

Application of the Sufficiency Economy Philosophy to Integrated Instructional Model of In-service Teachers of Schools under the Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn, Nakhonnayok Educational Service Area Office

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Abstract— The schools under the Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn in Nakhonnayok Educational Service Area Office are the small schools, situated in a remote and undeveloped area. Thus, the school age youth didn't have or have fewer opportunities to study at the higher education level which can lead to many social and economic problems. This study aims to solve these educational issues of the schools, under The Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn, Nakhonnayok Educational Service Area Office, by the development of teachers, so that teachers could develop teaching and learning system with the ultimate goal to increase students' academic achievement, increase the educational opportunities for the youth in the area, and help them learn happily.

154 in-service teachers from 22 schools and 4 different districts in Nakhonnayok participated in this teacher training. Most teachers were satisfied with the training content and the trainer. Thereafter, the teachers were given the test to assess the skills and knowledge after training. Most of the teachers earned a score higher than 75%. Accordingly, it can be concluded that after attending the training, teachers have a clear understanding of the contents. After the training session, the teachers have to write a lesson plan that is integrated or adapted to the Sufficiency Economy Philosophy. The teachers can either adopt intradisciplinary or interdisciplinary integration according to their actual teaching conditions in the school.

Two weeks after training session, the researchers went to the schools to discuss with the teachers and follow up the assigned integrated lesson plan. It was revealed that the progress of integrated lesson plan could be divided into 3 groups: 1) the teachers who have completed the integrated lesson plan, but are concerned about the accuracy and consistency, 2) teachers who almost complete the lesson plan or made a great progress but are still concerned, confused in some aspects and not fill in the details of the plan, and 3), the teachers who made few progress, are uncertain and confused in many aspects, and may have overloaded tasks from their school. However, a follow-up procedure led to the commitment of teachers to complete the lesson plan.

Regarding student learning assessment, from an experiment teaching, most of the students earned a score higher than 50%. The rate is higher than the one from actual teaching. In addition, the teacher have assessed that the student is happy, enjoys learning, and providing a good cooperates in teaching activities. The students' interview about the new lesson plan shows that they are happy with it, willing to learn, and able to apply such knowledge in daily life.

Integrated lesson plan can increase the educational opportunities for youth in the area.

Keywords— Sufficiency Economy Philosophy, Integrated Instructional Model

I. INTRODUCTION

The application of Sufficiency Economy Philosophy to the development of learning and teaching is an important aspect of Thailand. It is already stipulated in the development strategy of education in Thailand. The educational institutions and teachers must have knowledge and understand Sufficiency Economy Philosophy. It is essential that school administrators and teachers should be developed throughout their working lives through theory and successful cases [1].

Therefore, applying sufficiency economy philosophy to learning and teaching is necessary. In addition, Thai Education Act and Thai Education Development Plan are required educational institutions adhere to the philosophy of sufficiency economy and integration people learning centre. The philosophy of sufficiency economy that apply with education administration is the middle path, moderation and be knowledgeable [4]. Sustainable Development that applies to education and teaching is the integration of "learners" into learning center and concentrate in economics, society, politics and the environment in order to make happiness of the people [2]. It also preserves the identity of Thai. People know how to use knowledge and technology, self-immunity and be ready for world changing [3].

There are 20 schools in the HRH Princess Maha Chakri Sirindhorn Royal Project in Nakorn Nayok Educational Area, distributed in 3 districts, namely, Muang Nakhon Nayok, Ban Na and Ongkharak. All schools in the project have medium size schools, schools in educational opportunity expansion project and small schools. There are 3,256 students in the Nakhon Nayok educational area and 222 teachers in the school. All schools are located at remote areas and inconvenience for transportation. Major problems and obstacles in education development are children and youth, most of them lack education opportunities. There is not much activity about academic promotion. It results in nutritional and

health problems. Sustainable career issues including conservation and inherit the culture and local wisdom [8].

All these problems are associate to each other . The key factor is the quality of people in the area. Major solutions have to start with the development of people in the area. Providing education is a channel of human development. The location of Schools in the HRH Princess Maha Chakri Sirindhorn Royal Project being near community is an important mechanism to solve such problems. The objective of the school is to promoting the nutrition and health of children and youth from the unborn child. Promote and support the increase of educational opportunities for children and youth. Promote the potential of children and youth in academic learning. Promote youth career potential and strengthen the capacity of children and youth to preserve and cultivate local wisdom and knowledge. Under these objectives, schools in the project must be systematically driven to achieve the results. Bring the objectives into action. The most relevant and important person is the teacher who is in the school of the project. An important goal in school development in the Royal Project is teacher development to get to know how to develop children, youth and people in the area through teaching and learning activities which conform to daily life of people in the area for sustainable development [7].

II. LITERATURE REVIEW

Instructional management of Thailand in fundamental level, Teaching is divided into 8 subjects. Each learning subject has separate teachers, activities and the measurement and evaluation activities. This requires a great number of teachers. This is the culture of teaching and learning in Thailand for a long time. Students have to participate in activities and have a lot of homework, stress, and sometimes parents have to come and help them to achieve that activity. It became a burden of parents. But the learning of the learner does not follow the teacher's intentions which are effect the quality of Thai education.

Integrated teaching and learning management is based on the Thai Education Act intend that the administrators and teachers can solve certain problems. But over the past 20 years, Thai education has not been able to achieve this goal with many problems such as the traditional teaching culture, management process and learning management [5].

Integrated teaching is the knowledge management, must be understand more than one course. Allows learners to apply their ideas, experiences, abilities, and skills at the same time. There are two types of integrated teaching: integrated teaching within a course and integrated teaching between courses. Integrated teaching within a course is to teach the content of the subject in the same group of experiences or the same subject [9].

There are four types of integrated teaching between courses which are insertion the contents (teach other subject in his teaching), teaching in parallel (It is taught by two or more teachers, do lesson plan together but teach different subject), Interdisciplinary teaching (The same teaching way with parallel teaching. But teacher can assign work or projects together and lastly is cross-curricular teaching (teachers who

teach different subjects form a team and discuss the topic and solve the problem together)[10].

III. PURPOSE OF STUDY

1. To train Teachers in the HRH Princess Maha Chakri Sirindhorn Royal Project at Nakhon Nayok educational area to have knowledge and apply the philosophy of Sufficiency Economy for teaching and learning. Teachers are able to make integrated lesson plan linked to the Sufficiency Economy Philosophy.

2. To assess the achievement of the teacher's ability in the HRH Princess Maha Chakri Sirindhorn Royal Project at Nakhon Nayok educational area in applying Sufficiency Economy Philosophy to teaching and writing integrated lesson plan linked to Sufficiency Economy Philosophy.

3. To assess the academic achievement of the students in the HRH Princess Maha Chakri Sirindhorn Royal Project at Nakhon Nayok educational area after follow the instructional activities of the participating teachers have been designed.

IV. RESEARCH METHODS

The population in this study were the administrators and teachers of the HRH Princess Maha Chakri Sirindhorn Royal Project at Nakhon Nayok educational area. A total of 222 students from 22 schools were selected. The sample consisted of administrators and teachers in the Royal Project at Nakhon Nayok educational area who are interested in applying for the program. A total of 154 students were selected from the 22 schools.

The variables used in this study were the initial variables which are integrated teaching within a course and integrated teaching between courses. The included variables were student achievement. in the Royal Project HRH Princess Maha Chakri Sirindhorn Nakhon Nayok educational area The research model is PAR (Participatory Action Research).Research activities started with the training of the teachers in order to increase the perspective and to educate Sufficiency Economy Philosophy.

The students' Training is divided into 4 areas: learning reform and integration of learning along with The philosophy of sufficiency economy and apply in teaching [1], Integrated teaching methods And writing integrated lesson plans including workshop for sharing knowledge [6].

V.RESULT

1. Nakhon Nayok Educational Area The development of a teacher is an important duty of the educational area. The teacher can apply the philosophy of sufficiency economy for integrated teaching. Application of Sufficiency Economy Philosophy for Teaching and Learning And integrated human-centered teaching is an important goal of The National Education Act. Teachers have been improved because of

various teaching method that affect the quality of children and youth in the area.

2. Schools in the HRH Princess Maha Chakri Sirindhorn Royal Project Education Area at Nakhon Nayok known as the leader of Sufficiency Economy Philosophy integrating successfully with teaching and learning in accordance with the National Education Act and schools that located in remote areas. There are problems in development, Low quality of education Children and youth are lack of the opportunity to study that affecting to quality of life. To integrated philosophy of sufficiency economy with teaching will be consistent with the quality of student life. School in the Royal Project will benefit from the application of Sufficiency Economy philosophy to integrated teaching and learning to other schools.

3. Teachers in the Royal Project HRH Princess Maha Chakri Sirindhorn Most are small school and opportunities expansion school. There are few teachers which cannot meet the needs of the students. Each teacher has to teach many subjects and classes. Integrated teaching and learning is a challenge for teachers. The teachers have integrated teaching methods in accordance with the principles. Teachers are confident, teachable and can be role models for other teachers.

4. Students in the HRH Princess Maha Chakri Sirindhorn Royal Project at Nakhon Nayok Educational Area More than 2,000 students have the opportunity to learn with teachers who are capable of linking content with the philosophy of sufficiency economy that is consistent with the student's lifestyle and can be applied in daily life.

VI. RECOMMENDATIONS

Teachers in the HRH Princess Maha Chakri Sirindhorn Royal Project have an accurate integrated teaching which affect to the quality of teaching and learning in line with the student's lifestyle. Teachers have more teaching methods and students learn more. The teacher was developed. The student was developed. That is the reform of learning. Both teachers and students in remote areas developed similarly.

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