

## Guidelines for educational administration based on sufficiency economy philosophy

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### Abstract

This study aimed to examine the existing situation of educational administration thus developed guidelines based on Sufficiency Economy Philosophy in the five educational extended schools under the Office of Khon Kaen Primary Education Service Area 4. Researchers utilized qualitative method multi-cases design. This study was carried out in two phases involving document analysis, interview and observation to examine the situation of educational administration followed by focus group discussion to develop guidelines. Data was analyzed using content analysis and presented it in descriptive manner. Results from the first phase of the study indicated that stakeholders are meeting together to set the vision and mission which integrated the Sufficiency Economy Philosophy in every administrative aspect in terms of policy. In addition, all the five research schools were implementing the specified mission and vision as they planned. Furthermore, stakeholders participated in planning for academic development and Sufficiency Economy Philosophy was integrated in school curriculum specifically in academic aspect. Improvement in the plan for the following year was conducted through evaluation. The second phase of the findings regarding the guidelines for educational administrators as such administrators and stakeholders should participate in setting policy based on the Sufficiency Economy Philosophy and implement it in school administrative management. Meanwhile the Sufficiency Economy Philosophy should be integrated in school curriculum by having stakeholders worked out the plan for academic development. The implementation of plans should be based on the concepts of saving, worthiness, and optimal outcomes. Finally environmental factors were needed for Sufficiency Economy Philosophy instruction.

Keywords: Sufficiency Economy Philosophy, extended schools, guidelines, educational administration, education.

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## 1. Introduction

The 11<sup>th</sup> National Social and Economic Development Plan (2012-2016) has incorporated His Majesty the King's Sufficiency Economy Philosophy (SEP) for application at all levels. The strengths of SEP are to build the Thai society with appropriate risk management so that they are able to stay firmly in the changing world and able to face a balance and sustainable development. Thai society has undergone rapid changes due to demand for globalization particularly in sciences and information technology with the emerging of innovations. Therefore, Thai people have to make self-adjustment and transformation in education to match with innovative requirement. Knowledge-based Economy (KBE), knowledge and innovations are the terms principally used to upgrade competitive capability of Thailand to fulfill the new era of economy. Subsequently, knowledge and learning development is essential element in human resource development since it will enhance and upgrade the social, economic and political of the nation. Meanwhile social and cultural capitals must not be overlooked (Uankana, 2013).

The SEP has been extended worldwide by the United Nation since 2006 because of the essentialness of ways of living under the changes in the globalized world. The SEP is the method that focusing on gradual growth based on truly existing potentiality and reasons. People are required to take every step firmly and readiness is prudently prepared in order to face any possibility arising from changes effectively. It is a kind of process that truly proceeds toward sustainability development.

The SEP is comprised of three worries and two conditions. The main components in the three worries are as such (i) moderation, sufficiency or dynamic optimum; (ii) reasonableness or decision for the degree of sufficiency by careful expectation of the results, and (iii) self-immunity which prepares the people to face the expected impact from dynamic changes. Therefore sufficiency takes into account the future possibilities under the limited existing knowledge. The two conditions of SEP are knowledge and ethics.

## 2. Problem statement

In the past, the top agenda of Thailand development was focusing on capitalism economy which aimed at building wealth and revenue for the country. However the result showed that there was imbalance and unsustainable in term of economic development. Therefore Thai people's values and behaviors have to change due to Thai people were found to be lack of public-mindedness. In addition, there was a declination of values and human beings' pride along with the principles of goodness and virtues. Thai people also were directed oppositely to SEP which emphasizes on moderate, developmental means, prudence, sufficiency, reasonability, and self-immunization. Under SEP, Thai people are urged to be able to use knowledge and ethics as the basis for life and self-protection against crises. As such, Thai people will be able to survive and live sustainably under the current globalization and transformation.

The Office of Primary Education Service Area 4 is aware of the importance and necessity to utilize His Majesty's principle of the SEP as the first priority policy of the 5-star schools. Therefore the Office of Primary Education Service 4 had observed all the schools under its administration according to SEP principles namely goodness, public-mindedness, and holding the SEP. Follow-up process and evaluation has been performed continuously since 2011. The report in 2013 indicated that there were 6,819

schools which have passed the criteria stated in the quality assessment of the Ministry of Education. In short, these schools were able to organize instruction and administer the schools according to the principles of SEP. However there was only 10 extended schools out of 45 schools had passed the evaluation as the model schools with instruction and administration based on the SEP and were selected as the learning centers for instruction and administration under the Office of Primary Education Service Area 4.

According to the above background and rationale, the importance of utilization of SEP cannot be deniable as the administrative method at schools. Therefore this study is significance and necessity to explore specifically the situation of school administration based on the SEP in terms of policy, academic situation, budget, and general administration in educational extended schools under the Office of Primary Education Service Area 4. Results from this study would be useful as the means for school administration to the principle of SEP particularly to those extended schools which have not passed the criteria as stated above.

### **3. Sufficient Economy Philosophy**

Thailand's Sufficiency Economy Philosophy stems from remarks made by His Majesty King Bhumibol Adulyadej throughout his 58 years of the throne (National Economic and Social Development Board NESDB, 2004). It stresses the 'middle' path as the overriding principle for Thai people's conduct and way of life at the individual, family, and community levels. Within the philosophical framework, choice of balanced development strategies for the nation in line with the forces of globalization is allowed, with the need for adequate protection from internal and external shocks.

The SEP framework comprises of three components and two underlying conditions (Piboolsravut, 2004). Firstly, sufficiency entails three components namely moderation, reasonableness, and requirement for a self-immunity system, i.e. the ability to cope with shocks from internal and external changes. Moderation means activities among all units in school are integrated in order to avoid duplication. Sufficiency economy principles are included in learning and daily life (life skills) contexts. A school bank project has been introduced, so that students realize the importance of saving. Reasonableness means the school produces good, intelligent and happy students. The principle of SEP is integrated within the school curriculum and inserted into students' daily life. Accordingly, students know and understand themselves and others. Self-immunity refers to teachers' and students' self-development is promoted. This is accomplished via training, seminars, academic competitions, and study visits. Knowledge and experience thereby gained will improve life skills, enable participants to consciously solve problems, and to survive well in modern society.

Secondly, two underlying conditions necessary to achieve sufficiency are knowledge and morality. Knowledge refers to the learning process according to SEP is arranged for teachers who will transfer such knowledge to students. Teachers are evaluated according to their practice of the philosophy. Morality refers to students must hold eight morality codes and complete a learner's quality development form. The school is administered according to good governance principles, and has implemented project to promote the Buddhist path to those interested.

The following explanation related to SEP is excerpted and complied from the book 'Application of Sufficiency Economy', Subcommittee on Sufficiency Economy, Office of National Economic and Social

Development Board, 2007. SEP contains three key components namely moderation, reasonableness, and a self-immunity system. To successfully apply such philosophy involves the principles of theoretical knowledge, morality, and way of life. There are three steps in applying this philosophy.

Step 1: thoroughly study Sufficiency Economy in order to realize its values and to have faith in applying this philosophy.

Step 2: all sectors, from the household to the national level, must work together in driving the philosophy into practice.

Step 3: regularly use the philosophy in leading one's life so that it becomes part of the Thai lifestyle.

#### *a. The role of teachers*

Teachers must be a role model for students by first practicing a sufficient way of life before transferring such experiences to students, so that they truly understand and are able to apply the philosophy into their daily life. Leading a sufficient life must begin with the realization of people living together harmoniously within an ecological system. People must truly understand the principle of sufficiency economy so that they realize that such principles and approaches will strengthen a peaceful, balanced, and sustainable society. In addition people will live together in harmony and practice for themselves the principles of morality, honesty, and consciousness in leading their lives and performing duties on the basis of reasonableness and moderation in every capacity and circumstance. One must also continue developing knowledge in order to ensure self-immunity against any changes. Having a significant role in imparting knowledge to students, teachers must ensure careful acquisition of knowledge appropriate to each geographical society.

#### *b. Driving Sufficiency Economy in Academic Institutions*

The Thailand Ministry of Education's Centre for Promotion of Sufficiency Economy Theory in Schools is the key agency in moving the SEP into academic institutions. The Centre set up the Committee chaired by the Education Minister, to promote Sufficiency Economy theory in schools. The center has formulated this strategy since 2007 by working closely with concerned agencies, such as the Office of Basic Education Commission (OBEC), Office of Vocational Education Commission (OVEC), Office of Private Education Commission (OPEC), and the Office of Non-Formal and Informal Education Commission (ONIE). In addition, the Center cooperates with local administrations and private firms, such as the Crown Property Bureau and the Siam Commercial Foundation, in formulating curricula based on the concept of Sufficiency Economy, case studies on Sufficiency Economy, and dissemination of the philosophy to academic institutions at all levels.

In evaluating academic institutions under the strategy to promote Sufficiency Economy in schools (2007-2011), there are five sectors, 17 components, and 62 indicators. The five sectors are administration, curriculum and teaching management, learners' development activities, schools' human resources development, and results/success of the implementation.

#### **4. Operational definition**

In this study, school administration means that the administration is operated according to SEP which consisted of four components namely policy, academic situation, budgeting, and general administration. In addition school administration method according to the SEP means policy as a means to administer and improve work for efficiency and effectiveness based on SEP. Besides the situation of school administration based on SEP means what exist, accounts, or events truly happened that related to administration based on SEP at the five research schools.

#### **5. Aim of the Research**

The following are the main objectives of this study:

- a) To study the administration situations based on the SEP of educational extended schools under the Office of Primary Educational Service Area 4.
- b) To explore the four components of the administration namely policy, academic situation, budgeting, and general administration related to SEP.

#### **6. Method**

This study was conducted in two phases by employing qualitative method. The first phase was conducted to five educational extended schools utilizing multi-cases study approach. There are five districts under the administration of the Office of Primary Education Service Area 4 namely Kranuan, Samsung, Nampong, Ubonrat, and Khaosuankwang. Only one educational extended school which had passed the 2013 evaluation criteria would be selected from each district by employing purposive sampling technique. The criteria set specifically focusing on the utilization the SEP in administration. The selected research schools were Banfangwittaya School, Khaosuankwang Kindergarten, Phrabat Tharua School, Bansamrong School, and Ban Huay Toey School.

There were three types instruments used in the first phase. These three instruments included a documentary analysis form, interview protocol, and observation checklist. The main aim from this first phase was to construct a conceptual framework to prepare guidelines according to the four components as such policy, academic situation, budgeting, and general administration. Qualitative data obtained from field work from various sources such as observation, interviews, documentary study and field notes would be interpreted and validated through triangulation. Findings derived from various sources of data collection would confirm and provide substantial details for the administration of the five sample schools based on SEP.

In the second phase of this study, a focus group discussion with target group was employed. This target group was selected from nine experts using purposive sampling technique. The instrument utilized in the second phase was a focus group record form. Content analysis was employed to analyze all the qualitative data obtained from the two phases and presented the findings in descriptive manner.

## 7. Results

### a. *The administrative situations according to SEP of the educational extended schools*

The findings of administrative situations were comprised of four aspects namely policy, academic situation, budgeting, and general administration.

#### (a) Policy

The schools, school committees, local leaders, parents, external organizations, and all the related personnel would involve in setting policies, vision, and mission of the school, which would integrate the SEP in all aspects of administration, projects, and activities. A committee was assigned to draw conclusion of work outcomes. A meeting was held at the end of the semester to exchange opinions on work outcomes, problems, and obstacles. Then a report was submitted to all stakeholders and improvements would be recommended for the following year.

#### (b) Academic situation

The administrators and teachers constructed the school's curriculum and local curriculum by incorporating the SEP in all subject groups and grades, wrote instructional plans that integrated the sufficiency economy, designed learning activities, reported the carried out projects, published in the form of reports of educational quality (SAR), annual report according to the yearly plan. Hence the report on educational quality development and annual work report were improved in order to integrate more about the principles of SEP.

The operation strategy is based on ethics and moral, knowledge, and SEP. The Foundation Education Council established three methods of curriculum settings for schools as below:

- Improving curriculum and learning processes by incorporating ethics, knowledge, and application of the SEP.
- Developing teachers in curriculum planning and applying the sufficiency economy in instruction along with ethics and moral, and
- Building networks of homes, temples, and schools for cooperation in joining, thinking, and doing.

#### (c) Budgeting

Each school assigned a committee to administer the budget according to the plans, projects, and activities according to the educational quality improvement. The SEP was utilized as the framework. Budgeting was made to be in line with the visions, missions, and strategies of the school. Then work was economically implemented following the budget and the year plan, so that the outcomes were worthwhile and resulted in optimal benefits. Monitoring of work was systematic on payment and management of budget of each project and activity. The budget plan was transparent and accountable.

The report on expenditure was accurate and met the set goals. Any problems that arose were mitigated and used as information for development and improvement for budgeting plans of the following year.

(d) General administration

The schools planned the management of buildings and learning resources, environment and atmosphere to facilitate learning under the SEP. Building and the environment were well maintained and ready for students' use. Classroom buildings and supplementary buildings were clean and safe. Public relation was carried out so that parents and community were regularly acknowledged of operations of the schools. All the learning resources in the locality were surveyed, which were related to occupations, environment, local wisdom, social and cultural conditions. These resources were then categorized and compiled for instruction and stored in the library as research resources for the students. The community was asked to involve in organizing activities that related to the local wisdom.

*b. Administrative method according to SEP and development of guidelines*

Policies should be clearly set to use the SEP in school administration, with the participation of the community and all the related sectors. Networks should be built for cooperation in terms of budget to support the school activities. Relevant personnel should meet to set vision, mission that would be integrated the SEP in all administrative work. Then policies would be implemented according to the plans. Following-up work should be carried out on the projects and activities in order to resolve the ineffective matters for improvement prior to work tasks for the following year.

Guidelines for policy implementation for educational administration have to fulfill the following criteria:

- i. The policy has embraced the SEP driven in schools and integrated in the annual action plan.
- ii. Implementation of the policies and operational plans for the year that adopted the SEP driven in schools.
- iii. Monitoring the implementation of the policy and action plan for the year that adopted the SEP driven in schools.
- iv. The results of the established development policy/program/project/activity. The main driver of the SEP in schools.

In term of academic situation, SEP should be incorporated in the school curriculum. Learning assessment and evaluation in this respect should be performed and the results would be used for improvement for the following year. A standard and complete learning plan should be made and all students should be able to perform as planned. Various activities should be arranged that are able to promote moral, ethics, and values according to the SEP, and at the same time this will enhance necessary immunity for students' lives.

Guidelines for academic situation for educational administration should fulfill the following criteria:

- i. There are programs/projects/activities that promote academic integration of SEP to the learning activities.
- ii. Implementation of programs/projects/activities that promote academic integration of the SEP to the learning activities.
- iii. Monitoring the implementation programs/projects/activities that promote academic integration of SEP to the learning activities.
- iv. The results of monitoring and evaluation to develop programs/projects/activities that promotes academic integration of SEP to the learning activities.

Budgeting management should be in accordance with the school vision and mission. It should be integrated SEP in projects and activities, in which budget is used transparently and accountably. School budget planning should be carried out in accordance with SEP, aiming for the school to prudently operate on a moderate direction. Sufficiency economy should always be observed while administering the budget that should be based on the appropriateness and necessity. Thus good immunity will be built and community networks and other organizations in the community are coordinated and supported in terms of the budget.

Guidelines for budgeting for educational administration should fulfill the following criteria:

- i. There are planned, managing budget of the school in accordance with SEP.
- ii. Implementation of the budget of the school in accordance with SEP.
- iii. Monitoring of the implementation of the budget plan of the school in accordance with SEP.
- iv. Consider the monitoring of the past work used for the development and improvement budget SEP management.

In respect to general administration, schools should always provide buildings and environment that facilitate learning. The management should be based on sufficiency and the community should be asked to participate. Educational resources should be mobilized for developing buildings and places for effectiveness and efficiency. All the concerned parties should participate in giving ideas and operating the developmental work based on the institutional potentiality and sufficiency philosophy.

Guidelines for general administration for educational administration should fulfill the following criteria:

- i. Building and learning resources management in schools according to SEP.
- ii. Coordination with the community to participate in learning activities to enhance the features of sufficient learners.

## **8. Discussion and Conclusion**

On this line of reasoning, this study was aimed to explore the administration situations focusing on policy, academic situation, budgeting, and general administration. Consequently researchers provide a guidelines for integration SEP in educational administration for the educational extended schools under the Office of Primary Educational Service Area 4. In regard to implementation of policy finding, it was found to be correlated to Treputtharat, Arirattanaa and Piasirial (2013). (2011) study. Sematong,

Zapuang and Kitana (2008) had proposed an integrative model of a learning organization based on SEP as follows: (i) study the community context to determine the readiness in using the integrative administration model according to the sufficiency economy; (ii) The administrator met with the teachers and the community to explain the concept of the sufficiency economy and how it would be applied in the school; (iii) The opinions of school personnel and the community were brainstormed for methods to implement in the school.

Result related to academic situation was found to be in line with Teera's (2003) finding. Teera stated that applying the SEP in academic work could be achieved by: (i) making the institutional curriculum through setting the required characteristics that match the SEP and (ii) building the learning unit in the institution. Result from general administration was found to be in line with Jittima Thamachayakorn's (2010) finding. Jittima(2010) found that development of buildings and places should take into account of safety and enhance for a better condition in learning environment and atmosphere.

Besides finding related to budgeting was found to be in accordance with Preeyanut's (2007) finding. Preeyanut stated that academic institutions could use the SEP in setting policies and methods for management and coordination with all sectors in using budget resources and the environment worthily, resulting in optimal benefits. On the other hand, Kangwan's (2013) finding was found to be parallel with this finding. Kangwan (2013) showed that budget planning should be done with participation from personnel with a regulating committee for transparency and prudence purpose. Monitoring of finance and financial report should be reflected in the implementation plan. The results could be used for improving the budget of the following year. External organizations and networks should be coordinated in order to mobilize funds.

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