CHAPTER 1
INTRODUCTION OF THE PROBLEM

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CHAPTER 1
INTRODUCTION OF THE PROBLEM

1.1 INTRODUCTION

Modern development has caused changes in all aspects of world society and Thai society. Kasem Watanachai (2006)\(^1\) pointed out that change is always caused by various controllable and uncontrollable factors. Change may thus entail both positive and negative consequences, creating both happiness and sorrow. The positive impacts of the changes are economic growth, progress of material and public utilities, modern communication systems, and improvement and expansion of education. On the other hand, rapid economic growth and the rise of consumerism has led to a state of economic dependence and deterioration of natural resources as well as the dissolution of existing kinship and traditional groups to manage them. The traditional knowledge and wisdom that have been employed to solve problems and accumulated in the past are forgotten and have started to disappear.

The modern world has undergone fierce and rapid change, caused mainly by the flow of globalization. Economic changes have been realized in many forms, such as trade regulations, and new trends of finance and investment have developed. These trends are linked to the environment, human rights, and the protection of the disadvantaged, as well as the progress of communication and transportation systems, the advantages and disadvantages of knowledge and technology, disease incidence and prevalence, insecurity in life and property, international terrorism, and the domination of certain languages and cultures.

Meanwhile, there is another economic model: capitalism. Capitalism is based on the concept that no matter what a person’s status, one is able to equally contribute to the economic system. Under this system, there is no corruption, monopoly, or favoritism that prevents anyone or any family from benefiting economically. Free competition must be promoted so that quality goods and services are offered to consumers at reasonable prices. In addition, benefits from trade will be widely distributed among the majority of people, so that there is no overlapping of income and knowledge, and the rich will be responsible for
themselves; if they still have resources left, they shall also assist those who have not yet risen out of poverty.

Social change in Thailand during the last decade has been affected by globalization and capitalism in several ways. These include poverty and inequitable income distribution, drug problems, criminal problem, theft, transportation, air pollution, religious misunderstandings, the enchantment of temptation and vice, indecent media, victimization by transnational crime, and corruption and disintegration within society.

Environmental and natural resources are also the serious problems of Thai society. The number of Thai population keeps higher, therefore the need to consume also increase. Due to people consume inefficiently natural resources. It causes the degeneration of natural resources and also the natural resources are running out. The global environment is contaminating and it is not clean as before. Human being is a significant factor that consumes natural resources and raw materials for production, for living, doing businesses, transportation, manufacturing, and so on. These actions result in problems to the environment (Wisakha Phoochinda, 2012)².

From the problem mentioned above, without any doubts, there is a good way that can relieve those problems in social – “Sufficiency Economy”. The Sufficiency Economy is the philosophy of human being way of life, originated by His Majesty King Bhumiphol Adulyadej of Thailand. According to his experiences in closed up with “development” more than 60 years, he has suggested to develop in holistic approach with consider the present to future, with occupation to life style and with individual to community. Sufficiency Economy can do in everyman and everywhere. Economy is basically a smart management of human being, which serve as his potential, leading to sustainable development. The Principle are comprises of moderation, reasonable and self immunity. Using knowledge and technology with carefully by ethnics can make Sufficiency Economy successful (NESDB, 2012)³.

The economic crisis of 1997 has threatened and affected everyone in Thailand. It was considered to be a crucial lesson for Thai people on impacts of developing without considering the proper level and country's potential, instead relying mostly on foreign knowledge and investment. The Thai government, realizing in the need of solving this
problem, has applied a Sufficiency Economy philosophy in educational policy- improving educational standards and its quality- and synchronized the cooperation between educational institution, family institution, community, and religious institution to participate in an educational development so that learners can apply their knowledge, skills, and attitudes for having the balanced and sustainable lives.

The Thai government has created a philosophy of sufficiency economy as a guideline for living and practices for all the Thai citizens based on the national development plan under the philosophy of sufficiency economy. The 11th socio-economic strategic plan of Thailand was made in the period that the country confronted a rapid change in socio-economical and environmental development. As a result, sufficiency economic philosophy was instituted and widely applied to individuals, families, societies which could help to create the resistance so that it would help to develop the country have a society which is environmentally friendly and contented. Thailand thereby emphasized human resource development and tried to provide a chance for people to access resources, knowledge, technology as well as sources of production which are friendly to the environment. The development base on sufficiency economy as well as the involvement of people in every area were also realized and emphasized (NESDB, 2012)\(^4\).

Ministry of Education also accepted the King’s philosophy of sufficiency economy and taken as its policy and promoted it throughout all the schools in Thailand. This is to directly applying the sufficiency economy concept into the school context for the beneficial of social community. This policy has been convinced the public to change their paradigm of living conditions that is to live under sufficiency economy philosophy. The network for exchange the experiences were also encouraging to lead to sustainable development as the end results (Sumet Tantiwetchakul, 2006)\(^5\). The aims of the school implementation were to mobilize the sufficiency economy philosophy under educational perspective. The educational perspectives encourage the schools and educational personnel from various levels either formal or informal education system to integrate the mentioned philosophy into their administrative work and students’ development appropriately.
Sufficiency economic philosophy policies in education has introduce to accelerate educational reforms with the aim of developing Thailand by providing all citizens with equal access to basic education being of high stand and quality. One of the important policies is to accelerate education reforms in collaboration with various bodies from families, communities, religion and educational institutions, with the aim of fostering the awareness in the value of self sufficiency economy philosophy.

The office of Basic Education Commission is the main agency takes with the provision, support and promotion of the basic education accessible to all school-age group, based on self-sufficiency economy philosophy, and stipulate the strategies for putting self-sufficiency economy philosophy into practices. In order to achieve the ultimate goal, all schools conducted curriculum and activities that promote the teaching & learning of all subject groups by putting the sufficiency economy philosophy into practice. According to the launch of the Basic Core Curriculum A.D. 2008 which targeting on learners’ development, school have to equip with standard knowledge, critical thinking, desired characteristics as well as their hard skills and soft skills. The curriculum has to emphasized on desired characteristics corresponded to the philosophy of sufficiency economy (Ministry of Education, 2008). The Thai Ministry of Education has announced the educational reform that focusing to develop: (i) quality of Thai citizen in a new era; (ii) new breed of teachers; (iii) school quality and learning resource of lifelong learning development, and (iv) new approach for administrative management which emphasized on power distribution and the participation from parents, community, private agency and every involved sector. This is to promote an effective style of administrative management with good governance, transparent, justice and accountability. By implementing the new style of administrative management will enable to develop the change in leadership. All these functions are striving for the crucial goals that channeled to develop new generation of students to participate in ASEAN community (Wallapha Ariratana et al, 2012).

The main purpose of the present research is to study the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in order to be the reference for other schools in Thailand, so that appropriate educational implications will be suggested according to the obtained results and the proper way in which
the sufficiency Economy Philosophy may be understand for its application and to be an example for other sectors. Finally, the proper way would be revealed as a model which could be applied in realistic. Then the economic, social, and environmental or natural resources problems should decrease.

1.2 STATEMENT OF THE PROBLEM

The present research studied under the problem:

“A Study of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy”

1.3 DEFINITION OF THE IMPORTANT TERMS

In order to avoid the misunderstanding regarding the key words, it is obligatory on the part of the researcher to define the terms which are as follows:

(1) Sufficiency

Sufficiency is defined as (1) moderation, (2) reasonableness, and (3) the need of self-immunity mechanism for sufficient protection from impact arising from internal and external changes. In order to achieve this, the application of knowledge with due consideration and morality is essential. At the same time, it is essential to strengthen the moral fiber of the nation, so that everyone, particularly political and public officials, technocrats, businessmen and financiers, adhere first and foremost to the principles of honesty and integrity. In addition, a way of life based on patience, perseverance, diligence, wisdom and prudence is indispensable to create balance and be able to cope appropriately with critical challenges arising from extensive and rapid socio-economic environmental and cultural changes in the world occurring as a result of globalization.

(2) Sufficiency Economy Philosophy

Sufficiency Economy is a philosophy that stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. It guides the livelihood and behaviour of people at all levels from individual, families, and communities, as well as to the choice of a balanced development strategy for the nation in development and administration so as to modernize in line with the forces of globalization while shielding against inevitable shocks and excesses. It calls for a ‘middle way’ to be observed, especially in pursuing economic development in keeping with the world of globalization.
In the present study, Sufficiency Economy Philosophy refers to a philosophy bestowed by His Majesty the King to Thai people through royal remarks on many occasions after the economic crisis in 1997. The philosophy provides guidance on appropriate conduct covering numerous aspects of life and points the way for recovery that will lead to a more resilient and sustainable economy, better able to meet the challenges arising from globalization and other changes. The Sufficiency Economy Philosophy includes three elements: moderation, reasonableness, and self-immunity and requires two conditions for the philosophy to work: knowledge with due consideration and morality.

(3) Curriculum development

Curriculum development is the process of formulating, selecting, organizing, and evaluating the learning experiences on the basis of the needs, abilities, and interest of learners, and on the basis of the nature of the society or community. It is a continuous process for the possibilities of improving the teaching-learning situation. Its goal is a positive change; process; transformation in the lives of the learners based on school’s mission and school purposes. It produces in coordinated programme of meaningful experiences for learner’s development.

In the present study, curriculum development processing consisted of six steps: (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness

(4) Participation of primary school teachers in the curriculum development in the context of sufficiency economy philosophy

Participation is an approach, which gives everyone in the organization an opportunity to contribute their skills knowledge and talent to improve the organization. It is an open form of activity, where employees have a strong decision-making, problem solving and hold responsibility, accountability for their work with the cooperative relationship among the team of employees for increasing of productivity, quality improvement, reduce the cost and goals achievement.
In the present study, participation refers to an open form of activity where primary school teachers are actively involved in curriculum development process in the context of sufficiency economy philosophy. The primary school teachers are involved in a strong decision-making, sharing information, problem solving and hold responsibility, accountability for curriculum development in the context of sufficiency economy philosophy with the cooperative relationship among their team. The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is divided into 6 stages i.e. (1) Diagnosis needs and school purpose, (2) Formulation of learning substances, (3) Formulation of expected learning outcomes, (4) Selection of contents based on expected learning outcomes, (5) Organization of learning experiences, and (6) Evaluation of the curriculum’s effectiveness.

In the operation definition, participation of primary school teachers in the curriculum development in the context of sufficiency economy philosophy refers to the scores obtained from the scale which measures participation in the curriculum development in the context of sufficiency economy philosophy rated by primary school teachers. It consisted of six stages of participation i.e. (1) Diagnosis needs and the school purpose, (2) Formulation of the learning substances, (3) Formulation of the expected learning outcomes, (4) Selection of contents based on the expected learning outcomes, (5) Organization of learning experiences, and (6) Evaluation of the effectiveness of curriculum.

1.4 OBJECTIVES OF THE STUDY

In order to arrive the results of the study, the objectives are determined as follows:

(1) To study the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy.

(2) To compare the mean scores of the participation in curriculum development in the context of sufficiency economy philosophy rated by primary school teachers belonging to different groups of sex, age, teaching experience, educational qualification, type of school, size of school, and area of school.
1.5 VARIABLES OF THE STUDY

There are two types of variables in this study: independent variable and dependent variable. The independent variable is the variable that is varied or manipulated by the researcher. The dependent variable is a variable that changes as the result of changing the independent variable. The details of these two variables in this study are as follows:

(1) Independent Variables
(1.1) Sex i.e. male and female
(1.2) Age i.e. 21-30 years, 31-40 years, 41-50 years and 51-60 years
(1.3) Teaching experience i.e. 01-10 years, 11-20 years, 21-30 years and 31 – 40 years
(1.4) Educational qualification i.e. Bachelor degree and Master degree
(1.5) Type of school i.e. state and private
(1.6) Size of school i.e. small, medium and large
(1.7) Area of school i.e. urban and rural

(2) Dependent variable

The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy was the dependent variable of this study. It comprises of six stages i.e. (2.1) Diagnosis needs and school purpose, (2.2) Formulation of learning substances, (2.3) Formulation of expected learning outcomes, (2.4) Selection of contents based on expected learning outcomes, (2.5) Organization of learning experiences, and (2.6) Evaluation of curriculum’s effectiveness.

1.6 RESEARCH QUESTIONS

Research question is one of the first methodological steps in the research studies. The significance of research questions is to generate the idea and topic of a research project individually. The research question must be accurately and clearly defined. Choosing a research question is the central element of both quantitative and qualitative research and in some cases it may precede construction of the conceptual framework of study. In this study, there were eight research questions to be answered.

(1) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different
stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness)?

(2) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by sex?

(3) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by age?

(4) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by teaching experience?

(5) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by educational qualification?

(6) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances,
(iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by type of school?

(7) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by size of school?

(8) What is the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) classified by area of school?

1.7 HYPOTHESES OF THE STUDY

Hypothesis testing is an important activity of empirical research. A well worked up hypothesis is half the answer to the research questions. Hypothesis supports the research to find and answer to a problem. Strong hypotheses give insight into a research question and give a hint on what the researcher will find the answers of the research question. A hypothesis gives a priori answer to the research question and predicts the answer of the research questions. Base on the objectives of the study and the research questions, there were 49 hypotheses in the study.

(1) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by male and female primary school teachers.

(2) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by male and female primary school teachers.
(3) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by male and female primary school teachers.

(4) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by male and female primary school teachers.

(5) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by male and female primary school teachers.

(6) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by male and female primary school teachers.

(7) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by male and female primary school teachers.

(8) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by primary school teachers belonging to different age-groups.

(9) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by primary school teachers belonging to different age-groups.

(10) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by primary school teachers belonging to different age-groups.

(11) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by primary school teachers belonging to different age-groups.
(12) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by primary school teachers belonging to different age-groups.

(13) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by primary school teachers belonging to different age-groups.

(14) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by primary school teachers belonging to different age-groups.

(15) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by primary school teachers belonging to different groups of teaching experience.

(16) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by primary school teachers belonging to different groups of teaching experience.

(17) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by primary school teachers belonging to different groups of teaching experience.

(18) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by primary school teachers belonging to different groups of teaching experience.

(19) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by primary school teachers belonging to different groups of teaching experience.
(20) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by primary school teachers belonging to different groups of teaching experience.

(21) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by primary school teachers belonging to different groups of teaching experience.

(225) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by primary school teachers belonging to different groups of educational qualification.

(23) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by primary school teachers belonging to different groups of educational qualification.

(24) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by primary school teachers belonging to different groups of educational qualification.

(25) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by primary school teachers belonging to different groups of educational qualification.

(26) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by primary school teachers belonging to different groups of educational qualification.

(27) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of
learning experiences) rated by primary school teachers belonging to different groups of educational qualification.

(28) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by primary school teachers belonging to different groups of educational qualification.

(29) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by state and private primary school teachers.

(30) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by state and private primary school teachers.

(31) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by state and private primary school teachers.

(32) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by state and private primary school teachers.

(33) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by state and private primary school teachers.

(34) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by state and private primary school teachers.

(35) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by state and private primary school teachers.

(36) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by primary school teachers belonging to different sizes of school.
(37) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by primary school teachers belonging to different sizes of school.

(38) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by primary school teachers belonging to different sizes of school.

(39) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by primary school teachers belonging to different sizes of school.

(40) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by primary school teachers belonging to different sizes of school.

(41) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by primary school teachers belonging to different sizes of school.

(42) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by primary school teachers belonging to different sizes of school.

(43) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy in total score rated by urban and rural primary school teachers.

(44) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Diagnosis needs and school purpose) rated by urban and rural primary school teachers.

(45) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of learning substances) rated by urban and rural primary school teachers.
(46) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Formulation of expected learning outcomes) rated by urban and rural primary school teachers.

(47) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Selection of contents based on expected learning outcomes) rated by urban and rural primary school teachers.

(48) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Organization of learning experiences) rated by urban and rural primary school teachers.

(49) There will be no significant difference between mean scores of participation in curriculum development in the context of sufficiency economy philosophy (Evaluation of curriculum’s effectiveness) rated by urban and rural primary school teachers.

1.8 DELIMITATIONS OF THE STUDY

Delimitations are those characteristics that limit the scope and define the boundaries of the study. It provides an opportunity to demonstrate or restrict of the thought critically related to the research problem. The limitations of this study are as follows.

(1) The present study was confined to the participation in curriculum development in the context of sufficiency economy philosophy rated by primary school teachers in the Central part of Thailand.

(2) The study was delimited to the data which collected in academic year 2010 - 2011. The data was collected through a rating scale consisted of five levels and were constructed by the researcher.

1.9 IMPORTANCE OF THE STUDY

Human is the key drivers for changes, social and economic development. They make decisions in resource allocation, mobilization and utilization. Efficiency and equity pattern depends on human mind and ways of thinking. Human mind and decision making capability is highly important to govern an economy. If a country or the world is to move
forward in peace and harmony, human’s mind must be polished and cultivated with the happiness development process where ethics is the core of human development.

Evidence of Sufficiency Economy practices in living reveals that economic and social conditions have improved of practice unit and those related develop higher capacity for self reliance; they are more secured in all aspects and happier.

Sufficiency Economy aims to achieve major goals of harmony or balanced living, security, sustainability and resilience, all of which are basic elements of happiness. Hence the approach is basically a means to achieve happiness at the individual, community and country levels because the Sufficiency Economy Approach is applicable to the micro and macro levels. All the principles in the Sufficiency Economy are much related to human development process toward right living, hence right interaction with other beings including natural resources. From this basis, Sufficiency Economy provides a practical tool to develop necessary conditions and to develop human though happiness development process.

Sufficiency Economy provides an approach for happiness development by improving human mind. Happiness starts from developing an ability to become self-dependent to satisfy own needs. With the Middle Path practice and ethics, human will use resources efficiently and ethically because Sufficiency Economy places importance of the future needs and sustainability of all beings. Therefore, it takes broader and long-term perspectives of development. It draws attention to resource management through the emphasis on ethics and efficiency in resource allocation and utilization. Both ethics and efficiency principles represent a public-minded attitude. The latter is unusual and contrast to business practice. The findings of the present research may be a source of encouragement for the widespread changing educational management style and may give the idea about the strength of sufficiency economy philosophy which can be applied for the development of efficient standard of educational management to fulfill the objectives of educational quality development. This research gave the ideas about participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy at a whole and divided into different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness.
1.10 CHAPTERIZATION

The scheme of chapterization for five chapters is as follows.

The first chapter on introduction dealt with introductory aspect of the study, statement of the problem, definition of the important terms, objectives of the study, variables of the study, research questions, hypotheses of the study, limitation of the study, importance of the study and chapterization.

The second chapter concerned to theoretical orientation and reviewed of the past studies i.e. definition of sufficiency economy philosophy, emergence of sufficiency economy philosophy, principle of sufficiency economy philosophy, implication and application of sufficiency economy philosophy, sufficiency economy philosophy and national development, benefits of sufficiency economy philosophy, curriculum development based on sufficiency economy philosophy, roles of teachers in participation in curriculum development in the context of sufficiency economy philosophy. The reviewed of the past researches done in Thailand and the researches done in foreign countries was also shown in this chapter.

The third chapter based on the research methodology i.e. technique selected for the study, tool and their characteristics, development of the tool, item analysis (analysis of discrimination of the tool, analysis of the reliability of the tool, analysis of validity of the tool, administration of the tool, technique of analysis of the data, statistic used.

The fourth chapter described about the analysis of data and interpretation i.e. the results in tabulated form with inferences related to the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy. This chapter divided into two parts. The first part concerned to the level of participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy classified by different independent variables. The second part described about the comparison of the mean scores of the participation in curriculum development in the context of sufficiency economy philosophy rated by primary school teachers belonging to different groups of sex, age, teaching experience, educational qualification, type of school, size of school and area of school.

The fifth chapter provided the summary, major findings, conclusions, suggestions and recommendations for further study.
REFERENCES


4. Ibid.

