country in the future.

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