

## **Creating a model for organizing activities to enhance the characteristics of Thai teachers living according to the philosophy of sufficiency economy**

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**Abstract:** The objective of this research is to study the results of experiment using a model for organizing activities to enhance the characteristics of Thai teachers living in accordance with the sufficiency economy philosophy of the first year students, Faculty of Education, Group of Rattanakosin Rajabhat University. The samples used in the research include the first year students from the Faculty of Education, Group of Rattanakosin Rajabhat University. The research tool is the model for organizing activities (Contemplative Education Activities, Project-Based Learning Activities (PBL), and Randomized Control Group Pretest- Posttest Design). The data is analyzed using percentage, mean, and standard deviation. The statistics for hypothesis testing are t - test for Dependent Sample and t-test for Independent Sample in the form of Difference Scores.

The research results revealed that the students who received the model for organizing activities to enhance the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University, after the experiment were higher than before the experiment with statistical significance at the .05 level.

**Keywords:** Model for organizing activities (Contemplative Education Activities, Project-Based Learning Activities), characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University

### **1. Introduction**

Faculty of Education, Group of Rattanakosin Rajabhat University, has the main duties in producing and developing the good teacher graduates with efficiency following the graduate standards. Therefore, in enhancing the characteristics of Thai new-gen teacher living in accordance with the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University to be a vital force for national development in coexistence with the ASEAN Economic Community (AEC) and to be the world population in the 21st century with full pride, it is necessary to raise the awareness and realization of living according to the sufficiency economy philosophy by creating knowledge, understanding, promoting, supporting, fostering, training, nurturing, raising awareness, practicing, organizing learning activities which are various and creative emphasizing the students to become a complete human being physically and mentally with intelligence, knowledge, morality, ethics having life skills to live according to the sufficiency economy philosophy.

To enable the students in creating knowledge and experiences having been passed on to students and to encourage students to develop themselves according to their potential linking various sciences to develop their own knowledge and creating the model for organizing activities to enhance the characteristics of Thai new-gen teachers through Project-Based Learning Activities (PBL) and Contemplative Education Activities. These are the learning activities with contemplation emphasizing the development of emotions, feelings, thoughts, beliefs in order to raise awareness of the value of things, create love, kindness, and submissive to nature. The students can have common consciousness and are able to connect various sciences to apply them in life completely.

Thus, the researcher is interested in studying the results of the experiment using the model for organizing activities to enhance the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University. The Project-Based Learning Activities (PBL) and Contemplative Education Activities are used to be the principles in living with self-sufficiency and immunity prepared for the changes in the current world and complying with the Teachers Council of Thailand regulations on professional standards B.E.2556. In the standard of conduct (Professional ethics), they must be ready to develop potential to be the Thai new-gen teachers who can develop the learner's potential, prepare the characteristics of people for being in the ASEAN Economic Community and be the world population in the 21st century.

### **2. Research objective**

To study the results of the experiment using the model for organizing activities to enhance the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University, before and after the experiment.

## Hypothesis

The results of creating the model for organizing activities to enhance the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University, are as follows:

After using the model for organizing activities to enhance the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University, it is higher than before the experiment.

## 3. Research methodology

This research is the Experimental Development having the research scope as follows:

### 1. Population and sample groups

1.1 *The population* is 1,500 freshmen in the Department of Education, Faculty of Education, Group of Rattanakosin Rajabhat University, including Suan Sunandha Rajabhat University, Phranakhon Rajabhat University, Bansomdejchaopraya Rajabhat University, Chandrakasem Rajabhat University, Thonburi Rajabhat University.

1.2 *The sample group* consists of 100 freshmen in the Department of Education, Faculty of Education, Group of Rattanakosin Rajabhat University, divided into 20 students from Suan Sunandha Rajabhat University, 20 students from Phranakhon Rajabhat University, 20 students from Ban Somdet Chaopraya Rajabhat University, 20 students from Chandrakasem Rajabhat University, and 20 students from Thonburi Rajabhat University enrolling in Professional Teacher Education (EDU 1102) and 100 students of controlled group studying the non-sample subjects.

### 2. Research period

1<sup>st</sup> Semester, Academic Year of 2017

### 3. Research variables

3.1 *Independent variables include:*

- 1) Contemplative Education Activities
- 2) Project-Based Learning or PBL

3.2 *Dependent variables include:*

Results of enhancing the characteristics of the Thai new-gen teachers living according to the sufficiency economy philosophy

### 4. Research tool

1. *The tool used in this research is the model for organizing activities to enhance the characteristics of the Thai new-gen teachers consisting of the following 2 activities:*

- 1) Contemplative Education Activities
- 2) Project-Based Learning or PBL

2. *The tool used in the data collection includes:*

- 1) Form to measure the characteristics of Thai new-gen teacher living according to the philosophy of sufficiency economy
- 2) Form for observation and record of behaviors
- 3) Assessment form on the real condition

### 5. Creating and finding the quality of tool

1) Establishing the model for organizing the activities to enhance the characteristics of Thai new-gen teachers living in accordance with the sufficiency economy philosophy of the first year students of the Faculty of Education, Group of Rattanakosin Rajabhat University, there are 2 activities as follows:

1.1 *For the Contemplative Education Activities* in living according to the Sufficiency Economy Philosophy, each activity consists of:

1. Name of activity

2. Objectives

3. Methods of operation which consist of 5 steps of activities as follows:

1<sup>st</sup> step: Explore the thoughts, calm the mind, prepare oneself to be ready to learn

- Praying and meditation activities

2<sup>nd</sup> step: Open up to the thoughts, spark the idea for thinking

- Questioning activities to set points to think, persuade to contemplate deeply or think of internal and external connections by oneself

3<sup>rd</sup> step: Exchange of knowledge

- Activities to deeply listen with aesthetic conversation, exchange and learn among one another in the form of small groups expanding to large groups.

4<sup>th</sup> step: Review, reflect, and summarize

- Introspective activities to think over, process the thoughts and understanding until they can be summed up on their own

5<sup>th</sup> step: Report the results

- Activities to summarize and report to create ideas and knowledge altogether as well as disseminating the learned ideas to others

The Contemplative Education Activities have passed the assessment of suitability and Index of Item Objective Congruence (IOC) by 5 experts. The IOC is 4.20 - 5.00 which is at the most suitable level having the consistency index between 0.80-1.00. This is improved according to the expert's recommendations and applied to non-sample students for further improvement to be suitable for use in research further.

*1.2 For the Project-Based Learning or PBL in the environmental conservation, each activity consists of:*

1. Name of activity, 2. Objectives, 3. Concept, 4. Duration, 5. Media and equipment

6. The method of operation consists of 5 activities as follows:

1<sup>st</sup> step: Learning the problems

2<sup>nd</sup> step: Plan for the operation

3<sup>rd</sup> step: Implement following the plan and learn while performing work.

4<sup>th</sup> step: Performance evaluation

5<sup>th</sup> step: Presentation

The Project-Based Learning or PBL have passed the assessment of suitability and Index of Item Objective Congruence (IOC) by 5 experts. The IOC is 4.20 - 5.00 which is at the most suitable level having the consistency index between 0.80-1.00. This is improved according to the expert's recommendations and applied to non-sample students for further improvement to be suitable for use in research further.

*1.3 Form to measure the characteristics of Thai new-gen teachers living according to*

the philosophy of sufficiency economy is the form to test the situation for 30 items per aspect in the total of 60 items. The test has passed the assessment of suitability and Index of Item Objective Congruence (IOC) by 5 experts. The IOC is 0.80-1.00 having the difficulty of 0.20–0.80 and the discrimination index from 0.20 and over

using K–R 20 (Puangrat Thaweerat, 2000).

*1.4 Form to observe and record the behaviors and characteristics of Thai new-gen teachers living according to the sufficiency economy philosophy is assessed by 5 experts. It is found that the IOC is 0.80-1.00 with the consistence to be observed and recorded on the behaviors.*

*1.5 Form to assess the real conditions of the characteristics of Thai new-gen teachers*

living according to the sufficiency economy philosophy using the Scoring Rubrics which divides the criteria for each item into 3 levels; very good, good and fair. It is assessed by 5 experts and found to have the IOC of 0.80-1.00 which can be assessed.

## 6. Operation of experiment

This research is the Experimental Development using the experimental form to study the experimented group and controlled group using the randomized control group-pretest posttest design. The research was conducted as follows:

### 1. Before the experiment:

The test was used to measure the characteristics of Thai new-gen teachers living according to the sufficiency economy philosophy of 100 first year students, Department of Education, Faculty of Education, Group of Rattanakosin Rajabhat University, in the first semester of the academic year 2017 to keep the scores as pre-test scores.

### 2. During the experiment:

**1<sup>st</sup> phase:** The students attended the Contemplative Education Activities to study the characteristics of Thai new-gen teachers living according to the sufficiency economy philosophy for 8 times as follows:

1<sup>st</sup> activity: Orientation

2<sup>nd</sup> activity: Living according to the Sufficiency Economy Philosophy (Modesty)

3<sup>rd</sup> activity: Exchanging and learning camp activities with good teachers to be modest, save, and live worthy (3 days 2 nights)

4<sup>th</sup> activity: Living according to the Sufficiency Economy Philosophy (Reasonableness)

5<sup>th</sup> activity: Camp activity following the King's way to exchange knowledge with teachers, philosophers, villagers, and join in planting the replacement forest (3 days 2 nights)

6<sup>th</sup> activity: Living according to the Sufficiency Economy Philosophy (Good self-immunity)

7<sup>th</sup> activity: Camp activity to learn and exchange with master teachers who have immunity and help campaign to reduce global warming ((3 days 2 nights)

8<sup>th</sup> activity: Post training

**2<sup>nd</sup> phase:** The students attended the Project-Based Learning activities or PBL 2 times to educate and join in group to prepare the environmental conservation project and the living following the Sufficiency Economy Philosophy divided into 2 projects as below:

1. Environmental conservation project and living following the Sufficiency Economy Philosophy

2. The community service project was conducted by organizing academic camp activities to share knowledge to younger students who have passed the environmental conservation project and living following the Sufficiency Economy Philosophy that was created to be used in organizing activities for students in the school to develop the teaching profession of the Faculty of Education, Group of Rattanakosin Rajabhat University, schools in the Bangkok Metropolitan region in the 1<sup>st</sup> semester of the academic year of 2018 for 6 times, 1 day each.

**3<sup>rd</sup> phase:** The students conformed to the project outlines

**4<sup>th</sup> phase:** The students present the projects.

**3. After the experiment:** 1 week after the experiment, the experimental group students were asked to take a test to measure the characteristics of Thai new-gen teachers who conserved the environment and lived following the sufficiency economy philosophy. It was the same set that was used for pre-test assessment to be kept as the Posttest scores.

## 7. Data analysis results

The results of the comparison of average scores of the characteristics of Thai new-gen teachers, new species who conserved the environment and lived following the sufficiency economy philosophy of the first year students, Faculty of Education, Group of Rattanakosin Rajabhat University, were shown in the table below.

Table to compare the mean of characteristics of Thai new-gen teachers, new species who conserved the environment and lived following the sufficiency economy philosophy before

and after the experiment

Experiment	n	$\bar{X}$	S.D	t	df	p-value
Pre test	100	15.91	2.81			
				36.07	99	.05*
Post test	100	26.98	1.32			

\* Having statistical significance at the .05 level

Table 2 showed the results of comparison on the differences in the mean of characteristics of Thai new-gen teachers, new species who conserved the environment and lived following the sufficiency economy philosophy of the experimented student group during, before, and after organizing Contemplative Education Activities. The statistical significance was at the .05 level based on the assumption that after the activities of the experimented student group which were organized to enhance the characteristics of Thai new-gen teachers who live in accordance with the sufficiency economy philosophy to have the principles of living according to the philosophy of sufficiency economy higher than before the activities.

### 8. Conclusion and discussion of results

From studying the model to organize the activities to enhance the characteristics of Thai new-gen teachers who live according to the sufficiency economy philosophy of the first year students, Faculty of Education, Group of Rattanakosin Rajabhat University, the research results can be concluded and discussed as follows.

The results of using the experiment of activity model to enhance the characteristics of Thai new-gen teachers who live according to the sufficiency economy philosophy of the first year students, Faculty of Education, Group of Rattanakosin Rajabhat University, after the experiment were higher than before the experiment with statistical significance at the .05 level which was consistent with the following reasons.

**1. Characteristics of Thai new-gen teachers who live according to the sufficiency economy philosophy** of students after participating in Contemplative Education Activities are higher than before participating in the activities. It shows that the Contemplative Education Activities can enhance students' life according to the Sufficiency Economy Philosophy. Wichak Panich (2007) describes the self-inner learning process with contemplation that consists of Deep Listening, Contemplation, and Meditation. The results lead to the Transformative Learning to create love, kindness, and wisdom to be applied in a balanced way of life. In Contemplative Education Activities, the students also go through a camp activity to exchange knowledge with teachers, to be modest, to know saving, and to live a valuable life. There are the camp activities to follow the King's way, to exchange knowledge with teachers, scholars, people who are rational and jointly plant replacement forest. There are the activities of learning exchange with good teachers who have immunity and help reducing the global warming. These enable students to live with modesty, reasons, and self-immunity in preparing for the impact and changes in the economy, society, environment and culture in order to adapt and respond in a timely manner. The students had actually practiced. It was a direct experience that was meaningful to life. The students could join with their friends to share the same interests and aptitudes to create love and unity in group work. They could have cooperation in performing their duties with real intentions, using communication skills, techniques and strategies to pass on knowledge by going to organize activities for the children in schools to participate in the professional development of teachers, having a sense of pride and self-worth for the benefits of themselves dedicated to the teaching profession and society. There is also practice on the working process, planning, thinking, analysis and learning to solve problems that arise during the work consciously. They can use their knowledge and abilities according to their own potential to help others, praise, and appreciate persons who are successful in the teaching profession showing themselves proudly as teachers. It can protect the honor and dignity of the teaching profession. This agrees with the research results of Chanchalee Maput (2017) studying the way of living according to the sufficiency economy philosophy of the university students. The research results revealed that the overall living in accordance with the sufficiency economy philosophy of the university students was at a moderate level. The health care, dressing, economic aspects, and students' spending were at a moderate level.

**2. Characteristics of Thai new-gen teachers who live according to the sufficiency economy philosophy** of students after participating in the Project - Based Learning or PBL are higher than before participating in the activities. It shows that the Project - Based Learning or PBL can enhance students' life according to the Sufficiency Economy Philosophy. Wicharn Panich (2012) describes the 21<sup>st</sup> Century Skills that teachers must not teach but need to design learning and facilitate learning for students to learn from hands-on learning or practice. The learning will take place from within their own mind and brain. This kind of learning is called PBL (Project-Based Learning) which the teacher has designed for students to learn by dividing into groups, working on a life

project according to the sufficiency economy philosophy by studying, researching and practicing skills and interests through scientific processes. The work is systematic having a working process for working happily with others. Thus, knowledge and experience from project work to live according to the sufficiency economy philosophy can be brought to organize community service project activities by organizing 6 academic camp activities sharing knowledge to youngsters with students in schools to develop teaching profession of the Faculty of Education, Group of Rattanakosin Rajabhat University, who live in Bangkok and metropolitan areas. This is valuable and meaningful learning because it can be practiced by oneself and can be passed on to others to practice allowing students to learn to be a professional teacher. In addition, the service project were also presented having teachers to encourage and provide close advice, encouragement and consultation to students. This corresponds to the research of Suwat Niyomthai (2010) saying that the project-based teaching is a teaching management based on the learner-centered approach that allows learners to learn by themselves from choosing what they interest in. This is actually put into action with a step-by-step work process leading to new knowledge. The students can integrate project-based learning in a group learning model with an instructor or expert to give the close advice. This is consistent with the Hargis (2005)'s concept of project-based teaching as a method of teaching linking learners with interest-based findings of questions and concerns. The learners can use thinking process in finding and co-learning altogether as a group of learners.

**Research's Body of Knowledge**

The activities to enhance characteristics of teachers are:

**1. Contemplative Education**



**Figure 1** Contemplative Education Activities: Sommai Pavaboot

From the Figure, the research's body of knowledge can be explained as follows.

Contemplative Education Activities are the process of inner learning with contemplation consisting of 1) Deep Listening, 2) Contemplation, and Meditation. The results of learning lead to the Transformative Learning to create love, kindness, and wisdom to be applied in living with balance.

**2. Project-Based Learning or PBL**



From the Figure, the research's body of knowledge can be explained as follows.

**The Project-Based Learning or (PBL)** is a teaching method aiming at training students to think, solve problems and take action in order to find solutions to problems by themselves, plan for data acquisition, data collection, and analysis of data. The data is presented and interpreted the results by themselves. The learners are the creators of knowledge making the knowledge gained from studying and working on the project to be durable.

### **3. Camp activities to exchange knowledge with good teachers**

### **4. Activities to follow the King's way and exchange the knowledge with the masters and village scholars**

### **5. Activities to exchange the knowledge with the model teacher**

1. In organizing the Contemplative Education Activities, the teachers play a vital role in leading their students to learn by rooting the origin of the guidelines for practices or tool and method used to realize the true purpose of the practices until being able to absorb and adopt the concept or the paradigm passed on to the guidelines. This includes the experience gained from practice from the core of the Contemplative Education without forgetting to make it consistent with the modern way of life.

2. In organizing the Project-Based Learning or PBL, the focus should be on taking action and practicing following the methods chosen as appropriate for oneself continuously and seriously. The learners should be allowed to see the benefits and use them as the means of living by connecting to the highest values to develop a complete human spirit..

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