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ABSTRACT

The Effectiveness in Measuring Character Development Outcomes in Singapore Schools Through the Character Development Award

Wilson Teo Kek Woon

In 2006, Singapore's Ministry of Education started recognising schools for their effort in using effective character development programmes in producing holistic students who are both competent in their academic studies and possess good moral character. Although the history of character education in schools started in 1959, it is only in the recent years that formal awards with a set of evaluation criteria are used to recognise schools for their high quality character development programmes. Literature review shows that measuring the effectiveness of character development outcomes is a constant issue among critics of character education to validate the claim. The latest empirical research findings have given a strong indication that the outcomes of character development can be measured as long as the constructs of character are properly defined.

The objective of the research is to examine if the current awarding process and criteria used for schools are accurately measuring the character development outcomes of schools. The quantitative research instrument used

is the Collective Responsibility for Excellence and Ethics version 2.7 Short designed by Khemelkov and Davidson (2008a). The instrument is designed to capture the inputs and outputs of the key stakeholders of students, teachers and parents in the school community towards character development. A total of 1266 students, 210 staff and 396 parents were involved in the research across five schools with different awards.

The findings highlighted the need for a constant review of the evaluation criteria used by awarding body to evaluate schools that are involved in character education. It is also imperative for schools that are involved in character education to have well defined constructs for character. These constructs will determine the outcomes to be measured, and hence, the character development programmes' effectiveness. Through the findings, the study also made recommendations for policy makers and educators on areas that require careful consideration when implementing character development programmes.

Keywords: quantitative research, character education, character development outcomes, character development award

**THE EFFECTIVENESS IN MEASURING
CHARACTER DEVELOPMENT OUTCOMES IN
SINGAPORE SCHOOLS THROUGH THE
CHARACTER DEVELOPMENT AWARD**

Wilson Teo Kek Woon

**Thesis Submitted in Partial Fulfilment
for the degree of Doctor of Education**

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LIST OF ABBREVIATIONS

CREE	Collective Responsibility for Excellence and Ethics
DA	Development Award
NA	No Award
ODA	Outstanding Development Award
SMOE	Singapore Ministry of Education

DECLARATION

No part of the material offered in this thesis has previously been submitted by me for a degree in this or in any other University.

STATEMENT OF COPYRIGHT

The copyright of this thesis rests with the author. No quotation from it should be published in any format, including electronic and the Internet, without the author's prior written consent. All information derived from this thesis must be acknowledged appropriately.

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DEDICATION

I dedicate this study to my family.

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