

## Creation the Activity Models for the New Generation Thai Teacher's Characteristics Conserved the Environments and the Livelihood Followed the Sufficient Economy Philosophy of the First-Year Students, Faculty of Education at Rattanakosin Rajabhat University

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**Abstract:** Learners realized how to protect, conserve the natural resources and value environments. Their livelihood followed the sufficient economy philosophy and realized to their conscious for changing the globalizations. They must follow the rules of the professional education in 2013 for the self-management standard. The purpose of this research article was to study results of the experiments on creation the activity models for the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy to the first-year students, faculty of education at Rattanakosin Rajabhat University and the different between before and after experiments. This research was used by Randomized Control Group Pretest- Posttest Design. Statistical hypothesis testing was t-test for Dependent Sample and t-test for Independent Sample: Difference Scores. This research was found that after the experiment was the higher scores than before experiment. It is significant at .05. Further Suggestions of this research showed that the activities should be continuously practiced by the learners themselves and adjust to their worthy lives. The teacher's duties means providing the facilities, suggestions, inspiration, praise, complementary, making goodness, supporting positive thinking and esteem to Thai social activities and Thai cultures.

**Keywords:** Activity Models, New Generation Thai Teacher's Characteristics, Conserved the Environments, Sufficient Economy Philosophy, Rattanakosin Rajabhat University

### 1. Introduction

Rajabhat Universities' duties, the faculty of education, create and develop good capability teachers. The new generation Thai teacher's characteristics conserve the environments and the livelihood follows the sufficient economy philosophy of the first-year students, faculty of education at Rattanakosin Rajabhat University. They will be the most important persons to develop Thailand and ASEAN Economic Community (AEC). Rajabhat Universities' duties must support, realize, protect the environments and adjust to their lives the following sufficient economy philosophy. Besides, their duties must create the creative knowledge, cognition, understanding, introductions, ideals, subconscious, practical activities, learning and creatively critical thinking to learners. The new generation Thai teacher's characteristics must have good knowledge, cognition, subconscious, morals and ethics and know how to be alive to follow the sufficient economy philosophy and conserve the environments. Furthermore, they are able to adjust to live with the other people in diverse cultures. They are able to create their knowledge, cognition and experiences to transfer to learners. The learners are able to develop themselves. Project-Based Learning (PBL) and Contemplative Education Activity were created to the new generation Thai teacher's characteristics who were learned by themselves about emotion, feeling, creative thinking and believe for the realization to value objectives, affection, kindness, conscious mind to participation, transferring to the various knowledge and cognition to adjust to be perfect lives.

The researcher studied the activity models for the new generation Thai teacher's characteristics conserve the environment and the livelihood followed the sufficient economy philosophy to the first-year students, faculty of education at Rattanakosin Rajabhat University. This activity was the Project-Based Learning (PBL) Activity: Conserve the environment and the livelihood followed the sufficient economy philosophy and the Contemplative Education Activity. Preparation to the learners were developed to Thailand and ASEAN Economic Community (AEC) in the 21<sup>st</sup> century.

### 2. Research Objectives

The purpose of this research article was to study results of the experiments on creation the activity models for the new generation Thai teacher's characteristics conserved the environments and the livelihood followed

the sufficient economy philosophy to the first-year students, faculty of education at Rattanakosin Rajabhat University and the different between before and after experiments.

### 3. Research Hypothesis

The results of experiments (Creation the activity models for the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy to the first-year students, faculty of education at Rattanakosin Rajabhat University) were the following items:

After using this activity models was found that after experiments were higher scores than before experiments.

### 4. Technical Terms

1. The new generation Thai teacher's characteristics conserve the environments means the knowledge, understanding, cognition, feeling, realization, environmental conservation. They are able to use the natural resources for long run by realizing the most advantages which consisted of 1) Saving and using energy means the activities for using the less energy and essential energy. Moreover, the research studied how to save the most useful energy, 2) Participation in cultivating the forest means participants must be willing to cultivate a lot of trees to be the forests. The learners participated the activities to cultivate the mangrove forest for three days and two nights, 3) Campaign global warming means there are many activities such as turning off the lights after finishing activities, saving water, riding bicycle instead of cars, walking short distances and growing the trees.

2. The new generation Thai teacher's characteristics for the livelihood to follow the sufficient economy philosophy means the livelihood should be middle lines including the essential impacts and changing the world the following items: 1) Moderate daily living means the livelihood is sufficient, middle and essential to oneself, society, environments including diverse cultures in each local. The daily livelihood should be moderate and should not be afflicted oneself and the other persons. 2) Rationality means decision to do something which are correct morals, ethics, legal, academic background, critical thinking carefully and diverse good culture. The learners should think carefully to effect the various functions which may be happened in the future. 3) Self-immunity means preparation from the impacts to changing in economic, society, environments and various cultures are able to adjust themselves immediately.

3. The activity models for the new generation Thai teacher's characteristics of the first-year students, faculty of education at Rattanakosin Rajabhat University was divided into two activities the following items: 1) Contemplative Education Activity has five steps the following items: The first step: Survey of thinking, peaceful mind and preparation oneself for learning. Activity: Kaoshingki dancing and singing a song such as the National Anthem, the Thai Royal Anthem, Teacher song, March song and meditation. The second step: Open mind and encourage to thinking. Activity: Making the questions to transfer internal and external thinking by themselves. The third step: Exchanging the knowledge, and Activity: Listening to the dialogues aesthetically and exchanging one another from small groups to big groups, The fourth step: Revision and conclusion, and Activity: Ideas and deliberate concepts oneself. The fifth step: Report the results, and Activity: Creative thinking, conclusion and report the results for their creative thinking and knowledge to the other persons.

3. Project-Based Learning Activity (PBL) is consist of five steps the following items: The first step: Study the problems, The second step: Plan for practicing, The third step: Follow planning and learning while they are practicing, The fourth step: Evaluate the project, and The fifth step: Present the project.

### 6. Research Method

This research was an experimental development the following research.

#### Population and sampling group

Population was 1,500 first-year students, faculty of education at Rattanakosin Rajabhat University the following universities: Suan Sunandha Rajabhat university, Pranakorn Rajabhat university, Bansomdejchaopraya Rajabhat university, Chankasem Rajabhat University and Dhonburi Rajabhat University. Sampling group was 100 first-year students, faculty of education at Rattanakosin Rajabhat University the following universities: Suan Sunandha Rajabhat university (20 persons), Pranakorn Rajabhat university (20 persons), Bansomdejchaopraya Rajabhat university (20 persons), Chankasem Rajabhat university (20 persons) and Dhonburi Rajabhat university (20 person) who had studied professional teaching subject (EDU 1102) and the control group (100 persons) who studied this subject. Time for this Research: The first semester, academic year in 2017.

**Variable in the Research consisted of** 1) Independent variable was the firstly, the Contemplative Education Activity for reinforcement to the new generation Thai teacher's characteristics and the livelihood followed the

sufficient economy philosophy. The secondly, the Project-Based Learning Activity (PBL) for the new generation Thai teacher's characteristics conserved the environments. 2) Dependent variable was consist of reinforcement to be the new generation Thai teacher's characteristics the following items: 1) Environmental conservation, 2) Livelihood followed the sufficient economy philosophy.

### **Instrumentation of Research**

1) Instrumentation of research was consist of two activities the following items: Contemplative Education Activity and Project-Based Learning Activity (PBL). 2) Data collection was 1) questionnaires: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy, 2) Observation and Behavior Record, and 3) Evaluation from real situations.

Making Instrumentation of Research was consist of two activities the following items:

#### **1. Contemplative Education Activity**

There were five specialists to check the evaluation and Index of Item - Objective Congruence (IOC). Scores of Index of Item, Objective Congruence (IOC) from five specialists were between 4.20 and 5.00 to be the most appropriate and Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which had to be evaluated by five specialists' advices. Then, this testing could be used one more with a new group. After that, it will be able to use the next research.

#### **2. Project-Based Learning Activity (PBL) the Environmental Conservation**

There were five specialists to check the evaluation and Index of Item - Objective Congruence (IOC). Scores of Index of Item, Objective Congruence (IOC) from five specialists were between 4.20 and 5.00 to be the most appropriate scores and Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which had to be evaluated by five specialists' advices. Then, this testing could be used one more with a new group. After that, it will be able to use the next research.

#### **3. The questionnaire:**

The new generation Thai teacher's characteristics for the livelihood followed the sufficient economy philosophy means testing about situations and each testing situation has 30 items. This questionnaire has 60 items by the five specialists to check the measurement and Index of Item - Objective Congruence (IOC). Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00. Difficulty was between 0.20 and 0.80. Then, discrimination was 0.20 up by K-R20. (Phuangrat Thaweerat, 2000)

#### **4. Observation and Behavior Record:**

The new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy. All of them were evaluated by the five specialists. They found that Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00. It could be used with observation and behavior record.

#### **5. Evaluation from real situations:**

The new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy. These evaluations from real situations were evaluated by scoring rubrics which were divided into three scales: excellent, good and fair. These evaluations were evaluated by the five specialists. They found that Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which was able to be evaluated the research.

#### **6. Experimentation**

This research was an Experimental Development by using experimentation which was between an experimental group and a control group by randomized control group pretest and posttest design the following items: (Kerlinger, F.N. and Lee, H.B., 2000).

#### **Before experimentation**

was used by testing: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy with the first-year students, faculty of education, Rattanakosin Rajabhat University. There were 100 persons in the first semester in 2017. Then, the researcher kept these scores to be the scores of pretest.

## **2. Experimentation**

### **The first times**

The learners participated the Contemplative Education Activity: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy. There were 11 times the following activities:

The first activity: Orientation

The second activity: Livelihood follows the Sufficient Economy Philosophy (Middle Line)

The third activity: Environmental conservation (Saving and using energy) The fourth activity: The knowledge with good teacher exchange camp (Good teachers must be middle line, save and use the most worthy energy) three days and two nights

The fifth activity: Livelihood follows the Sufficient Economy Philosophy (Rationality)

The sixth activity: Environmental conservation (Participation to Cultivate the Forests)

The seventh activity: Follow Dad's Footsteps Camp, Exchange the Knowledge with Philosopher and Participate to Cultivate the Forests (three days and two nights).

The eighth activity: Livelihood follows the Sufficient Economy Philosophy (Self-Immunity)

The ninth activity: Environmental conservation (Champaign Gobble warming)

The tenth activity: The Knowledge with Good Teachers Exchange Camp (Self-Immunity and Champaign Gobble warming) three days and two nights

The eleventh activity: Post training

### **The second times**

The learners participated the Project-Based Learning Activity (PBL): the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy. There were two projects the following items:

1. The Environmental Conservation and the Livelihood followed the Sufficient Economy Philosophy.

2. The Community Services Project was divided into the following two projects: Academic Camp and the livelihood followed the sufficient economy philosophy. Academic Camp means seniors, who participated the Environmental Conservation, transferred their knowledge to juniors. Furthermore, the livelihood followed the sufficient economy philosophy to participate with the professional teaching, faculty of education, Rattanakosin Rajabhat University, to the developing schools in Bangkok and suburbs in the first semester, academic year 2018. There were six times and each time was one day.

The third times: The students practiced to follow each project.

The fourth times: The students presented the projects.

## **3. After Experimentation**

After experimentation had finished for one week, the control group was evaluated the questionnaires: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy were as same as the last one. This testing scores were kept for posttest.

## **7. Results**

The results of comparison: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy the first-year students, faculty of education, Rattanakosin Rajabhat University the following tables:

**Table 1** Comparison of the average of the new generation Thai teacher's characteristics conserved the environments of the control group between before and after experimentations.

Experimentation	n	$\bar{X}$	S.D.	t	df	p-value
Before experimentations	100	16.26	3.14			
				28.12	99	.05*
After experimentations	100	26.06	1.58			

\* significant at .05

From the first table, the results of comparison were different scores: the new generation Thai teacher's characteristics conserved the environments of the control group between before and after experimentation the Project-Based Learning (PBL). The scores were significantly at .05 the following hypothesis after they had participated the activities the environmental conservation. The scores after experimentation were higher than before experimentations.

**Table 2** Comparison of the average of the new generation Thai teacher's characteristics, the livelihood followed the sufficient economy philosophy of the control group between before and after experimentations.

Experimentation	n	$\bar{X}$	S.D.	t	df	p-value
Before experimentations	100	15.91	2.81			
				36.07	99	.05*
After experimentations	100	26.98	1.32			

\* significant at .05

From the second table, the results of comparison were different scores (the new generation Thai teacher characteristics). The livelihood followed the sufficient economy philosophy of the control group between before and after experimentation. The scores were significantly at .05 the following hypothesis after they had participated the activities the environmental conservation. The scores after experimentation were higher than before experimentation.

## 8. Discussion

The study of the new generation Thai teacher's characteristics and the livelihood followed the sufficient economy philosophy the first-year students, faculty of education, Rattanakosin Rajabhat University the following items: The new generation Thai teacher's characteristics conserved the environments. After they had participated the Project-Based Learning Activity (PBL), their scores were higher than before experimentation. The results of scores were indicated the Project-Based Learning Activity (PBL) that could be created the self-conscious. The learners could protect, look after, conserve the natural resources, saving and using the most useful energy by themselves. In the 21<sup>st</sup> century, the teachers will be designers and advisors who will design the knowledge, suggestions, and providing the facilitate to the learners. The Project-Based Learning Activity (PBL) is very appropriate because of a good working system and a science process. They could participate with the other people better. The teachers' duties were only suggestion, reinforcement and to be a consultant for solving the problems. These results of research were same as Hargis's concept (2005). The new generation Thai teacher's characteristics for the livelihood followed the sufficient economy philosophy. After they had participated the Contemplative Education Activity. Their scores were higher than before experimentation when they had participated the activity. The results of scores were indicated the Contemplative Education Activity to support them. The learners' livelihood could follow the sufficient economy philosophy. Vichan Panich (2007) mentioned the processing of the learning oneself was consists of deep listening to the contemplations and meditation. It was transferred to be transformative learning which was become obligingness to adjust the daily live. The Contemplative Education Activity made the learners be applied to be the sufficient lives including self-immunity, changing the society, environments and various cultures. Furthermore, Chanchalee Mapudh (2017) mentioned the livelihood followed the sufficient economy philosophy for the college students. It was found that the livelihood followed the sufficient economy philosophy which was included healthy, dressing and expenses. All of them are in the middle levels.

## 9. Conclusions

The new generation Thai teacher's characteristics must have good knowledge, cognition, subconscious, morals and ethics and know how to be alive to follow the sufficient economy philosophy and conserve the environments. In addition, they are able to adjust to live with the other people in diverse cultures. They are able to create their knowledge, cognition and experiences to transfer to learners. The learners are able to develop themselves. The results of comparison were different scores: the new generation Thai teacher's characteristics conserved the environments and the livelihood followed the sufficient economy philosophy the first-year students, faculty of education, Rattanakosin Rajabhat University. The scores after experimentation was higher than the scores before experimentation which was significant at .05. From the result can be interpreted that knowledge was transferred to be transformative learning which was become obligingness to adjust the daily live. The Contemplative Education Activity made the learners be applied to be the sufficient lives including self-immunity, changing the society, environments and various cultures.

## 10. Recommendations

1. The Contemplative Education Activity is important to the teachers who will be leaders to their learners. They should have a lot of experiences from the various activities which can be adjusted to their daily lives in the changing social and world.

2. The Project-Based Learning Activity (PBL) should be continuously practiced by their doing and by doing themselves and available practices with oneself. They are able to apply for all activities to their livelihood to transfer to be perfect humanity..

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