

# **LEADERSHIP IN THE DEVELOPMENT OF A KINDERGARTEN MODEL IN THE BANGKOK METROPOLIS**

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## **Introduction**

In the past twenty years, the concept of Early Childhood development has been raised occasionally due to its ambiguous status in the education pipeline. The more we provide these kinds of services, the more we realize that the scope has to be adapted in order to serve increasing numbers of target groups as well as to catch up with the theoretical movement.

To achieve the objectives set by the National Educational Act, it must start with the family's upbringing reinforced by childcare, schooling, the non-formal education throughout the life span. Everyone can contribute to a child's development by creating new values and offering a learning-oriented environment and prompting cultivating activities towards goodness, intelligence, happiness, energy and strength of the nation's future human resources. Children have to learn happily as well as acquire skills development through modern media, including raising creativity, developing personality, broadening horizons -in addition to academic subjects.

Education researchers believe that learning through playing and feeling as active learning is a significant factor in bringing out the potential of each child. The teacher's role has changed from teaching students directly, to that of arranging students within the atmosphere that stimulates them to learn, to encourage and evoke learning, while presenting opportunities to express and interconnect ideas and to observe students the way they are naturally learning.

The ideology of early childhood education provision is to give a fundamental education that offers Thai children a life foundation so that they can grow up perfectly and have age- suitable development that is balanced physically, emotionally, mentally, socially and intellectually; based on abilities and differences between individuals through activities that stimulate and promote brain development. To the greatest extent another need is to promote their preparedness to learn in elementary education and higher, which will lead to their being a quality person and citizen of their country in the future. Early childhood education focuses on the development of children in the basic of modes of rearing, training and promoting learning processes that are in accordance with the nature and development of each child in the contexts of cultures and civilizations. Further, social ways of life that bear particularities and differences are relevant in the context. (Office of the Basic Education Commission, 2005)

As a result, the researcher wishes to further study early childhood education practices, theories, standards, curriculum and needs in order to develop a model for kindergarten in the Bangkok metropolis which will fulfill stakeholders' needs. At present, collaborative leadership is of essence. Schools cannot run without stakeholder leaders: These include the administrator, parents and teachers. They all have to work together, plan together and create the same goals, and also design kindergarten programs and school environments that fit their needs. Therefore, the understanding of the needs and expectations for kindergartens is crucial for the success of early childhood education.

## **Research Objectives**

The objectives of the study are as follows:

1. To review early childhood education practices, theories and standards
2. To conduct a survey on stakeholders' leadership perceived needs of desirable kindergarten function
3. To develop a model for kindergarten in the Bangkok metropolis
4. To validate the effective ideal model for kindergarten in the Bangkok metropolis

## **Significance of the Study**

Education has changed. Parent, teacher and administrator must share the leadership role in order to plan and work together to improve kindergarten as a whole.

The school model or approaches that have been developed for Western societies may not be effective for Thai schools. Thus, the researcher aims to develop a model that will fit Thai culture and environment in Bangkok, and be more appropriate while fulfilling the needs of stakeholders.

This research will benefit all early childhood education. It is expected that this study will result in a model that can be used in kindergarten in the Bangkok metropolis. The model must be easy to understand and can be easily implemented and applied by teachers in kindergarten classroom situations.

### Scope of the Study

The research is focused on Thai kindergartens that only provide activities for children from three to six years old in the Bangkok metropolis. For the best practice population, the researcher used four main prototype schools that are in Bangkok and were advertised by the Ministry of Education as pioneer innovation schools. They are Kornkeaw (Montessori), Amartayakul (Neo-Humanist), Panyothai (Waldorf) and Roong-A-Roon(Buddhist Concept). The sample group is focused in three main stakeholders' leader roles in education: administrator, teacher and parent.

### Research Methodology

This study is a mixture of qualitative and quantitative research design methodologies.

### Research Procedure

| Objectives   | Sources of Data   | Data Collection and Instrument                                   | Data Analysis  | Results   |
|--|---|--|--|---|
| 1. To review the early childhood education practices, theories and standards                             | Documentary Sources:<br><br>Interview: Founders /Administrators   | Library<br>On-line resources<br><br>Innovative Prototype Schools | Literature review and interview summary<br>Through Content Analysis (Krippendorff, 2004) | Dendrogram summary report   |
| 2. To conduct the survey on the stakeholders' leadership perceived needs of desirable kindergarten model | Previous survey research and Dendrogram summary report and Kindergarten Stakeholders: Teachers, Administrators, and Parents | Questionnaire  | SPSS for Windows   | Quantitative Data: Measuring efficacy of response                 |
| 3. To develop a model for kindergarten in the Bangkok metropolis   | Research Findings   | N/A  | N/A  | A hypothesized model for kindergartens in the Bangkok metropolis. |
| 4. To validate the effective model for kindergarten in the Bangkok metropolis                            | Stakeholders: Educators, Kindergarten Experts, Parents, KG Teachers   | Meet and Discuss with expert judgment                            | Connoisseurship Model (Eisner, 1998)   | A Model for kindergartens in the Bangkok metropolis.              |

### Population and Sample

The first group are the founders and/or administrators from innovation kindergartens that called themselves pioneers for the theory and as a prototype kindergarten approaches. The criteria for selecting the sample are:

- 1.1. Kindergarten school in Bangkok Area
- 1.2. Only Thai and Private School recommended by Ministry of Education
- 1.3. The schools that adopted theory and present their school as a prototype of the theory in Bangkok

As the result of those three criteria, the researcher decides to choose 4 schools in Bangkok. They are

- Montessori - Kornkeaw School
- Neo-Humanist – Amartayakul School
- Waldorf – Panyothai School
- Buddhism Concept – Roong-A-Roon School

The second group was school stakeholders: kindergarten teachers, kindergarten administrators and kindergarten parents in Bangkok metropolis. Each year there are more than 100,000 students to enroll for kindergarten in Bangkok, therefore the sample size as of the study by Krejcie and Morgan Table will be 384. Since the population size is large, the researcher will cluster area according to Tambon in Bangkok

The questionnaire was sent to 1,450 samples. There were 1,376 (94.90%) respondents who answered the questionnaire.

|                | No. of Survey Sent | No. of Survey Returned | Return Rate% |
|----------------|--------------------|------------------------|--------------|
| Administrators | 50                 | 38                     | 76%          |
| Teachers       | 200                | 175                    | 87.5%        |
| Parents        | 1200               | 1163                   | 96.92%       |
| Total          | 1450               | 1376                   | 94.90%       |

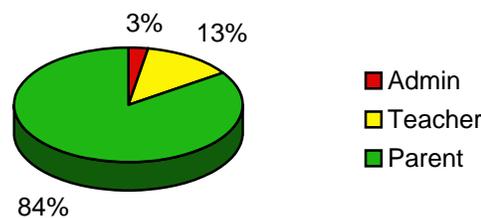


Figure 1: Percentage of sample dividing into three groups

### The Instrument

Interview and Questionnaire

### Validity and Reliability

In order to check the validity, the statistic experts from ABAC poll, the researchers advisor and the expert from early childhood area were consulted. Through the review of theories and research findings, the preliminary study and framework of the study designed the first draft of the questionnaire was constructed. The kindergarten teachers and university professors were consulted to assess the content validity prior to its reliability trial. One hundred and twenty parents were randomly selected from Queen Sirikij to tryout the first draft of questionnaire, however, only eighty-four were completed. Those parents were not in the sample group. Their responses were used to determine the reliability of the questionnaire. The data was computed for estimating the reliability of the questionnaire.

The researcher also invited the educators, and statistic experts to ensure the validity of the questionnaire before sending out to sample group.

Finally, the researcher has done process of validate the model through connoisseurship meeting. They are five groups of representatives: administrator, educator, early childhood experts, kindergarten teacher and parent.

## Results of the Study

The tables below show the stakeholder's opinion regarding what they feel for each topic of question.

**Table 1:** Question No.1: Kindergarten Curriculum should be...(emphasis on)

|                         | Parents |       | Administrator |       | Teachers |       | All |       |
|-------------------------|---------|-------|---------------|-------|----------|-------|-----|-------|
|                         | FQC     | %     | FQC           | %     | FQC      | %     | FQC | %     |
| 1. Child Centered       | 581     | 12.60 | 32            | 25.04 | 147      | 25.59 | 760 | 14.61 |
| 2. Fun and Happy        | 680     | 12.20 | 24            | 11.82 | 109      | 11.92 | 813 | 12.13 |
| 3. Buddhism Concept     | 337     | 5.40  | 5             | 1.59  | 25       | 2.35  | 367 | 4.87  |
| 4. Connect to Nature    | 430     | 7.60  | 19            | 9.35  | 83       | 8.92  | 532 | 7.83  |
| 5. Academic for Test    | 452     | 7.80  | 7             | 3.00  | 54       | 4.37  | 513 | 7.24  |
| 6. Life Skills          | 805     | 14.80 | 27            | 14.11 | 116      | 12.64 | 948 | 14.54 |
| 7. Creative Thinking    | 812     | 15.80 | 31            | 16.23 | 120      | 14.16 | 963 | 15.60 |
| 8. Problem Solving      | 498     | 7.40  | 11            | 4.59  | 79       | 7.44  | 588 | 7.31  |
| 9. Integrated to Themes | 108     | 1.40  | 11            | 4.94  | 40       | 4.14  | 159 | 1.86  |
| 10. Music and Sport     | 583     | 8.50  | 11            | 4.59  | 39       | 3.19  | 633 | 7.69  |
| 11. Learning by Doing   | 206     | 2.80  | 5             | 2.12  | 28       | 2.05  | 239 | 2.65  |
| 12. Innovation          | 274     | 3.60  | 6             | 2.62  | 34       | 3.23  | 314 | 3.49  |
| 13. Others              | 11      | 0.20  | -             | -     | -        | -     | 11  | 0.18  |

In summary for the first question (What kindergarten curriculum should emphasize?), the first four of the answers were common in all respondents relatively. There are: 1. Creative Thinking (963 or 15.60%) 2. Child Centered (760 or 14.61%) 3. Life Skills (948 or 14.54%) 4. Fun and Happy (813 or 12.13%) and the fifth favorable outcome is Connect to Nature (532 or 7.83%)

**Table 2:** Question No.2: Kindergarten Activities should be...(emphasis on)

|                                      | Parents |       | Administrator |       | Teachers |       | All   |       |
|--------------------------------------|---------|-------|---------------|-------|----------|-------|-------|-------|
|                                      | FQC     | %     | FQC           | %     | FQC      | %     | FQC   | %     |
| 1. Good in Academic                  | 595     | 10.32 | 3             | 1.58  | 49       | 5.58  | 647   | 9.47  |
| 2. Take care of oneself              | 878     | 15.23 | 28            | 14.74 | 123      | 14.01 | 1,029 | 15.06 |
| 3. Confidence in Public              | 718     | 12.45 | 19            | 10.00 | 108      | 12.30 | 845   | 12.37 |
| 4. Good and Morality                 | 828     | 14.36 | 34            | 17.89 | 154      | 17.54 | 1,016 | 14.87 |
| 5. Life Skills                       | 333     | 5.78  | 11            | 5.79  | 43       | 4.90  | 387   | 5.66  |
| 6. Optimistic                        | 485     | 8.41  | 17            | 8.95  | 61       | 6.95  | 563   | 8.24  |
| 7. Music and Sport skills            | 387     | 6.71  | 7             | 3.68  | 26       | 2.96  | 420   | 6.15  |
| 8. Thai Wisdom                       | 206     | 3.57  | 8             | 4.21  | 45       | 5.13  | 259   | 3.79  |
| 9. Problem Solving skills            | 410     | 7.11  | 26            | 13.68 | 98       | 11.16 | 534   | 7.82  |
| 10. Readiness 4 areas                | 667     | 11.57 | 35            | 18.42 | 149      | 16.97 | 851   | 12.45 |
| 11. Communicate more than 1 language | 248     | 4.30  | 2             | 1.05  | 22       | 2.51  | 272   | 3.98  |
| 12. Others                           | 10      | 0.17  | -             | 0.00  | -        | 0     | 10    | 0.15  |

In summary for the second question, the first four of the answers were common in all respondents relatively. There are: 1. Take care of Oneself (1,029 or 15.06%) 2. Good and Morality (1,016 or 14.87%) 3. Readiness in 4 areas (851 or 12.45%) 4. Confidence in Public (845 or 12.37%) and the fifth favorable outcome is Good in Academic (647 or 9.47%)

**Table 3:** Question No.3: For Thai kids, They should focus more on...

|                                  | Parents |       | Administrator |       | Teachers |       | All |       |
|----------------------------------|---------|-------|---------------|-------|----------|-------|-----|-------|
|                                  | FQC     | %     | FQC           | %     | FQC      | %     | FQC | %     |
| 1. Mathematics Skills            | 535     | 11.55 | 7             | 4.95  | 53       | 6.80  | 535 | 9.26  |
| 2. Communication Skill (English) | 819     | 17.61 | 16            | 7.60  | 68       | 7.90  | 819 | 14.18 |
| 3. Explore and Experiment        | 392     | 5.89  | 13            | 5.83  | 81       | 8.84  | 392 | 6.79  |
| 4. Confidence in Public          | 552     | 9.69  | 14            | 7.24  | 74       | 7.97  | 552 | 9.56  |
| 5. Creative Thinking             | 814     | 14.27 | 36            | 20.67 | 141      | 17.04 | 814 | 14.10 |
| 6. Systematic Thinking           | 391     | 5.56  | 28            | 14.84 | 87       | 9.63  | 391 | 6.77  |
| 7. Making Decision               | 631     | 10.70 | 10            | 5.30  | 97       | 11.07 | 631 | 10.93 |
| 8. Music Skills                  | 262     | 3.66  | 8             | 2.47  | 21       | 1.62  | 262 | 4.54  |
| 9. Sport Skills                  | 285     | 3.07  | 5             | 1.77  | 24       | 1.89  | 285 | 4.94  |
| 10. Environment Awareness        | 508     | 7.82  | 21            | 9.01  | 103      | 10.35 | 508 | 8.80  |
| 11. Morality                     | 575     | 9.96  | 32            | 20.32 | 127      | 16.89 | 575 | 9.96  |
| 12. Others                       | 11      | 0.20  | -             | -     | -        | -     | 11  | 0.19  |

In summary for the third question, there were two common answers in all respondents relatively. There are: 1. Creative Thinking (814 or 14.10%) 2. Making Decision (631 or 10.93%) However, the highest frequency was Communication Skill (English) (819 or 14.18%), and the last two were Morality (575 or 9.96%) and Confidence in Public (552 or 9.56%)

**Table 4:** Question No.4: Kindergarten teacher should be/have..

|                            | Parents |       | Administrator |       | Teachers |       | All  |       |
|----------------------------|---------|-------|---------------|-------|----------|-------|------|-------|
|                            | FQC     | %     | FQC           | %     | FQC      | %     | FQC  | %     |
| 1. Kind & love kids        | 918     | 22.02 | 25            | 19.58 | 142      | 22.11 | 1085 | 21.96 |
| 2. Motivated               | 414     | 6.26  | 16            | 6.47  | 66       | 6.51  | 496  | 6.3   |
| 3. Multi skills            | 213     | 2.72  | 14            | 5.07  | 18       | 1.14  | 245  | 2.58  |
| 4. Easy communicate        | 558     | 10.01 | 11            | 5.42  | 53       | 5.57  | 622  | 9.31  |
| 5. Reinforce / Support     | 263     | 3.84  | 6             | 2.62  | 22       | 1.97  | 291  | 3.56  |
| 6. Flexible                | 310     | 4.36  | 12            | 4.37  | 66       | 5.49  | 388  | 4.51  |
| 7. Good mood               | 642     | 11.87 | 11            | 6.47  | 94       | 10.6  | 747  | 11.55 |
| 8. Patience                | 606     | 9.81  | 14            | 5.94  | 88       | 8.56  | 708  | 9.54  |
| 9. Observant skills        | 267     | 3.3   | 11            | 3.85  | 50       | 3.9   | 328  | 3.39  |
| 10. Teachership & Morality | 800     | 15.86 | 32            | 20.63 | 133      | 19.84 | 965  | 16.51 |
| 11. Teacher Certificate    | 237     | 3.13  | 10            | 5.42  | 36       | 3.45  | 283  | 3.24  |
| 12. Good Planning          | 495     | 6.65  | 28            | 14.16 | 105      | 10.87 | 628  | 7.41  |
| 13. Others                 | 9       | 0.17  | -             | -     | -        | -     | 9    | 0.14  |

In summary for the fourth question, there were three top common answers in all respondents relatively. There are: 1. Kind and Love Kids (1,085 or 21.96%) 2. Teachership and Morality (965 or 16.51%) 3. Good Mood (747 or 11.55%) However, the last two were Patience (708 or 9.54%) and easy communicate (622 or 9.31%)

**Table 5:** Question No.5: Kindergarten administrator should be/have...

|                            | Parents |       | Administrator |       | Teachers |       | All   |       |
|----------------------------|---------|-------|---------------|-------|----------|-------|-------|-------|
|                            | FQC     | %     | FQC           | %     | FQC      | %     | FQC   | %     |
| 1. Clear Vision            | 870     | 15.11 | 33            | 17.65 | 150      | 14.72 | 1,053 | 15.12 |
| 2. Leadership Capacity     | 849     | 14.75 | 37            | 19.79 | 156      | 15.31 | 1,042 | 14.96 |
| 3. In trend                | 484     | 8.41  | 24            | 12.83 | 111      | 10.89 | 619   | 8.89  |
| 4. Sense of humor and Kind | 594     | 10.32 | 18            | 9.63  | 93       | 9.13  | 705   | 10.12 |
| 5. Organized               | 519     | 9.02  | 6             | 3.21  | 40       | 3.93  | 565   | 8.11  |
| 6. Empowering              | 174     | 3.02  | 17            | 9.09  | 62       | 6.08  | 253   | 3.63  |
| 7. Clear Communication     | 309     | 5.37  | 2             | 1.07  | 19       | 1.86  | 330   | 4.74  |

|                             |     |       |    |       |     |       |     |      |
|-----------------------------|-----|-------|----|-------|-----|-------|-----|------|
| 8. IT literate              | 199 | 3.46  | 2  | 1.07  | 21  | 2.06  | 222 | 3.19 |
| 9. Center of Community      | 582 | 10.11 | 15 | 8.02  | 56  | 5.50  | 653 | 9.38 |
| 10. Teaching Awareness      | 302 | 5.25  | 2  | 1.07  | 34  | 3.34  | 338 | 4.85 |
| 11. Punctual                | 306 | 5.32  | 5  | 2.67  | 27  | 2.65  | 338 | 4.85 |
| 12. Creative and Innovative | 555 | 9.64  | 26 | 13.90 | 100 | 9.81  | 681 | 9.78 |
| 13. Others                  | 14  | 0.24  |    | 0.00  | 150 | 14.72 | 164 | 2.36 |

In summary for the fifth question, there were three top common answers in all respondents relatively. There are: 1. Clear Vision (1,053 or 15.12%) 2. Leadership Capacity (1,042 or 14.96%) and 3. Creative and Innovative. However, the last two were Sense of Humor and Kind and Center of Community

**Table 6:** Question No.6: Kindergarten environment should be/have...

|                                  | Parents |       | Administrator |       | Teachers |       | All   |       |
|----------------------------------|---------|-------|---------------|-------|----------|-------|-------|-------|
|                                  | FQC     | %     | FQC           | %     | FQC      | %     | FQC   | %     |
| 1. Clean and Safe                | 1056    | 28.63 | 38            | 20.00 | 172      | 19.72 | 1,266 | 18.58 |
| 2. Enough Playground             | 374     | 6.02  | 22            | 11.58 | 76       | 8.72  | 472   | 6.93  |
| 3. Proper Size and Enough Toilet | 456     | 6.06  | 18            | 9.47  | 88       | 10.09 | 562   | 8.25  |
| 4. Sport Facility                | 352     | 5.96  | 5             | 2.63  | 18       | 2.06  | 375   | 5.50  |
| 5. Swimming Pool                 | 162     | 2.36  | 2             | 1.05  | 7        | 0.80  | 171   | 2.51  |
| 6. Soft Playland                 | 178     | 2.25  | 5             | 2.63  | 20       | 2.29  | 203   | 2.98  |
| 7. Nature landscape              | 510     | 8.49  | 27            | 14.21 | 95       | 10.89 | 632   | 9.28  |
| 8. Nutrition Food                | 698     | 11.52 | 27            | 14.21 | 130      | 14.91 | 855   | 12.55 |
| 9. Computer Lab                  | 324     | 5.34  | 3             | 1.58  | 19       | 2.18  | 346   | 5.08  |
| 10. Science Lab                  | 201     | 2.63  | 20            | 10.53 | 101      | 11.58 | 322   | 4.73  |
| 11. Open Air, Greenery           | 417     | 6.24  | 2             | 1.05  | 18       | 2.06  | 437   | 6.41  |
| 12. Air Condition                | 113     | 1.5   | 2             | 1.05  | 15       | 1.72  | 130   | 1.91  |
| 13. Parking Available            | 126     | 1.73  | 6             | 3.16  | 19       | 2.18  | 151   | 2.22  |
| 14. Nurse Office                 | 322     | 4.23  | 3             | 1.58  | 29       | 3.33  | 354   | 5.20  |
| 15. Pets Bug Control             | 457     | 6.94  | 10            | 5.26  | 65       | 7.45  | 532   | 7.81  |
| 16. Others                       | 5       | 0.09  | -             | 0.00  | 0        | 0.00  | 5     | 0.07  |

In summary for the sixth question, there were three top common answers in all respondents relatively. There are: 1. Clean and Safe (1,266 or 18.58%) 2. Nutrition Food (1,042 or 14.96%) and 3. Nature Landscape (532 or 7.81%). However, the last two were Open Air & Greenery and Pets Bug Control

**Table 7:** Question No.7: Main factors for selecting kindergarten...

|                              | Parents |       | Administrator |       | Teachers |       | All  |       |
|------------------------------|---------|-------|---------------|-------|----------|-------|------|-------|
|                              | FQC     | %     | FQC           | %     | FQC      | %     | FQC  | %     |
| 1. Tuition                   | 851     | 14.81 | 25            | 13.09 | 125      | 14.42 | 1001 | 14.71 |
| 2. Administrator             | 360     | 6.26  | 11            | 5.76  | 47       | 5.42  | 418  | 6.14  |
| 3. School Environment        | 769     | 13.38 | 33            | 17.28 | 141      | 16.26 | 943  | 13.86 |
| 4. Curriculum and Activities | 680     | 11.83 | 32            | 16.75 | 133      | 15.34 | 845  | 12.42 |
| 5. Theory and Approach       | 343     | 5.97  | 11            | 5.76  | 45       | 5.19  | 399  | 5.86  |
| 6. Ratio Teacher/Student     | 261     | 4.54  | 11            | 5.76  | 42       | 4.84  | 314  | 4.61  |

|                         |     |       |    |       |    |       |     |       |
|-------------------------|-----|-------|----|-------|----|-------|-----|-------|
| 7. Teacher              | 619 | 10.77 | 19 | 9.95  | 96 | 11.07 | 734 | 10.79 |
| 8. Media and Materials  | 600 | 10.44 | 8  | 4.19  | 42 | 4.84  | 650 | 9.55  |
| 9. Distance from Home   | 629 | 10.94 | 25 | 13.09 | 92 | 10.61 | 746 | 10.96 |
| 10. IT & Technology     | 224 | 3.90  | 2  | 1.05  | 26 | 3.00  | 252 | 3.70  |
| 11. Recommendation      | 133 | 2.31  | 2  | 1.05  | 14 | 1.61  | 149 | 2.19  |
| 12. Student Achievement | 272 | 4.73  | 12 | 6.28  | 64 | 7.38  | 348 | 5.11  |
| 13. Others              | 6   | 0.10  | -  | 0.00  | -  | 0.00  | 6   | 0.09  |

In summary for the seventh question, there were five top common answers in all respondents relatively. There are: 1. Tuition (1,011 or 14.71%) 2. School Environment (943 or 13.86%) and 3. Curriculum and Activities (845 or 12.42%) 4. Teacher (734 or 10.79%) and 5 Distances from Home (746 or 10.96%)

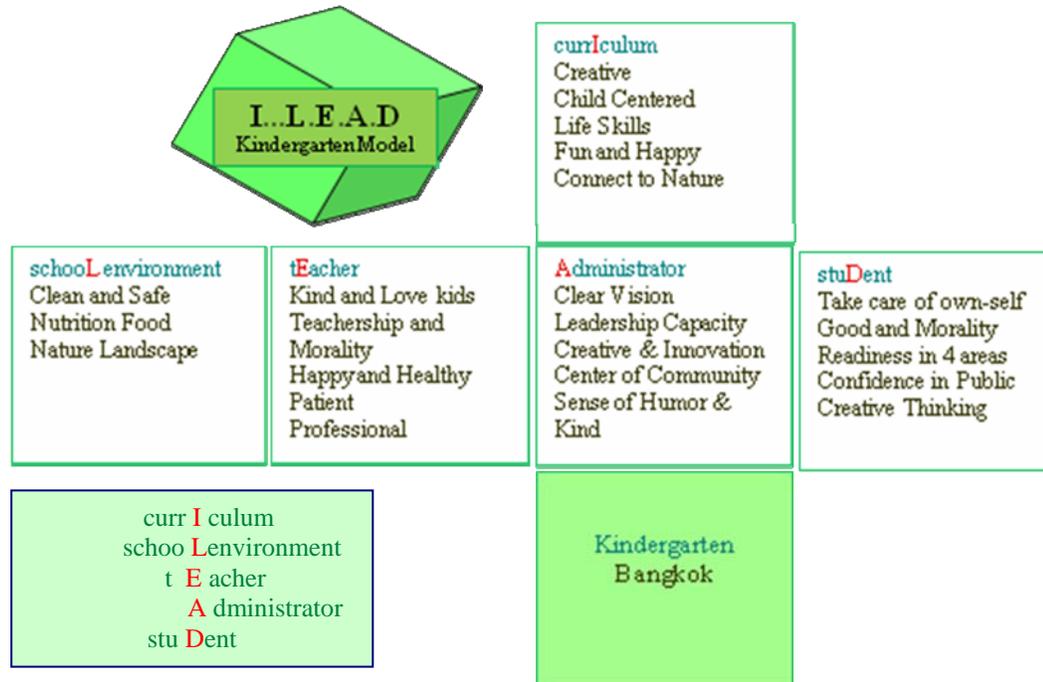
**Table 8:** Question No.8: Kindergarten in Bangkok should follow...

|                           | Parents |       | Administrator |       | Teachers |       | All |       |
|---------------------------|---------|-------|---------------|-------|----------|-------|-----|-------|
|                           | FQC     | %     | FQC           | %     | FQC      | %     | FQC | %     |
| 1. Montessori             | 486     | 8.43  | 17            | 10.99 | 98       | 13.12 | 601 | 10.49 |
| 2. Waldorf                | 336     | 5.83  | 13            | 7.21  | 44       | 4.8   | 393 | 6.14  |
| 3. Neo Humanist           | 707     | 12.26 | 20            | 14.77 | 88       | 12.1  | 815 | 14.31 |
| 4. Reggio                 | 634     | 11.00 | 18            | 11.17 | 119      | 15.73 | 771 | 12.88 |
| 5. Whole Language         | 682     | 11.83 | 15            | 9.73  | 67       | 7.11  | 764 | 11.39 |
| 6. Story Line             | 357     | 6.19  | 12            | 5.77  | 49       | 5.14  | 418 | 5.81  |
| 7. Brain-based            | 648     | 11.24 | 15            | 7.93  | 77       | 8.02  | 740 | 10.62 |
| 8. High-Scope             | 406     | 7.04  | 14            | 7.21  | 79       | 8.51  | 499 | 6.31  |
| 9. Project Approach       | 222     | 3.85  | 14            | 6.85  | 52       | 4.88  | 288 | 3.41  |
| 10. Buddhism Concept      | 386     | 6.69  | 11            | 3.42  | 57       | 4.8   | 454 | 5.21  |
| 11. Multiple Intelligence | 648     | 11.24 | 22            | 9.37  | 94       | 9.87  | 764 | 9.78  |
| 12. Integrated Learning   | 251     | 4.35  | 14            | 5.58  | 55       | 5.92  | 320 | 3.62  |
| 13. Others                | 3       | 0.05  | -             | -     | -        | -     | 3   | 0.03  |

In summary for the eighth question, there were two top common answers in all respondents relatively. There are: 1. Neo-Humanist (815 or 14.31%) and 2. Reggio (771 or 12.88%) However, there were three more that were not consensus: 1. Whole Language (764 or 11.39%) 2. Brain-based (740 or 10.62%) and 3 Montessori (601 or 10.49%)

## Conclusion

As the results of the study, the findings show that a model for kindergarten in Bangkok that fits best for all leaders would be as figure below:



### Recommendations

This research finding will be of benefit to early childhood education approaches; the results will lead and improve early childhood education and Thai kindergartens in Bangkok, Thailand

Based on the above findings, the following recommendations are made to Thai Kindergarten administrators, educators and researchers:

1. This model could apply to all kinds of kindergarten. It doesn't matter which theory or approach that the school has followed.
2. This should be studied further in a wider scope of population. This could be done in other parts of Thailand or Thailand as a whole or with bilingual and international schools.
3. Another main stakeholder who is very important was missing. A future study could focus only on students.

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