

ความต้องการและสภาพพื้นฐานของการจัดการศึกษา ตามแนว ปรัชญาเศรษฐกิจพอเพียงตามนโยบายของรัฐ Needs and Background of Education Management of the Philosophy of the Sufficiency Economy Under the Government Policy

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาความต้องการและสภาพพื้นฐานของการจัดการศึกษาตามแนวปรัชญาเศรษฐกิจพอเพียงตามนโยบายของรัฐในสถานศึกษาสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ กลุ่มเป้าหมาย เป็นผู้บริหารสถานศึกษา และครูผู้สอนของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาขอนแก่นเขต 1-5 จำนวน 248 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามความต้องการและสภาพพื้นฐานของการจัดการศึกษาตามแนวปรัชญาเศรษฐกิจพอเพียงตามนโยบายของรัฐ วิเคราะห์ข้อมูลโดยหาความถี่ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) ผู้บริหารสถานศึกษาและครูผู้สอนมีความต้องการในการจัดการศึกษาตามแนวปรัชญาเศรษฐกิจพอเพียงตามนโยบายของรัฐ ในภาพรวมอยู่ในระดับมากที่สุด โดยประเด็นที่มีความต้องการมากที่สุด คือ การจัดทำสาระการเรียนรู้ท้องถิ่นตามแนวปรัชญาเศรษฐกิจพอเพียง และเมื่อพิจารณาเป็นรายด้านพบว่า 1.1) ด้านการบริหารจัดการสถานศึกษา ประเด็นที่มีความต้องการมากที่สุด คือ การสนับสนุน ส่งเสริมการใช้แหล่งเรียนรู้มาใช้ในการจัดการเรียนการสอนตามแนวปรัชญาเศรษฐกิจพอเพียง 1.2) ด้านหลักสูตรและการจัดการเรียนการสอน ประเด็นที่มีความต้องการมากที่สุด คือ การจัดทำสาระการเรียนรู้ท้องถิ่นตามแนวปรัชญาเศรษฐกิจพอเพียง และ 1.3) ด้านการพัฒนาบุคลากรของสถานศึกษา ประเด็นที่มีความต้องการมากที่สุด คือ การให้บุคลากรปฏิบัติตามแนวปรัชญาเศรษฐกิจพอเพียง และสามารถเป็นแบบอย่างที่ดีแก่สังคม 2) สภาพพื้นฐานในการจัดการศึกษาตามแนวปรัชญาเศรษฐกิจพอเพียงตามนโยบายของรัฐ ในภาพรวมอยู่ในระดับปานกลาง โดยประเด็นที่มีการปฏิบัติน้อยที่สุด คือ การให้ผู้ปกครองและ

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ชุมชนมีส่วนร่วมในการกำหนดแนวนโยบาย การวางแผน การพัฒนาหลักสูตรและการจัดการเรียนการสอนตามแนวปรัชญาเศรษฐกิจพอเพียง และเมื่อพิจารณาเป็นรายด้านพบว่า 2.1) ด้านการบริหารจัดการสถานศึกษา ประเด็นที่มีการปฏิบัติน้อยที่สุด คือ การให้ผู้ปกครองและชุมชนมีส่วนร่วมในการกำหนดแนวนโยบาย การวางแผน การพัฒนาหลักสูตร และการจัดการเรียนการสอนตามแนวปรัชญาเศรษฐกิจพอเพียง 2.2) ด้านหลักสูตรและการจัดการเรียนการสอน ประเด็นที่มีการปฏิบัติน้อยที่สุด คือ การจัดทำสาระการเรียนรู้ท้องถิ่นตามแนวปรัชญาเศรษฐกิจพอเพียง และ 2.3) ด้านการพัฒนาบุคลากรของสถานศึกษา ประเด็นที่มีการปฏิบัติน้อยที่สุด คือ การติดตาม ประเมินผล และนำผลการประเมินไปใช้ในการพัฒนาการเรียนการสอน

Abstract

This survey research was aimed at studying the needs and background of education management of the philosophy of the sufficiency economy under the government policy governing the schools affiliated to the Office of the Foundation Education Commission, Ministry of Education. The targets were 248 school administrators and teachers of schools under Khon Kaen Educational Zone 1-5. The research instrument included questionnaires on the needs and background of education management of the philosophy of the sufficiency economy under the government policy. The gathered data was analyzed to find the frequency, percentage, mean, standard deviation and content analysis.

The results are as follows: 1) The needs of school administrators and teachers in education management of the philosophy of the sufficiency economy under the government policy were at a high level in total. The highest need was in developing local learning content based on the philosophy of the sufficiency economy. When each aspect was taken into consideration, it was found that: 1.1) School management - the highest need was in supporting learning resources for the teaching of the sufficiency economy philosophy. 1.2) Curriculum and teaching - the highest need was in developing local learning content covering the sufficiency economy philosophy. 1.3) Personnel development - the highest need was for the personnel to follow the philosophy of the sufficiency economy and be able to be a good model in the society. 2) The background of education management of the philosophy of the sufficiency economy under the government policy was at a medium level in total. The least practiced aspect was the participation of the guardians and communities for setting the policy, planning, curriculum development and teaching of the philosophy of the sufficiency economy. When considering each aspect one by one, the results are as follows: 2.1) School management - the least practiced was the participation of the guardians and communities for setting the policy, planning, curriculum development and teaching of the philosophy of the sufficiency economy. 2.2) Curriculum and teaching - the least practiced was the incorporation of local learning content of the philosophy of the sufficiency economy. 2.3) Personal development - the least practiced was following up, evaluation, and application of the outcomes in teaching development.

คำสำคัญ: การจัดการศึกษา, ปรัชญาเศรษฐกิจพอเพียง, ความต้องการ

Keywords: Education Management, Philosophy of the Sufficiency Economy, Needs

Introduction

The Philosophy of the Sufficiency Economy is the principle of thinking and practices for leading one's life, given to all the people of Thailand for 30 years by His Majesty the King. The first time HM the King implied this principle to the people was in 1974, when he emphasized in his speech about the self-reliant development principle that would lead to sufficient necessities for one's living. According to HM's speech at that time, holding a sufficient principle and being reasonable leads to good immunity. HM The King also warned Thai citizens to be cautious and aware that development should be carried out step by step, and at the same time, virtue should be the basis for everyone's practices and living (Ministry of Education, 2008).

Sufficiency economy is a philosophy showing the way of living and practices of citizens at all levels, from families and communities to the government. It is the basis underlying neutral national development and administration. Sufficiency means moderation, reasonability, and good immunity, that is to say, ability to protect oneself against harm. It requires intelligence, thoroughness, and precautions at all steps in the planning and implementation process. In conjunction with this, the citizens should be mentally strengthened to ensure that they have conscience in virtues, honesty, intelligence, and lead their lives with patience, perseverance, prudence, and thoroughness. As a result, the country will be well balanced with Thai citizens well prepared for the rapid changes in materials, society and external cultures (Ministry of Education, 2008). The sufficiency economy is outlined in three rings of significant elements, namely, 1) moderation, which means dynamic optimum, 2) reasonableness or decisions made on the level of moderation with thorough expectations for the results, and 3) self-immunity

for accommodating the impact that can be expected from the changes. There are two conditions within the sufficiency economy, i.e. knowledge and virtue (Isarangoon Na Ayudhya, 2005; Piboonsarawut, 2008).

The Government is aware of the importance of a systematic and sustainable development in Thai society. Consequently, it has stipulated educational policies by incorporating the sufficiency economy philosophy as a means to improve education qualities and standards at all levels. Morals are seen as the foundation that enables cooperation between educational institutions and families and communities so that the latter contributes to educational management. Learners will acquire knowledge, skills, and attitudes and apply them in their daily life sustainably (Ministry of Education, 2008). In addition, the Ministry of Education, as the main organization responsible for quality human and youth development, is aware and sees the importance of the values of this mission. Therefore, it has set up a policy to design the instruction that follows HM the King's sufficiency economy and incorporates the philosophy as the major element of quality human resource development. The mission is under the cooperation with the Sub-Committee for the Propelling of the Sufficiency Economy, the Office of the National Economic and Social Development Board (NESDB) and is being implemented through the sufficiency economy team to provide accurate knowledge and understanding of the philosophy at educational institutions (Ministry of Education, 2008). As a consequence, educational institutions now incorporate the philosophy of the sufficiency economy in their instruction in order to build accurate knowledge, skills and attitudes in the students, who will apply the philosophy in their daily life effectively and sustainably.

With the importance of all that have been said, the researchers saw the necessity to base educational

management and content on the philosophy of the sufficiency economy according to Government policy. The needs and backgrounds of education management were studied at the foundation level so as to obtain significant information for efficient development of teaching and learning.

Research Objectives

To study the needs and backgrounds of education management based on the philosophy of the sufficiency economy, a Government's policy over educational institutions under the Office of Foundation Education Board, the Ministry of Education.

Research Methodology

Methodology

This is survey research conducted on the needs and background of education management, based on the philosophy of the sufficiency economy under a Government policy involving educational institution administrators and teachers using questionnaires.

Target Population

The target population of this research consisted of 248 administrators and teachers of ten schools under the Office of Khon Kaen Educational Zones 1-5, the Office of Foundation Education Board, the Ministry of Education. The participants were selected by the purposive sampling method with the following criteria: 1) The school has already incorporated the philosophy of the sufficiency economy in its instruction. 2) The school is situated in or outside of the city. 3) The school is affiliated to the Office of Khon Kaen Educational Zones 1-5. Two schools were selected from each area, one inside and one outside the city, for a total of ten schools.

Research Tools

The research tools included questionnaires on the needs and background of education management based on the philosophy of sufficiency economy according to Government policy. The questionnaire was in the five scale levels. Three experts were invited to check and edit the content validity, and the questionnaire was adjusted according to their recommendations. It was then tried out with 35 administrators and teachers of Nong Kung Wittayakhan School and Ban Non Muang School, which are affiliated to the Office of Khon Kaen Educational Zone 1 in order to check the appropriateness of the questions and language used. The calculated reliability of the questionnaire was 0.92.

Data Collection

The researchers collected the information through the questionnaires on ten administrators and 238 teachers, totaling 248 participants. The collected information included the general information of the informants, their requirements and the situations of education management based on the philosophy of the sufficiency economy under Government policy. These were divided into three parts: institutional administration and management, curriculum and instruction, and personnel development. Open-ended questions were provided for opinions and/or suggestions.

Data Analysis

The data obtained from the questionnaire was analyzed in order to find the frequency, percentage, Mean, standard deviation, and content analysis.

Conclusion and Discussion

1. The needs for education management according to the philosophy of sufficiency economy under the Government's policy

In general, the needs of administrators and teachers for education management according to the philosophy of the sufficiency economy under the Government's policy were at the highest level ($\bar{x}=4.54$, S.D. = 0.73). The item mostly required was the development of local knowledge content according to the sufficiency economy philosophy ($\bar{x}=4.69$, S.D. = 0.77). When the three aspects were considered, it was found that:

1.1 Institutional management – The item mostly needed by the administrators and teachers was support and enhancement of learning resources in the sufficiency economy instruction ($\bar{x}=4.64$, S.D. = 0.72). The second and third mostly required items were the promotion of activities and projects according to the sufficiency economy philosophy ($\bar{x}=4.63$, S.D. = 0.69) and the promotion of integration of sufficiency economy in the instruction ($\bar{x}=4.60$, S.D. = 0.68).

1.2 Curriculum and instruction – The most needed item of the administrators and teachers was the development of local knowledge content according to the sufficiency economy philosophy ($\bar{x}=4.69$, S.D. = 0.77). This was followed by curricular development with the integration of the sufficiency economy philosophy in all groups of curricula and in all student development activities ($\bar{x}=4.65$, S.D. = 0.74) and the application of the sufficiency economy philosophy in students' daily lives ($\bar{x}=4.61$, S.D. = 0.67), respectively.

1.3 Personnel development – It was found that the most needed item of administrators and teachers was for the personnel to behave according to the sufficiency economy philosophy and be a good society model ($\bar{x}=4.60$, S.D. = 0.75). The second and third most important items were the promotion of personnel to acquire knowledge in the sufficiency economy philosophy ($\bar{x}=4.58$, S.D. = 0.70) and study trips to learn about the sufficiency economy philosophy in order to promote

the application of the philosophy ($\bar{x}=4.57$, S.D. = 0.73).

The three most needed aspects of administration, curriculum and instruction, and personnel development denoted both administrators' and teachers' awareness and valuing of the philosophy of the sufficiency economy in the instruction. They had incorporated the philosophy in their teaching and learning according to Government policy and the Ministry of Education's (2008) Project on Propelling the Philosophy of Sufficiency Economy in educational institutions and the stipulation of Sufficiency Economy Strategies (2007-2011). Educational institutions are to integrate the philosophy in their administration and management, instruction, and student development activities so that practical results would be achieved at all levels with efficiency and effectiveness. Learners would be knowledgeable, skillful, and intentional in applying the philosophy in their daily life equally and sustainably. At the same time, visions in the ways of living according to the philosophy of the sufficiency economy would be continuously improved. The most needed item in development of local knowledge according to the philosophy, shows that the administrators and teachers still lacked knowledge and understanding and had difficulties in the development of local contents in the instruction and in the integration of the philosophy into the curriculum (Patthapong, 2008). This can be seen from the added opinions of the administrators and teachers that they wanted to attend seminars and workshops on the development of local content in the instruction and the design of the integration of the philosophy of sufficiency economy into the curriculum. The outcomes would lead to efficient teaching and learning from which learners would be able to apply the philosophy in their daily life.

Additionally, in the management of education according to the philosophy of the sufficiency economy,

educational institutions need to promote and enhance learning resources, promote activities and projects, and promote the integration of the philosophy of the sufficiency economy in their instruction. The research results show that the administrators and teachers need these at the highest level. The reason could be because there had been no intensive and concrete implementation in this respect, or there was implementation, but at a very low level. The impact would be on the quality of education management according to the philosophy of the sufficiency economy. In terms of personnel development, the most needed items included support for personnel to obtain knowledge on the sufficiency economy, study trips to enhance its application, and the enhancement of personnel to behave according to the philosophy and be role models. This is because it is necessary for school personnel to have knowledge and understanding in the philosophy of the sufficiency economy. However, in the present situation, educational institutions still have not intensively implemented this matter (Patthapong, 2008). They reported that if their needs as stated above were fulfilled, they would be able to efficiently apply the knowledge and experiences in the development of the teaching and learning according to the philosophy.

2. The Backgrounds in Education Management Based on the Philosophy of the Sufficiency Economy under Government Policy

In general the practices of instructional management following the philosophy of sufficiency economy were found to be at a medium level ($\bar{x}=3.45$, S.D. = 0.80). The item receiving the least practice was having the guardians and communities participate in setting up policies, planning, curriculum development, and instruction according to the sufficiency economy ($\bar{x}=3.01$, S.D. = 0.90). Considering the aspects one by one leads to the following results:

2.1 Institutional management – The item least practiced by administrators and teachers was having the guardians and communities participate in setting up policies, planning, curriculum development, and instruction according to the sufficiency economy ($\bar{x}=3.01$, S.D. = 0.90). The second least practiced items were the arrangement of educational supervision in the institution to develop the administration and teaching procedures so that they would facilitate education management according to the philosophy ($\bar{x}=3.28$, S.D. = 0.84) and the integration of the philosophy of the sufficiency economy in the annual work plan ($\bar{x}=3.31$, S.D. = 0.77), respectively.

2.2 Curriculum and instruction – It was found that the least practiced item of administrators and teachers was the development of local knowledge content according to the philosophy ($\bar{x}=3.13$, S.D. = 0.86). This was followed by the item of having a curriculum and courses based on the sufficiency economy ($\bar{x}=3.18$, S.D. = 0.83) and the planning of instruction management that integrates the sufficiency economy philosophy into all subject groups and levels ($\bar{x}=3.27$, S.D. = 0.81), respectively.

2.3 Personnel development – The item that received the least practice was the following up, evaluation, and applying of the evaluation results in the development of teaching and learning ($\bar{x}=3.20$, S.D. = 0.91). The second and third least practiced items were study trips to the places where sufficiency economy was practiced in order to promote its application ($\bar{x}=3.21$, S.D. = 0.90) and the arrangement of personnel development in sufficiency economy philosophy ($\bar{x}=3.30$, S.D. = 0.85), respectively.

The study of the backgrounds in the education management according to the philosophy of sufficiency economy shows that the administrators and teachers were aware of its importance. In general,

however, their practices turned out to be at a medium level, since both the administrators and teachers lacked knowledge and understanding of education management that is based on the philosophy of the sufficiency economy (Patthapong, 2008). As a result, problems emerged in the management of teaching and learning that follows the philosophy. Some items received the least practice, especially the development of local content according to the philosophy, designing of curricula or courses according to the philosophy, and the planning of education management that integrates the philosophy of the sufficiency economy into all subjects and levels. This led to unsuccessful educational management under the philosophy of the sufficiency economy. With regard to institutional management and administration, many items were found not to be implemented intensively and concretely, for example, having guardians and communities participate in the setting of policy and planning curricular and instructional management based on the philosophy, integrating the philosophy in the annual work plan, and organizing the supervision system at the institution in order to develop a system that facilitates teaching and learning that follows the philosophy. The causes could be attributed to the fact that the institutions lacked good administration systems and that they did not provide a chance for guardians and communities to participate in education management. In addition, many items were found with respect to personnel development that were not concretely implemented such as staff development in the sufficiency economy, study trips to places where the sufficiency economy is practiced, and following up, evaluation, and application of the evaluation results in teaching and learning development. This could be because the administrators did not see the importance of the issues, there was a lack of good planning, or there

was a lack of budget for implementation. The results of this research correlate to the Donsri's study (2000) that indicated that schools' organization of learning activities under the philosophy of the sufficiency economy was at a medium level, both in terms of preparation, organization, following up and evaluation. The study also correlates to the research by Ladee (2000) and Phromkhan (2004) which found that the implementation of the sufficiency economy under the Government's Policy was at a medium level.

3. Additional Opinions of the Administrators and Teachers

The administrators and teachers gave the following additional opinions: Seminars and workshops should be organized on the design of curricula that integrate the philosophy of the sufficiency economy. They should be trained on the development of local learning contents that are based on the sufficiency economy, the planning of instructional management that incorporates or integrates the philosophy of the sufficiency economy, the development of learning patterns based on the philosophy of the sufficiency economy. It can be seen that the administrators and teachers were aware of the values and importance of education management according to the philosophy. However, they still lacked knowledge and understanding, and had found problems in terms of operations with respect to curricular development, development of local knowledge content, planning of education management, and instructional management based on the philosophy of the sufficiency economy. Hence, major organizations, educational institutions, or universities should provide academic services for teachers in the mentioned items so that they could efficiently apply in the instruction according to the philosophy.

Recommendations

1. Recommendations for Academic Institutions

1) Academic institutions should construct the curricula in which the sufficiency economy contents are integrated at all levels and subjects. Student development activities should also be provided that allow teachers to efficiently incorporate this knowledge in their instructional management.

2) Academic personnel should be trained in the development of local knowledge content in their subjects. Sufficiency economy integration units should be set up along with the construction of learning plans that include or integrate the sufficiency economy philosophy and education management where the philosophy is integrated. Teachers, as a result, will be able to efficiently apply the training experiences in their teaching and learning management that integrates the sufficiency economy philosophy.

3) From the study of the educational management situations that follow the philosophy of the sufficiency economy in foundation education institutions, a few aspects were found that must be promoted. Guardians and communities should be allowed to contribute in setting up policies and in planning curricular and instructional management that is based on sufficiency economy and in the development of local knowledge contents in the courses. After implementation there should be a follow-up and evaluation of personnel development to ensure that the personnel bring their knowledge and experiences to the development of teaching and learning. Institutions will then succeed in the management of instruction that follows the philosophy of the sufficiency economy.

4) Educational institutions should integrate the philosophy of the sufficiency economy in their annual plans and organize supervision within their institutions in order to improve the administration of teaching processes that well accommodate sufficiency economy instruction. This will lead to concrete operations of the mission with evident directions and will in turn result in the success of the education management according to the philosophy.

5) Educational institutions should conduct a personnel development project that involves the management of instruction following the philosophy of the sufficiency economy. Personnel should be exposed to successful sufficiency economy sources through study trips so that they are able to obtain appropriate knowledge and experiences and are able to apply them in the development of teaching and learning where the sufficiency economy is integrated.

2. Recommendations for Future Research

1) Research should be conducted on the development of local knowledge subjects, on a sufficiency economy integration unit, and on the development of education management based on the philosophy of the sufficiency economy.

2) Research studies should be conducted to develop methods of instruction based on Government policy on the sufficiency economy so that teachers can efficiently apply them to their education management.

3) Studies should be carried out on the methods of administration and management of instruction that follows the philosophy of the sufficiency economy at successful institutions as a means for efficient management in due course.

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