

Practices in Accordance with Sufficiency Economy Philosophy by Teachers and School Administrators under Saraburi Educational Service Area Office

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Abstract

This research article aimed to: 1) examine the levels of operation and the practices of Sufficiency Economy Philosophy, 2) compare the practices of Sufficiency Economy Philosophy, 3) examine the relationship between the level of operation and practices of Sufficiency Economy Philosophy, and 4) confirm the results of the outcomes in the development of learners. The sample consisted of 359 people: 316 teachers and 43 administrators, during the academic year 2021. The research instrument was a 5-point rating scale questionnaire with a reliability of .92. Data were analyzed in terms of Mean, Standard Deviation, t-test, F-test, and Pearson Correlation Coefficient.

The results of the study revealed that: 1) overall, the levels of operation and practices of Sufficiency Economy Philosophy were at a moderate and high level, respectively, 2) the comparison of the level of operation and the practices of Sufficiency Economy Philosophy when classified by the aspect of training time revealed significant differences ($p < .05$), 3) there was a significant correlation at a moderate level between the level of operation and practices of Sufficiency Economy Philosophy ($p < .05$), and 4) in-depth interviews confirmed the consistency between quantitative and qualitative findings.

Keywords: Practices, Sufficiency Economy Philosophy, teachers and School Administrators

Introduction

The changes that occurred at the end of the 20th century, both economically, socially, and politically, were dictated by modern communication and communication technologies making political, social and cultural contacts to be separated into parts, lacking of links less dependence but relying more on technology, and there are not many cultural exchanges. These things happen all over the world. The changing trends have pointed to the emergence of serious trends in the future, whether in the field of economic development, socio-cultural adjustments, politics, adjustments in relations with foreign countries, trade, changes in information, energy problems, environmental problems as well as modern scientific techniques that occur. All of these have an impact, both positive and negative to society, family and mind, especially the thinking process, values and conduct (Ponchulee Archavarung and others (, 1999, p. 2).

His Majesty the King of Thailand delivered an important speech to various groups of people who attended to offer their well wishes and blessings on the occasion of the Royal Birthday at the Dusidalai Hall, Chitralada Park, Dusit Palace on December 4, 1997. The King gave a speech on the principle of self-sufficiency in accordance with the philosophy of sufficiency economy. The aforementioned Royal Speech motivated the government agencies,

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private sector and the general public to be alert in applying the Sufficiency Economy Principle in their daily lives. Office of the National Economic and Social Development Board (2002, p. 1) presented its opinions on the Philosophy of Sufficiency Economy that sufficiency economy is a philosophy that guides the way of living and conducting at all levels, from family level, community level, to state level.

Office of the National Research Council Economics (2003, pp. 19-20) reported that King Rama IX did not agree with the country development approach that focuses mainly on economic expansion without considering the basis for the majority of the country to have a solid foundation or what he calls "Enough to Live,". Self-sufficient economy with the emphasis on sufficiency means moderation, not very greedy and must not encroach on others. The moderation and reasonableness are the most important elements of Philosophy of Sufficiency Economy. It is a philosophy of conscious living and development. To achieve moderation in every aspect, no matter what we do and is very consistent with the Buddhist practice of using mindfulness to direct one's path to the middle path. Applying the principles of the Sufficiency Economy Philosophy in the lives of each individual, each department thus connects the world of Dharma practice and the world of work together so that people can have and use Dharma to lead their development. This will be the way that leads to peace, peace and balance (Leelaporn Buasai, 2006, p. 25) causing many people to become conscious and turn to consider what we trying to run unconsciously forward, obsessed with stimulating consumption, without regard to moderation and the middle way aiming to compete until we forget which group is encroaching on the people. Sufficiency Economy Philosophy, therefore, acts as a navigator for people to find a way out of the extreme consumerism without the need to deny competition and prosperity material advancement.

The Sufficiency Economy Philosophy is, therefore, a philosophy that can be applied to all levels and circles, from family life, organization administration, local development, to the development of the country. It can be used in business planning of private companies, policy making and budget allocation in the government sector, academic development as well as carrying out activities in the people's sector and civil society.

Government agencies have recognized the importance of a self-reliant lifestyle. Therefore, the importance of lifestyle has been increased by containing the principles of self-reliance as an important strategy of the rural development plan in Thailand. As part of the 9th National Economic and Social Development Plan (Aranya Tanyaket, 1998, pp. 1 - 2), it can be seen that the current royal speech of His Majesty King Rama 9 on living in a sufficiency economy is for everyone. All of the Royal Speeches promote, support, and connect Thai people to have good physical and mental health. In addition, the Sufficiency Economy Philosophy emphasizes on morals, ethics and values such as having a sense of morality, honesty, and provide appropriate knowledge including the principles of living with patience, perseverance, wisdom and prudence which is the way to live according to this philosophy of sufficiency economy that should be instilled in all Thai people. In order to have principles for living a good life that is sufficient and up to date with severe changes and speed of society, The Ministry of Education has implemented a project to drive the Sufficiency Economy Philosophy to educational institutions by working with various agencies, both public and private, with an important mission of quality development of people to have morals and bring knowledge in a timely manner, good health, a warm and strong family, self-reliant communities with stability in life under the balance of cultural diversity, natural resources and environment (Thawan Masjarat, 2007, p. 10,15). From the above policy, the Director of the Office of Educational Service Areas Director of educational institutes, teachers and educational personnel are,

therefore, directly responsible for driving the Sufficiency Economy Philosophy to educational institutions. Saraburi Primary Educational Service Area Office has complied with the policy of the Ministry of Education by developing school administrators and teachers to be able to apply the Sufficiency Economy Philosophy to develop students.

Research Objectives

1. To study the level of operation according to the Philosophy of Sufficiency Economy.
2. To study the level of teachers' adherence to the Philosophy of Sufficiency Economy and administrators of educational institutions to develop desirable characteristics for learners under the Saraburi Primary Educational Service Area Office.
3. To compare the implementation of the Sufficiency Economy Philosophy of educational institutions and the implementation of the Sufficiency Economy Philosophy of the teachers and administrators of educational institutions classified by personal and family status.
4. To study the relationship between the implementation of the Philosophy of Sufficiency Economy of educational institutions and the implementation of the Philosophy of Sufficiency Economy in the development of desirable characteristics of learners of teachers and administrators of educational institutions under the office Saraburi Primary Education Area.
5. To confirm the results resulting from the development of desirable characteristics of learners, teachers and administrators and operating results according to the Philosophy of Sufficiency Economy of educational institutions under the Saraburi Primary Educational Service Area Office.

Research Method

It is a mixed research method between quantitative research and qualitative research. The first part is quantitative research and the second part is qualitative research as follows:

Part 1 Quantitative Research.

There are actions as follows:

The population is teachers and administrators of educational institutes under the Saraburi Primary Educational Service Area Office in the academic year 2021.

The total number of 361 educational institutions is 2,760 teachers and 380 school administrators, a total of 3,456 people.

The sample group consisted of teachers and school administrators under the Saraburi Primary Educational Service Area Office, academic year 2021. The sample size was determined by using Taro Yamane's formula. A sample of 359 people was obtained, comprising 43 school administrators, 316 teachers.

research tools.

Part 1 is a questionnaire on general status of the respondents. Part 2 is a test of knowledge and understanding of desirable characteristics of learners. It is a right/false test. Part 3 is a questionnaire for developing desirable characteristics for learners. Part 4 is a questionnaire for conducting the development of desirable characteristics for learners.

Data Collection.

The researcher wrote a letter to the administrators of the educational institutes who were a sample group to request permission to collect data from administrators and teachers; sent questionnaires to the sample group to collect data. The researcher collected the data by himself and received a questionnaire back, 100 percent.

Data Analysis

Part 1 was analyzed by using Frequency Distribution Method, percentage value, Part 2 by using basic statistics such as Mean (\bar{X}) and Standard Deviation (S.D.), Part 3 by using basic statistics including Mean (\bar{X}) and standard deviation (S.D.), Part 4 uses Reference Analytical Statistics to test the hypothesis including t – test and F - test) using Scheffe's Method,

Part 5 uses simple correlation statistics by Pearson's Product Multiplication Method.

Statistics Used in Data Analysis.

1. Statistics used to determine IOC, Content Congruence Confidence by Cronbach's Alpha Coefficient Method, Basic Statistics Mean (\bar{X}), and Standard Deviation (S.D.). Unidirectional Analysis of Variance when the difference is found had been tested in pairs using Scheffe's Method of testing independent samples, and Simple Correlation Analysis Statistics by way of finding Pearson's product.

The second part is qualitative research. The respondents in the in-depth interview were administrators and teachers under the Saraburi Primary Educational Service Area Office in the academic year 2021 by random sampling of 30 people.

Creation and qualification of a qualitative research tool were performed. The researcher drafted an in-depth interview questionnaire. Based on the results of the research in Part 1, the draft questionnaires were examined in the expert-based seminar by 5 experts, edited and revised to become a complete questionnaire.

Data analysis

In-depth interviews, including teachers and administrators of educational institutions under the Saraburi Primary Educational Service Area Office in the academic year 2021, were used inductive analysis by bringing the information to be compiled and classified systematically and then Interpret meanings, connect relationships and draw conclusions from the information gathered. When an analysis point is unclear, additional data will be collected.

Summary of Research Results

1. From the data analysis, it was found that 91.07% of the respondents were teachers, 8.93% school administrators, 22.32 percent small schools, 24.40% medium-sized, 53.28% large, 33.93% male, 66.06 percent female. Age 20-40 years 27.38 percent, 41-50 years 40.97%, Bachelor degree 85.42%, Postgraduate 14.58%, Single 19.94 percent, Couple 67.86%, Separated/Divorced 12.20%, 85.42% sufficiency income, 14.58% insufficiency, number of family members 1-3 people, 38.39%, 4 people, 36.31%, and 5 or more people, 25.30%, never received any training on the philosophy of Sufficiency Economy, 52.38%, trained 1 time, 30.66 percent, trained 2 or more times, 19.96

- percent, had knowledge of the Philosophy of Sufficiency Economy below the threshold, 48.21 percent, above the threshold, 51.79%.
2. When considering the implementation of the Sufficiency Economy Philosophy of teachers and administrators of educational institutions under the Saraburi Primary Educational Service Area Office, the overall level was at a high level in descending order as follows: Religion followed by economic environmental technology, respectively.
 3. When considering the implementation of the Philosophy of Sufficiency Economy philosophy of educational institutions, the overall level was moderate. The aspect that is at a high level is the building and premises, followed by a moderate level, namely personnel development, the last two at the moderate level, including academic and planning and budget.
 4. From the comparison of the implementation of the Philosophy of Sufficiency Economy by teachers and educational institution administrators under the Saraburi Primary Educational Service Area Office Classified by position, gender, educational background, knowledge of the philosophy of sufficiency economy, size of school, age, number of family members, the sufficiency of income, the economy, the economy environment Overall, the difference was statistically significant at the .05 level.
 5. From the results of the in-depth interviews, it was found that school administrators and teachers have the same opinion that development of desirable characteristics for learners and development operations according to the Philosophy of Sufficiency Economy of educational institutions correlated

Discussion of the Research Results

The researchers discussed the results based on the following findings.

1. Level of implementation of the Sufficiency Economy Philosophy of teachers and administrators of educational institutions under the Saraburi Primary Educational Service Area Office. The overall level is at a high level. This is because Sufficiency Economy Philosophy can be applied to society. At the individual level, they can be self-reliant, such as mentally, socially, technologically, economically, and natural resources and the environment, in line with Sumet Tantivejkul (2000, pp. 117-128), explaining that Sufficiency Economy Philosophy can be applied to all levels of society, to be able to allow themselves to be self-reliant. It is also consistent with Prawet Wasi (1999, p. 6) stating that sufficiency economy is a middle-class economy. It is an economy that integrates life, mind, society and environment, basic economy, equilibrium economy, integrated economy, or the moral economy.

The economy is at a high level. This is because teachers use school supplies economically and cost-effectively to reduce government budgets, teachers have to grow vegetables in the kitchen garden to reduce family expenses, as Somchok Chetrakarn (2007) mentioned that teachers are role models for students. Therefore, teachers must live a sufficient life, spending moderately, not being superfluous, in line with the Office of the Government Teachers and Educational Personnel Commission (2006, p. 3) that has promoted savings for government teachers and educational personnel by creating a set to enhance the values of frugality and financial discipline.

Social, religious and cultural aspects were at a high level. This is because educational institutions encourage teachers to work with honesty, not seeking unlawful benefits, able to reduce, refrain from all vices and addictions, being generous and considerate to colleagues and service recipients, as Phra Maha Prateep Phromsit (2002) who conducted the philosophical analysis of sufficiency economy. It is a study of the concept of sufficiency economy following

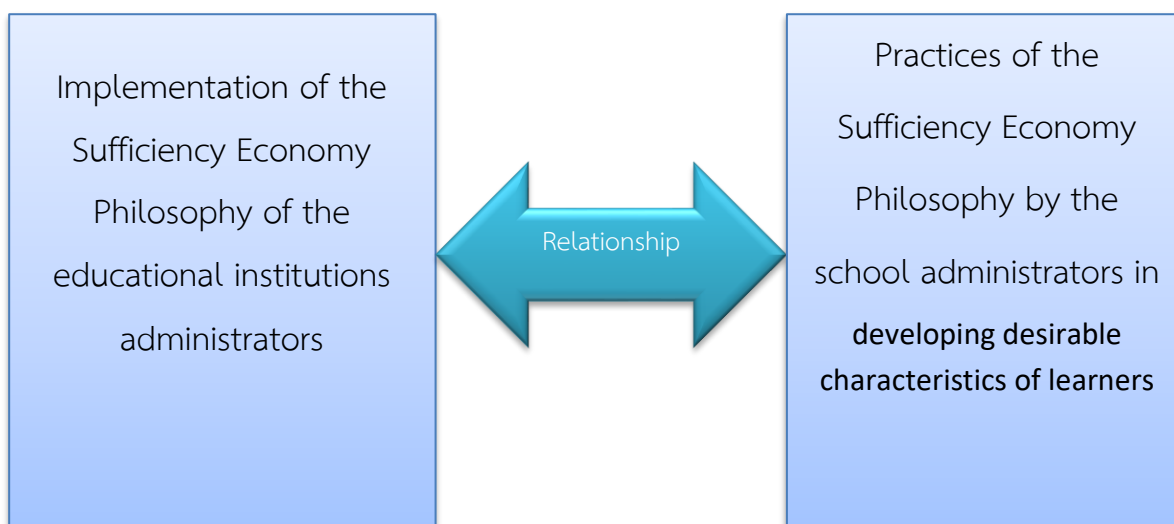
His Majesty King Rama IX concepts of moderation, honesty, not greed and not encroaching on others, and reasonableness.

The environment is at a high level. This is because the organization has developed knowledge and understanding with teachers and administrators to be able to adapt to the natural environment, using resources economically and cost-effectively, cooperate with educational institutions and communities to conserve the environment, as Seree Phongphit (2007, page 9) stated that Buddhist philosophy, the origin of Buddhist economics, has a principle of focusing on minimal consumption for the utmost happiness, as Boonserm Booncharoen (2000, pp. 3 - 4) who advocated that sufficiency economy is a way of living with self-sufficiency using the available resources for the most worthwhile benefits. Thongtipha Wiriyaphan (2002, p. 27) is of the opinion that the Sufficiency Economy Philosophy emphasizes the adjustment of concepts and behaviors to create a balance between development and the use of natural resources for sustainable development.

Technology is at a high level. This is because teachers, administrators know how to choose energy-saving technology, use technology as needed and share technology.

Body of Knowledge from Research

The implementation of the Sufficiency Economy Philosophy of Social, Religious, Economic and Environmental Education Institutions is related to the implementation of the Sufficiency Economy Philosophy of the school administrators in building personnel development, academic and planning and budget



Suggestions for Applying the Research Results

1. The organization or related agencies should encourage teachers and administrators to implement the research results seriously.
2. Affiliated agencies' follow-up supervision should be promoted to drive implementation of the Sufficiency Economy Philosophy and disseminate media/learning resources seriously to the community.

Suggestions for Future Research

1. There should be research and development of innovations integrating teaching and learning

management and organizing student development activities according to the Philosophy of Sufficiency Economy

2. There should be education on the participation of teachers. School administrators, educational institutions committee, parents and students in using local wisdom in implementing the Philosophy of Sufficiency Economy in educational institutions.

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