



Educational Management based on Sufficiency Economy Principle in Primary Schools under Office of Private Education Commission Southern Border Provinces, Thailand

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ABSTRACT.

Curriculum and guidelines are required for learners to reach their highest potential, improve their quality of life, and contribute to improve society. This research aims to develop a curriculum administration and learning process model of Educational Management. This model is based on the Sufficiency Economy Principle used in primary schools under Thailand's Office of Private Education Commission in the Southern Border Provinces. The results of this research revealed that format of the management curriculum by integrating the philosophy of sufficiency economy, education, basic development consisted of 5 steps : 1. Study of the context of 1) exploring the needs of society by the parties 4 division, 2) participation of the party committee, 3) building awareness of the personnel, 4) development of school personnel, and 5) committee appointment 6) the preparation of information, 7) the preparation of the plan improve the quality of education, 8) the outreach. 2. the analysis plan for the course include : 1) basic data analysis, 2) prepare a vision, goals, mission, of course 3) the preparation of curriculum 4) the preparation of the course curriculum, 5) prepared, 6) learning management and learning development plan. 3. The course consists of : 1) to plan learning activities, 2) the preparation of plans and learning activities that correspond to the curriculum 3) prepare a plan to develop the learner 4) organization. Plan, promote and support student learning and development, 5) the preparation of the policy of the school administrators and school board. 4. The promotion consists of a supervisory monitoring 1) to determine who is responsible for internal supervision 2) to determine the orientation program, 3) documented evidence of supervision, 4) reporting and supervision, and 5. The assessment and development programs include.

Experiments using the model in the four major factors that make them successful based on 1) the academic leadership of the management school, 2) the availability and commitment of teachers, school administrators, as well as stakeholders, 3) the participation of the Party committee 4 parties, including teachers, administrators, teachers and scholars of the Department of Education Basic, It must recognize and understand the knowledge and training operations. Just place a good practice to periodically 4) Communication systems, both internal and external 5) Establish a network of cooperation in small schools.

KEYWORDS: School curriculum management, Development of learning process model, Sufficiency economy philosophy, Curriculum and learning process, Office of southernmost private education

INTRODUCTION

His Majesty King Bhumibol Adulyadej, the former king in Thailand said in 2015 for Thai citizens that “Being a tiger is not important. The important thing is for us to have a sufficient economy. A sufficient economy means to have enough to support ourselves...we have to take a careful step backward...each village or district must be relative self-sufficient.” King Bhumibol’s Philosophy of a Sufficiency Economy stresses the middle path as an overriding principle for appropriate conduct by Thai people, has been honored by the United Nations (UN) for its international economic applicability. UN members are encouraged to apply his Majesty’s philosophy as guidelines for sustainable development (Office of the Permanent Secretary for Interior, 2014). His Majesty King Bhumibol’s introduction of the Philosophy of Sufficiency Economy to Thailand as guidelines to help resolve Thailand’s current problem. The guidelines were expected to be used as guidelines for sustainable and productive education management in all schools, both locally and nationally. This approach to increase productively and efficiently manage education has provided impetus for the research team’s interest in developing a model for curriculum and learning process management based on the principles of a Sufficiency Economy for Basic Education schools. We focus specifically on conceptualizing how this model would function under the Southernmost Private Education Office. This research objectives were to analyze needs for Sufficiency-Economy-based curriculum and learning process management based on the philosophy of Sufficiency Economy in the basic education schools under the Southernmost Private Education Office, to propose a model of curriculum and learning process management based on the philosophy of Sufficiency Economy in the basic education schools under the Southernmost Private Education Office and to examine effectiveness of the proposed model applied in the basic education schools under the Southernmost Private Education Office.

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Conceptual framework. Principles of Curriculum Management Educational development is the heart of leading the youth to the nation’s growth in the world of technological modernity. However, according to Thiwongsa (2009), rapid economic and social changes have resulted in educational problems, requiring a new approach to enhance school quality. Better curriculum development is needed to meet learners’ needs and be applicable to their daily lives and current situations. The aim of learning is established clearly for the most effective.

The principles in curriculum development cover (1) curriculum improvement: making some changes to existing curriculum for better applicability to current needs, as well as modifying and innovating curriculum materials and other required learning materials; and, (2) major curricular change: constructing a full replacement of current curriculum [management process? What does management look like—add some specific examples, perhaps] Components of the KUSA Learning Process Learning is mainly composed of “KUSA”, according to Pon-ngam (2001). ‘K’ stands for ‘Knowledge’, which refers to an individual’s learning of principles and concepts connected to learnt content; ‘U’ for ‘understanding’, or an individual’s comprehension after learning, with the ability to interpret, translate, and extend those principles and concepts to; ‘S’ is for ‘skill’, or the individual’s ability to work at an organization; and, ‘A’ for means ‘attitude’, which refers to the learning outcomes that encourage the individual to change her working behavior or patterns by becoming more reasonable, sympathetic, and open-minded.

The Philosophy of a Sufficiency Economy. The Sufficiency Economy is the philosophy that His Majesty King Bhumibol Adulyadej initiated before the global economic crisis in 2008 as practical guidelines for his people to live in a moderate path. It is a sustainable resolution to and prevention of economic problems. According to the Majesty’s royal speech given on 23 December 1999, “The term Sufficiency Economy does not exist in any economic textbook, because it is a new theory. It is not in the textbook because it is my own new approach which is interesting to experts. It is meant that this innovative idea is practical and adaptable to enhance both the national and global economy.” The Sufficiency Economy philosophy is composed of

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three main components: moderation, reasonableness, and self-immunity; the practical application of the philosophy involves viewing knowledge and morality as a fundamental way of life.

Driving a Sufficiency Economy to Education. The application of the principles of the Sufficiency Economy to the field of education involves providing learners with development activities that focus on supporting moderation, proactively cultivating morality and ethics, encouraging a public mind, and raising environmental awareness. The aims of these principles are to familiarize students with the concept of sufficiency, to cultivate their social, economic, environmental and cultural balance for living, to develop in students a sense of responsibility towards natural resources, promote their sympathetic social membership, and encourage their pride in Thai culture and values (Pantasen, 2006).

METHODS

The study was divided into 5 phases as follows. In brief, the phases were Phase 1 was a Survey of Current States, Problems and Suggestions for Model Schools. This phase involved reviewing the literature on the topic, like collecting data from model Islamic private schools (and others, or only Islamic private schools? Add specific numbers of schools) in Thailand's Deep South, and investigating their current states, problems and suggestions on curriculum and learning process management. All obtained data were analyzed to discover curriculum and learning process management in specific aspects. The analysis was based on the conceptual framework of the Academic Affairs and Educational Standards Bureau (2003). This framework covers 7 key areas: 1) curriculum construction preparation, 2) school curriculum construction, 3) curriculum implementation planning, 4) curriculum management, 5) curriculum supervision, monitoring and evaluation, 6) summative evaluation, and 7) curriculum improvement.

Participants

Participants: schools included (1) Pattani Wittaya School in Muang District, Pattani, (2) Somboonsart School in Yaha District, Yala, (3) NirandornWittaya School in Muang District, Narathiwat, (4) Songserm Islam School in Natawee District, Songkhla, and (5) Muslim Suksa School in Muang District, Satun.

Data Collection

The population included 241 schools under the Southernmost Private Education Office, for a total of 47 schools from Pattani, 40 from Yala, 73 from Narathiwat, 56 from Songkhla, and 25 from Satun. The sample included 155 participants covering directors or vice-director, managers, heads of Academic Affairs, teachers, and school committees obtained from purposively drawn five schools among the population: one from each province and 31 participants from each participating schools. The total participants were 155 from five schools. The research instrument included a questionnaire surveying general background and specific information of are Islamic private schools where were located in the southernmost, participant opinions on the appropriateness of curriculum and learning process management, problems and resolutions, difficulties, and suggestions

Data Analysis

Research indicated the following results:

Phase 1: Current States and Problems. As model schools, they were practicing the process of school curriculum management which was their new mission. All personnel were required to

realize this task as prescribed in the National Education Act B.E. 2542. They were large-sized schools with sufficient human resources, leading to possible inclusion of all core subjects in the school curriculum. Their main current problems included lack of knowledge and comprehension of their tasks, inconsistency in constructing and evaluating their curricular and learning processes, and budget allocation. Problems of implementation planning involved understanding of integration of the Sufficiency Economy philosophy into schools.

Phase 2: Field Study. In the second phase, actual problems and needs of the current curriculum and learning process management were surveyed based on the conceptual framework of the Academic Affairs and Educational Standards Bureau. The research instruments in the second phase covered materials for the focus group discussions, and interview questions. The obtained data were analyzed using percentages and content analysis. For the focus group discussions we used a purposive sampling procedures.

Phase 3: Construction of a School Curriculum and Learning Process Management Model. Upon obtaining contents, strategies and learning processes in the second phase, a model for school curriculum and learning process management was constructed depending on the school context. The next step covered planning curriculum and learning process implementation, supervision, monitoring promotion, evaluation and development. Then the curriculum draft was submitted to experts for establishment of validity and reliability of the model.

Phase 4: Trial on Curriculum Implementation. This phase was aimed at developing the school curriculum and learning process management model. The revised curriculum draft was implemented for a one-semester trial starting from 1 May 2017 to 28 July 2017.

Phase 5: Evaluation of Model Implementation. Phase 5, the evaluation of the implementation of the model, involved three distinct but interrelated steps. First, we used questionnaire based on Stufflebeam's (1971) model and adopted it to evaluate the implementation of the school curriculum and learning process development model. This model entails 4 aspects. These four aspects included 1) content and context; 2) the localization of Sufficiency Economy as applicable, 3) comprehensive contents and activities; and, 4) cooperation of managing committees. The second step of the evaluation process was to gain input relate to 1) practical managerial steps, 2) the effectiveness of the managerial steps leading to clear and correct learning process, 3) the practical integration of the philosophy into all core subjects, and 4) the practicality of quadrilateral committee and their participation. The third evaluation aspect was practicality of procedures including the study context study, analysis, planning and implementation of the curriculum, curriculum implementation, the implementation of supervision and promotion, and curriculum evaluation and development. Finally, the last aspect evaluated the practicality of outputs. The practical outputs covered looking at students, the curriculum, collaboration with the community and school board and 4) curriculum management.

RESULTS

Phase 1: Current States and Problems. As model schools, they were practicing the process of school curriculum management which was their new mission. All personnel were required to realize this task as prescribed in the National Education Act B.E. 2542. They were large-sized schools with sufficient human resources, leading to possible inclusion of all core subjects in the school curriculum. Their main current problems included lack of knowledge and comprehension of their tasks, inconsistency in constructing and evaluating their curricular and learning processes, and budget allocation. Problems of implementation planning involved understanding of integration of the Sufficiency Economy philosophy into schools.

Phase 2: Field Study. According to the participants' opinions on the procedure of constructing the school curriculum, main existing problems included the personnel's deficient knowledge and understanding of and lack direction in integration of the philosophy into their schools because it was an initiative in education. Participants in the study also raised the issue that Educational Management based on Sufficiency Economy Principle in Primary Schools under Office of Private Education Commission Southern Border Provinces teaching and learning activities were not well integrated. The personnel were urgently required to promote and develop their knowledge of the matter in the National Education Act B.E. 2551. The other main problem was lack of community collaboration due to zero financial incentive, leading to ineffective curriculum development.

Phase 3 The data obtained from phases 1 to 3 were analyzed for drafting a school curriculum and learning process management model based on the philosophy of Sufficiency Economy to be applied in basic education schools. The drafting was composed of the following 5 steps.

Context for the Study. Community needs were surveyed by the quadrilateral committee covering the directors, the Academic Affairs, the teachers and the school committee. The quadrilateral committee's collaboration in the curriculum management included (1) consultation, (2) planning, (3) decision, (4) task performing, (5) supervision, monitoring and evaluation, and (6) improvement and development. The school personnel became aware of the curriculum management through meetings for explanation of school curriculum and local curriculum, and significance of a curriculum change, instructional process change and educational reform. The personnel were developed through trainings and workshops for their comprehension of significance and construction of the school curriculum. The school curriculum committee was appointed. School curriculum data and information were compiled and the user's manual was produced. It covered curriculum construction procedures, curriculum implementation, and guidelines for curriculum and learning process development. The schools made educational quality plan, and development, evaluation and revision plan on a basis of 3 years and 5 years. Public relations were exercised among parents and communities for making understanding of and collaboration in the curriculum implementation. They shared their ideas, discussed pros and cons of the curriculum, and joining analysis of context and direction in enhancement of school education.

2. Implementation Planning Analysis

(2.1) Analyzing school general information including visions, missions, and community needs, strengths and weaknesses of community, neighboring learning sources, community collaboration, and number of school human resources. (2.2) Constructing a curriculum through the flowcharts or the procedures explained in the manual and followed the timeline. (2.3) Determining the school vision and desirable characteristics, curriculum structures and school curriculum. 2.4 Making course descriptions, school curriculum, units, lesson plans and learner development activity plans.

3. Curriculum and learning process implementation

(3.1) Making lesson plans in accordance with the School Curriculum of B.E. 2551. (3.2) Making learner development activity plans, unit lesson plans and plans for promotion and support of learning management and learner development activities (3.3) Running projects, and making policies of school director and school committee

4. Supervision, monitoring and promotion

5. Curriculum evaluation and development

Curriculum implementation trial was aimed at developing the school curriculum and learning process development model of which two drafts had been revised. The trial took one semester. In the trial, the evaluated and developed draft of the school curriculum was implemented in the five participating schools. Then the curriculum and learning process management style of each school was evaluated based on Stufflebeam's (1971) model. The evaluation involved (1) curriculum construction and development styles, (2) implementation trial, (3) outcomes from learning activities. Upon obtaining complete styles, evaluation results were analyzed for summative evaluation based on the 4 aspects of the evaluation frame. The next step was data synthesis for improvement and development of those styles in specific aspects to achieve a perfect model of Efficiency Economy-based curriculum and learning process management, which was applicable to basic education schools under the Southernmost Private Education Office. This model could be guidelines for school curriculum management in basic education schools across Thailand.

DISCUSSION and CONCLUSIONS

During the 5 phases of data collection, including qualitative and quantitative procedures, it became apparent that each of the participating schools had different cultures. This led each school to have different states of curriculum and learning management processes. Further, incomplete implementation of the model implementation was found in some schools due to contextual factors, specifically deficiency in all resources and little support from the Southernmost Private Education Office. This finding is consistent to that of Puangsamlee (2012) who states that such a phenomenon is a strategy to drive people's collaboration which is forced and superficial. The academician collaboration is also needed. Collaboration must be originated from people's actual needs. Bottom-up working brings about automatic collaboration under which problems are explored and resolutions are brainstormed. In the process initiated by people, the role of the state is minimized to simply that of data provider or needs supporter. Kamtrong (2014), investigating the academic network model for localized curriculum development, discovered that local curricular were intensively constructed but quite low quality in management because sub-steps of individual main stages specified by the Academic Affairs and Educational Standards Bureau were not practiced. Previous curricular and learning processes were constructed in some well-equipped schools. Problems faced by schools in curriculum and learning process construction can be identified and discussed as follows. The school personnel's deficient knowledge of curriculum integration and learning processes in construction of a school curriculum. The majority of in-service teachers graduated for a long time. Additionally, the curriculum development course was not provided by many institutions either in the core courses or teaching courses. Teacher development workshops organized by the Office of Southernmost Private Education were not participated by all of those in-service teachers due to school's budget limitations. Those workshops and training programs organized by either the Office of Southernmost Private Education or the Academic Affairs and Educational Standards Bureau were mainly lectures or experience shares, rather having the participants learning by actual doing. A short period of time was also a limitation causing unclear understanding and difficulties in transferring knowledge to non-participant teachers at school. The supervision from the Office of Southernmost Private Education was too slow due to a limit number of supervisors. Moreover, the supervisors frequently indicated the school practice was not correct but did not clarify and give the guidance. Discrepancy in the supervisors' opinions and judgements also confused the teachers. These phenomena support Kamtrong (2014) who discovered involvement of the personnel's deficient skills and knowledge in curriculum construction problems. It was clearly seen from disharmony between learning objectives and learners' needs, overlapping contents, mismatch between lesson plans and actually spent teaching time, contrast of teaching styles and learning styles, less practice due to time limitation,

and less optional assessment and evaluation methods. A resolution could be providing a training program for small-sized and medium-sized school to learn and practice integrated learning and teaching. All schools should emphasis importance on collaboration from people, organizations and networks. Teachers as mainly significant human resources driving dynamic of practice were not trained in new courses. Deficiency in human resources. A deficit of human resources made it impossible for participants and schools to include all core courses in the curriculum. It was a burden for an individual to be responsible for managing 2-3 core courses. Consistently, the Office of Nation Education Standards and Quality Assessment (Public Organization) discovered that small-sized schools faced both quantitative and qualitative deficiency in teachers. The worst was a small-sized school with one director and 1-2 teachers who performed all tasks from teaching to documentation. The Ministry of Education (2014) made a policy to have the Office of Basic Education Commission allocate 214 million Baht to recruit teachers to solve the problem. Increase in number of tasks for which personnel are responsible. In addition to daily teaching responsibility, integration of local wisdom into school curriculum management was an increase in teachers' tough works. This difficulty discouraged directors and teachers in small-sized schools because they were facing deficiency in human resources to fulfill all necessary tasks, leading to low effective teaching, consequently affecting learner development. This finding is consistent to that of Intusamit (2007), who investigated the linear structural relationships of factors affecting school directors' managerial discouragement, found that work stress was the main cause of the managerial discouragement. Lack of collaboration among all relevant sectors in school curriculum management. It was found that school committees, parents, communities, and local administration organizations did not realize their own roles in school curriculum construction. They attended school meetings because of the invitation. In the meeting, they simply stayed silent without sharing any ideas because of their zero knowledge. Moreover, many schools did not convince the local administration organizations to take part in school curriculum management. Consistently, identify 4 stages of community collaboration. (Rattana, 2009) They include (1) collaboratively decisions at the beginning, during and in running activities; (2) collaboration in activities; (3) collaboration in sharing benefits; and (4) collaboration in evaluation. At last, all of these tasks were completed by the teachers. It could be difficult to achieve the intention of the National Education Act orientating collaboration of all relevant sectors. The problem was caused by the high authority involving in the national education management. Many new policies were made and put into effect with neither consideration of the preparation of school practitioners nor preparation of the second plan in case of failure. Consistently, Nantasawan (2015) identifies community roles in collaboration in the follow actions: thinking, planning, practicing, evaluating, and sharing benefits. Mission Awareness It was indicated that all relevant sectors viewed that the Academic Affairs and Educational Standards Bureau' 7 steps of curriculum management was the most applicable. Despite this, investigations along the specific steps showed that the managerial tool was simply theoretically applicable. It was quite practically difficult. Materials and Technology The findings indicated that the materials and technology for both curriculum construction and learning process were insufficient. The schools did not have enough literature in hand for reviewing and further studying, causing difficulties to complete the mission in time. Communities' Understanding of Their Roles and Responsibilities in the School. The findings of all study phases reflected attempts at education quality management. The collaboration of the quadrilateral committee played a great role in the curriculum and learning process management through collaborative curriculum integration in accordance with the Education Act B.E. 2542 and its amendments. All educational sectors: the school administrative structure, the curriculum, and the learning process, needed to be reformed. As a juristic institution, the school was necessary to manage itself. A school curriculum should be constructed through the collaboration.

ACKNOWLEDGEMENTS

The authors would like to express their deep thanks to Prince of Songkla University for its financial support to this research. (Code number CUL600132S)

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