CHAPTER 2
THEORETICAL ORIENTATION
AND REVIEW OF THE PAST STUDIES

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CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

2.1 INTRODUCTION

This chapter devote to theoretical orientation and review of the past studies done in the area of sufficiency economy philosophy and participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy. The theoretical orientation is to state the basic ideas on the topic 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 to participate 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 is also shown in this chapter.

2.2 THEORETICAL ORIENTATION

In the research studies, an orderly system of knowledge and the proper scope of theory should be widely emphasized. The view of theory should be tested to confirm or refute. Theory should be understood as the source of concepts and the connections among them that made it possible to produce hypotheses, identify confirmations or refutations (Ritzer, George.: 2007)¹.

Merton, Robert K. (1979)² states that the value of theory depends on the clarity and coherence of their formulation and their adequacy to their conceptual frameworks. Theory helps the researcher to understand and to select the better choices. It is needed to state the theoretical concepts or the basic ideas on the topic and the work already done in the research studies, to attain an overall relevance and purpose. Theory is used to craft the null hypothesis, which is either proved or disproved by the research itself and the review literature provide readers with a background for understanding current knowledge on a topic and illuminate the significance for the new study.
Researchers usually summarize the relevant theory from books and past researches. The theoretical orientation and review of the past researches thus becomes a link between the research proposed and the research studies already. The value of theory and review of past researches depend on the clarity and coherence of their formulation and their adequacy to their conceptual frameworks. Therefore, the present chapter is concerned to the theoretical orientation and review of the past research studies concerning the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy.

2.2.1 Sufficiency Economy Philosophy

Sufficiency Economy is the philosophy of human beings way of life, which leads sustainable development. Understanding and practicing the Sufficiency Economy Philosophy will make the global better and peaceful. Therefore, to appreciate the applicability of the sufficiency economy, one has to understand the definition of sufficiency.

2.2.1.1 Definition of Sufficiency

On the basic level, 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 (Kobsak Pooltrakool, 2007)\(^3\).

2.2.1.2 Definition of Sufficiency Economy Philosophy

Sufficiency Economy is a philosophy that guides the livelihood and behaviour of people at all levels, from the family to the community to the country, on matters concerning national development and administration. It calls for a ‘middle way’ to be observed, especially
in pursuing economic development in keeping with the world of globalization. This self-sufficiency does not mean that every family must grow food for themselves, to make clothes for themselves; that is too much. But in a village or sub-district there should be a reasonable amount of sufficiency. If they grow or produce something more than they need they can sell them. It is possible to see the Sufficiency Economy as consisting of two frameworks. One is the inevitability of facing the globalize world in which economic efficiency and competition are the rules of the game; the other is the need for economic security and the capacity to protect oneself from external shock and instability (Medhi Krongkaew, 2003).

Sufficiency Economy is a philosophy that stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. This starts from the level of 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 that arise (Prasopchoke Mongsawad (2010)).

After the synthesis, the Sufficiency Economy can be defined as philosophy that guides the livelihood and behaviour of people at all levels, from individual, family to community and to the country, on matters concerning national development and administration. It calls for a ‘middle way’ to be observed, especially in pursuing economic development in keeping with the world of globalization. Sufficiency means moderation and reasonableness, including the need to build a reasonable immune system against shocks from the outside or from the inside. Intelligence, attentiveness, and extreme care should be used to ensure that all plans and every step of their implementation are based on knowledge. At the same time one must build up the spiritual foundation of all people in the nation, especially state officials, scholars, and business people at all levels, so they are conscious of moral integrity and honesty and they strive for the appropriate wisdom to live life with forbearance, diligence, self-awareness, intelligence, and attentiveness. In this way one can hope to maintain balance and be ready to cope with rapid physical, social, environmental, and cultural changes from the outside world.
Therefore, in sum, it can be said that Sufficiency Economy Philosophy is a holistic concept of moderation and contentment. It sets out to shield the people and the country from adverse shocks, and acknowledges interdependency among people at all levels as an approach, against the backdrop of interdependence and globalization. It emphasizes the use of knowledge wisely with due consideration. Its values include integrity, diligence, harmlessness and sharing. Finally, it seeks to achieve balance and sustainability (Medhi Krongkaew, 2003).

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. Sufficiency Economy Philosophy stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. This applies to conduct starting from the level of individual, families, communities, as well as the level of nation in development and administration so as to modernize in line with the forces of globalization. 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.

2.2.1.3 Emergence of Sufficiency Economy Philosophy in Thailand

Thailand is a constitution monarchy country situated in the heart of the Southeast Asian mainland, among the transitional countries including the Lao People’s Democratic Republic, Cambodia, and Myanmar. Malaysia, an emerging country, borders the south of Thailand. Thailand covers 514 thousand square kilometers, slightly smaller than size of France, of which about 40 percent is cultivated area. With the annual growth rate of the population of about 1.2 percent in the last two decades, number of Thai population greater than 66 millions in 2011. About 31 percent of population is living in urban area, mostly clustering around Bangkok, the capital of Thailand. Even though the role of agriculture sector has faded out overtime with regard to production and trade performance, agriculture sector is
still the backbone of Thai economy; it absorbs almost 50 percent of employment in recent years (NESDB, 2012)\(^7\)

Thailand has implemented five-year National Economic and Social Development Plans since 1961. Thai government also created new economic agencies under the Office of the Prime Minister. They are the National Economic and Social Development Board (NESDB). The first three National Economic and Social Development Plans (1961-1977) emphasized infrastructure development. The plans identified the need to expand infrastructure facilities in transport, communication, and power. The fourth to eighth National Economic and Social Development Plans (1978-2001) revitalized the economy from the effect of world recession and maintained economic stability as well as continued the economic-socio development, initiated the framework of areas-based approach, stressed the equality in national economic and social development effort and poverty alleviation for people in backward rural areas, developed economic growth and human quality, recognized on Thai economy to adjust to cope with the high growth in order to be sustainable, emphasized on GDP growth to social and human resource development issues integrated with Sufficiency Economy Philosophy. The ninth to present National Economic and Social Development Plans (2002-2014) emphasizes on “Strong and Balance Society” based on Sufficiency Economy Philosophy (Nattapong Thongpakde, 2011)\(^8\).

After the economic crisis in 1997, one of the major social impacts of the crisis in Thailand was the high widespread unemployment. Unemployment reflects the social suffering through losses of income, means of basic needs and the quality of life as well as social status. This decline in budget raised concerns on the human resources development problem of the country, as it was evident that the number of students dropped out from schools and universities significantly increased over time since the crisis started. Such an increase could be viewed as a result of the loss or reduction of income of their parents, causing their children to drop out from schools and universities to look for jobs.

The crisis made people at all level suffer. With negative growth, less income and less budget for social services, it undeniably weakened human development. The circumstance pressed the Thai society to reexamine and to reevaluate both individual and
national values, policies and practices for development. To get out of the crisis and move on to the sustainable social, economic and human development, the old path of development cannot be entirely relied on and the new paradigm of development is desirable.

To solve the Thai economic crisis, His Majesty bestowed the speech on Sufficiency Economy on December 4, 1997. Therefore, the philosophy of sufficiency economy has been emerged through His Majesty the King’s wisdom and developed base on his 50 years experiences.

To deepen the understanding of the philosophy and to make it more applicable to various practices, in 2001, NESDB set up a working group to further analyze the content of the philosophy and study the application. The group identified the three principals of sufficiency as moderation, reasonableness and self-immunity and necessary conditions of sufficiency are knowledge and morality. Knowledge condition requires careful study and planning. Morality condition makes people honest and trustworthy in their duty and daily life.

With the weakness and imbalance of past development plans, it was imperative that the Ninth National Economic and Social Development Plan (2002-2006) undertakes the Sufficiency Economy Philosophy as a fundamental of the plan. The Ninth Plan set up development vision focused on the alleviation of poverty and the upgrading of the quality of life for the Thai people, so that “sustainable development and well-being for all can be achieved. The Sufficiency Economy Philosophy will be followed as a shared value of the Thai people, guiding the transformation to a new national management system based on efficiency, quality of life, and sustainability objectives”. The plan visualizes the Thai society to be the quality society, knowledge-based and learning society, and united and caring society.

The Sufficiency Economy Philosophy stresses the Buddhist principle of the "middle path" as a guiding principle for people at all levels in pursuing their livelihood (NESDB, 2012). Thai policy-makers have used the philosophy of sufficiency economy as a moral, ethical, and practical compass, guiding their judgment in developing policies. Adaptation of philosophies to policy-making is common. Previous and current Thai governments have applied the elements of the sufficiency economy philosophy to their socio-
economic policies at varying degrees. The current government, more than others, has adopted the philosophy of sufficiency economy as the bedrock of their socio-economic policies. Regarding the adaptation of the philosophy to economic policies, moderation would remind Thai people not to grow or expand beyond their capacity, which results in economic excess or bubbles. Building self-immunity would remind Thai people to introduce proper risk management systems and good governance to safeguard their economic stability and improve their resiliency against shocks and changes that come with globalization. While the market mechanism generates economic growth, the sufficiency economy helps limit excesses and secure economic stability and resiliency, thus bringing about long-term sustainable growth (Anand Panyarachun, 2006)\textsuperscript{10}.

2.2.1.4 Principle of Sufficiency Economy

With remarkable talent, His Majesty the King has given the “sufficiency economy philosophy” to the Thai people. This is the holistic approach which, if Thai citizens and organizations at all levels thoroughly understand, would enable them to firmly adjust themselves to a rapidly changing global environment. In this sense, the persons who hold this philosophy will have the ability not only to sensibly adjust their way of thinking, behavior and decision making, but also to prevent their life assets from being lost in crises.

In applying such a philosophy to one’s way of life and organizational development, one must truly understand the essence, principles, and key success factors of the philosophy. It is needed to learn from good practices being conducted by individuals and organizations. Importantly, one must recognize the genuine benefits of the Sufficiency Economy philosophy in strengthening life and happiness, which leads to a peaceful and sustainable society.

There are 3 elements which constitute Sufficiency Economy; (Watchai, Kasem, 2012)\textsuperscript{11}.

1. **Moderation** both in terms of quantity and quality. The philosophy stresses the middle path as the overriding principle for appropriate conduct and way of life for people at all levels. The middle path means not too much and not too little; no extremes. One shall not extravagantly spend and become insolvent. One shall save, but without becoming stingy.
2. **Reasonableness.** This is where one makes sensible decisions by using consciousness and wisdom rather than temper or bias. One should not be tempted by desires, but think reasonably, using theory, legal principles, social norms, and morality.

3. **Adequate immunity.** This is a tool which helps us to carefully prepare for any future internal and external changes, both controllable and uncontrollable. Change is a natural phenomenon and cannot be avoided. To survive and respond to such changes, one must truly understand the causes of change as well as its impact. Essentially, one should develop strong immunity in four aspects:

   3.1 **Economic or financial immunity.** One should spend according to one's own circumstances and necessity. Non-performing loans should not be made. One must be austere and save for the future. As a basic tool for financial immunity, one's own and one's family's income and expenditures must be recorded in order to realize the real financial situation and practice prudent spending. Financial immunity has 2 characteristics as follows:

   - **Frugality:** This is the way of spending according to necessities, but without becoming miserly. Income must stem from uncorrupted sources. In this regard, frugality must be based on sufficiency; i.e., by recognizing the value of money, or being intelligent in saving and making merit according to one's circumstances.
   - **Reasonableness:** Decisions on spending must be made consciously, and must sometimes depend on applicable rules or regulations in society, such as paying taxes, or donating to maintain religious institutions or traditional culture.

   3.2 **Social immunity:** Strengthening knowledge, loving-kindness, and harmonizing with others must be promoted from the family level upward. People shall learn how to share and assist each other with kindness, and respect differences in culture and thought. One should have confidence in fellow citizens and religious principles in order to create peace in families, organizations, institutions, communities, society, and nation. In addition, one must have moral immunity in knowing and being able to avoid any temptations. In this sense, one should live contented and simple lives, without being swayed by vices that would lead his/her to extravagance. The people shall be content with what they have, what they get and what they are, as well as satisfied with the results of their honest and diligent acts. This way, they will derive happiness without material means; the happiness which
comes from pure, bright, and peaceful minds. It is the happiness that comes from giving, genial family relations, nature, and righteousness. This is the opposite of happiness that relies on external factors. Such ways of creating happiness only lead to unlimited desire in order to indulge to the wants of senses, the body, and the mind; consequently, people will be full of jealousy, and scramble about engaging in unlawful and immoral practices. Having moral immunity protects individuals and society as a whole from unexpected consequences, such as addiction to drugs and vices, premarital sex, etc.

3.3 Cultural immunity: Society must be fully aware of how globalization impacts and facilitates the borderless flow of transnational cultures via an advancement of ICT. Such impacts, among others, include an imitation of celebrities in entertainment media, and the negative effects of from virtual culture propagated by the internet. Cultural immunity will essentially shield us against being influenced by an overindulgence of desires, in effect neglecting and losing the pride of our national identity, and in particular, local and Thai languages, finally leading to cultural weakness.

3.4 Environmental immunity: Raising awareness on the environment must be facilitated so that people realize the value and significance of natural resources, ecological systems, and biodiversity. Environmental conservation-oriented behavior and skills in monitoring, safeguarding, conserving, and rehabilitating all kinds of natural resources must be promoted. In addition, preventive measures must be introduced in order to avoid future potential problems. Such measures are healthy habits, such as cleanliness, tidiness, and not behaving in a way which creates pollution or environmental destruction.

As mentioned above, sufficiency economy is not only related to economic or financial issues, but also those which lead us to sufficient life; that which is sufficient in terms of mentality, verbal communication, and action. Key conditions leading to the successful application of the Sufficiency Economy philosophy are as follow:

(1) Knowledge: Planning and implementation processes must be based on theoretical principles and knowledge, rather than emotion or unreasonable beliefs, such as superstitions. This also extends to the decision making process, where accurate and sufficient information and knowledge must firstly exist. Once a decision has been made, monitoring and evaluation must be conducted on a regular basis. In addition, in building
knowledgeable human capital and a learning society, there must be investment in education management, training, research, and development, all of which should receive great attention.

(1.1) **Morality**: Morality among Thai citizens, particularly government officials, theorists, and businesspersons at all levels, must be strengthened, since morality is the tool to control one’s mind so that one behaves in a way that society perceives as valid and righteous. The extent of morality includes the following aspects:

- Basic morality of each religion – all religions teach people to hold the principles of honesty, truth, equal value, and the dignity of humanity, love, kindness, and harmony.
- Ethical codes – there are general codes of ethics, as well as codes that apply specifically to professions, like medical doctors, teachers, and so on. Such codes direct members of each profession as to what they should or should not do, so that they behave within an ethical framework, and foster professional confidence among the general public.
- Rules of law or regulations enacted to enable the country’s administration in an equitable, orderly, and peaceful manner.
- Good governance – This is a tool which defines the relationship between each level of the organization. It exists so that all levels maintain a commitment to be responsible for positive and negative consequences of their organization’s actions.
- Social norms, such as etiquette, or one’s practice according to society’s traditions and culture
- Family morality – the principles that one’s family has practiced, accumulated, and transferred from generation to generation, such as honesty, gratitude, truthfulness, and patriotism.
- There are sets of moral codes given by His Majesty the King on several occasions, such as patience, forbearance, frugality, etc. In addition, there are other sets of morality which form the basis of love and harmony. They consist of kindness, unity, honesty, and equity. Frugality is an especially preferable moral code to adhere to. Frugal spending creates an assurance for each person and family’s prosperity and wealth. Nations with such persons as citizens will surely prosper in the long run.
Building up and nurturing morality and ethics among people in society takes time and effort. It is a long and continuous process that must begin with the family and extend upward to schools and other organizations.

In order to make more understanding, the Sufficiency Economy Philosophy Framework is shown in figure 2.1 as follow:

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<tr>
<th>Knowledge Condition</th>
<th>Moral Condition</th>
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<tr>
<td>(Knowledge, Wisdom, Prudence)</td>
<td>(Honesty, Hard-working, sharing, tolerance)</td>
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- Harmony
- Security
- Sustainability
  (in people’s lives, economic and social conditions, and the environment; in the context of globalization)

<table>
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<tr>
<th>Material Impact</th>
<th>Cultural Impact</th>
<th>Social Impact</th>
<th>Environmental Impact</th>
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GLOBALIZATION AND ITS IMPACT

**FIGURE 2.1**

**SUFFICIENCY ECONOMY PHILOSOPHY FRAMEWORK**

Figure 2.1 illustrates the Sufficiency Economy Philosophy framework. The three interlocking elements represent the three principles of the Sufficiency Economy Philosophy: Moderation, Reasonableness and Self-immunity. These three principles are interconnected.
and interdependent. Moderation conveys the idea of people living their lives on the middle path, not the extremes. People should rely on themselves without overindulgence. This way of living occurs when people have reasonableness—accumulated knowledge and experience, along with analytical capability, self-awareness, foresight, compassion and empathy. They must be aware of the consequences of their actions, not only for themselves but also for others. The third principle, self-immunity, refers to the ability of people to protect themselves against any external turbulence and to cope with events that are unpredictable or uncontrollable. It implies a foundation of self-reliance, as well as self-discipline. Apart from these three components, two other conditions are needed to make the principles of sufficiency economy work: knowledge and morality. Knowledge encompasses accumulating information with insight to understand its meaning and the prudence needed to put it to use. Morality refers to integrity, trustworthiness, ethical behaviour, honesty, perseverance, and a readiness to work hard (Prasopchoke Mongsawad, 2010). 

2.2.1.5 Implications of Sufficiency Economy Philosophy

The economic crisis of 1997 affected everyone in Thailand, therefore, Thai people have to change their economic philosophy in order to cope with present economic adversity and withstand future economic insecurity. While certainly complementary to the nation’s Buddhist heritage, Sufficiency Economy espouses a secular philosophy. It does not reject either economic theory or economic progress. Neither does it denounce globalization, as some have tried to interpret. Instead, the middle path the Sufficiency Economy Philosophy makes a lifestyle to govern by moderation and resilience. Sufficiency Economy is a holistic concept of moderation and contentment. It sets out to shield the people and the country from adverse shocks, and acknowledges interdependency among people at all levels as an approach, against the backdrop of interdependence and globalization. It emphasizes the use of knowledge wisely with due consideration. Its values include integrity, diligence, harmlessness and sharing. Finally, it seeks to achieve balance and sustainability (NESDB, 2012).

Development that is based on Sufficiency Economy is based on sustainability and consideration. This kind of development emphasizes moderation, rationality, immunity, and the application of knowledge, carefulness, and morality in making decisions and taking
actions. The philosophy of Sufficiency Economy provides a guide to appropriate ways of living and behaving. It was developed from the traditional Thai lifestyle and can be applied to all situations. It derives from an understanding of the always-changing world and aims at protection from dangers and crises for the sake of stable and sustainable development.

His Majesty the King, who developed the philosophy of Sufficiency Economy, has recommended appropriate stages of development. It must begin with sufficiency for the greater population. When the sufficiency of most people is achieved, the nation can then progress to economic growth. Sufficiency Economy is not the “economy of the poor,” as some have said. It does not call for extreme austerity or belt-tightening. The King has advised his subjects to get rich, but he also encourages them to share their wealth with others and wants them to be able to maintain their riches in bad times. He gives three principles and one foundation for national development. And they can be applied to benefit the management of any organization.

The concept of Sufficiency Economy offers solutions to problems in both large cities and rural areas, linking the modern economic system with the cooperative system. The Thai Government has been applying this concept to government policies and educational institutions as follow: (NESDB, 2012)\textsuperscript{14}.

**Sufficiency Economy in government policies**

To succeed in this campaign, the Government attaches great importance to three main principles. The first principle focuses on the process of disseminating integrated knowledge through various methods, such as the opening of a learning center and the mapping out of a community master plan. The second principle calls for public participation, which will lead to close cooperation among communities and between communities and government agencies. In the third principle, the Government places an emphasis on good governance.

A politician whose conduct is based on Sufficiency Economy can set an example of leadership and moral discipline by being wary of misconduct even on small issues. Any decision or action by a politician tends to have a very wide impact on society. In addition,
politicians at every level have to truly understand local conditions in the communities that they represent. Politicians must also understand the nation’s political system, its laws and regulations, social values, and traditional culture. They must be well-informed about domestic and international developments. These politicians will play their roles in such a way as to create balanced progress for people, so that all can live sufficiently, support themselves, and be harmoniously united.

Making policies and laws based on Sufficiency Economy not only preserves good customs, social values, wisdom, and the environment, but also undoes the damage from any unwise decisions that may lead to unbalanced or unsustainable development. In addition, leaders should encourage the development and adoption of new practices, knowledge, and technologies that prove beneficial, keeping in mind the potential and conditions of the community and nation.

As for government officials, they should first apply this philosophy in their own lives, starting with realizing their roles and responsibilities as social-service providers. They should also enhance a social environment in which people can live in harmony within society and in balance with the local and national ecology. Officials should be morally conscious and honest, leading lives with perseverance and prudence and knowing the causes and effects of their actions. Officials should prepare and implement policies and plans with an emphasis on balanced development, so that people and the community can depend on themselves and appropriately cope with challenges in the world.

A Sufficiency Economy Drive in Educational Institutions

The Ministry of Education is taking steps to include knowledge about the philosophy of Sufficiency Economy in the school curriculum and various school activities at all levels. A goal has been set for schoolchildren completing basic education to have better knowledge and understanding about this philosophy and be able to apply it in their daily life.

Moreover, the Ministry of Education selected 175 schools as prototypes in arranging the Sufficiency Economy curriculum and related activities. All the prototypes have carried out their own projects, such as the setting up of a one-baht-per-day bank and the
creation of a balanced environment. At the same time, 175 education supervisors were selected from all education zones to follow up on these projects and conduct assessments. The Ministry also coordinated with the Office for National Education Standards and Quality Assessment in developing Sufficiency Economy as an educational quality index. The Office of the Public Sector Development Commission agreed to include the Sufficiency Economy drive as a key performance index for the Ministry of Education.

**Crucial Role of Education in Promoting Sufficiency Economy**

One of the education policies of the Thai government is to promote the value of the Sufficiency Economy philosophy. There has been a systematic attempt to integrate the Sufficiency Economy way of thinking into the school curriculum at every level. The aim is to teach children from an early age how to be self-reliant and live a balanced life, so that they can contribute to society and cope with changes in the globalized world.

According to the book *Thailand Human Development Report 2007*, a large part of the teaching is practical and participatory. Children at the lower-primary level learn how to keep their own income-expenditure balance sheets as a tool to make better use of their money and time. Later, they take part in savings schemes, projects to learn the value of frugality through recycling items used at school, and growing garden vegetables for use in school meals: (Department of Public Relations, 2011)\(^5\)

Students work on community development projects, take part in activities at the local temple or mosque, and develop projects to promote local wisdom, conserve local historical sites, and sustain the inheritance of Thai culture. A special emphasis is placed on local projects for environmental conservation.

It was indicates that in order to teach Sufficiency principles in the most effective way, the school itself needs to be an environment where these principles are at work. Since October 2006, teachers, school directors, and local education officials from all over the country have been involved in training on integrating Sufficiency Economy principles not only into the curriculum but also into the management of the school.
Experiments on integrating Sufficiency Economy into the way that schools are run have already begun in welfare schools that provide students of poor families with free education, as well as accommodation, food, and clothing. The students are encouraged to engage in planting vegetables, raising poultry, and other activities to provide the school with necessities. This project not only reduces the cost of running the schools and earns money for the students’ families but also acts as practical education in the values of Sufficiency Economy.

Another scheme has been launched to provide children with training in the use of computers and the Internet without incurring the costs this would normally imply. The project solicits donations of computers from the public, and teaches children usage of the Internet offline through the use of a specially prepared content disc. This avoids not just the cost but often the practical impossibility of setting up an Internet connection in the remote areas where some of these schools are located.

His Majesty the King introduced distance learning via satellite, in keeping faith with his advocacy of lifelong education. It is aimed at overcoming the shortages of good-quality teachers in rural schools through the use of the modern technology of satellite broadcasting. The Distance Learning Foundation, which operates the project, said that it was committed to integrating His Majesty’s advocacy of “lifelong learning, Sufficiency Economy, and moral teaching and training.” The foundation has been working with the Ministry of Education in arranging curriculums and programs via satellite.

The initiatives in integrating Sufficiency Economy into education are either experimental or at an early stage. Certain schools across the country have been selected as pilot projects for more intensive application of this philosophy. Sufficiency Economy is now taught across the school curriculums at all levels.

**Learning Units on the Sufficiency Economy Philosophy**

The philosophy of Sufficiency Economy and human development has been highlighted over the past year, because the Government has a policy to accelerate education reform to develop Thais into quality citizens, based on the virtue-led knowledge principle.
Toward this aim, Ministry of Education had produced a set of learning units on the Sufficiency Economy philosophy to be taught in the 2007 academic year. The units, comprising six exemplary books, are being used on trial for students at primary, secondary, and vocational levels (Department of Public Relations, 2011)16.

For instance, primary school children in Grade One will be presented with the exemplary unit “Performing Good Deeds Based on Sufficiency Economy.” Those in Grade Two will learn about the topic “Sufficiency Economy Brings about a Happy Life and Contentment.” The learning unit for school children in Grade Three focuses on the topic “Taking Pride in Our Community and Ourselves.” The exemplary units for schoolchildren in Grade Four, Grade Five and Grade Six are on the topics “Valuable Life Relies on Sufficiency Economy,” “Life with Sufficiency Economy Is Not at Risk of Being Poor,” and “The Thai Lifestyle Taking Pride in Sufficiency Economy.”

Secondary schoolchildren will learn more about the Sufficiency Economy approach relating to natural resource conservation, community development, national development, and globalization. Exemplary units for vocational students involve Sufficiency Economy and business, and Sufficiency Economy and integrated farming. This concept will also be part of the learning units for students in non-formal education.

The Ministry of Education wants to develop educational institutions in Thailand as learning communities for local people to exchange views and experience concerning the Sufficiency Economy lifestyle. In this regard, a teacher or lecturer must be a role model for students by living a life based on this philosophy. By so doing, they will be able to teach by example and to guide students to a better understanding of Sufficiency Economy through the classroom curriculum and student activities.

2.2.1.6 Application of Sufficiency Economy Philosophy at different levels of Thais

Application of Sufficiency Economy Philosophy must be done step by step. It should begin with learning of essence, mobilizing cooperation and continuous practicing the philosophy. There are 3 Steps-Applications of the Sufficiency Economy Philosophy (Watachai, Kasem, 2012)17.
Step 1 Thorough learning of the essence of Sufficiency Economy Philosophy in order to realize its value and have faith or confidence in applying the philosophy. This can begin with inviting people who apply such philosophies to share experiences.

Step 2 Mobilizing cooperation from all sectors in translating the philosophy into action, from the household to the national level. A great number of persons and institutions play a significant role in disseminating and bringing the philosophy into practice. These include religious leaders, teachers, and administrators and personnel in academic institutions, hospitals, and local administrative organizations.

Step 3 Practicing the philosophy on a continuous and regular basis while leading one’s life. Regularly use the Sufficiency Economy philosophy in leading ones’ life so that it becomes part of the Thai lifestyle.

These 3 Steps-Applications of the Sufficiency Economy Philosophy can be applied for individual, families, communities and nation (NESDB, 2012)\textsuperscript{18}.

(1) Application of Sufficiency Economy at Individual and Family Levels

Application of Sufficiency Economy by individuals and families starts when one acquires the essential knowledge and necessary skills to appropriately cope with critical challenges arising from extensive and rapid socio-economic, environmental and cultural changes in the world.

At the same time, it is essential for every human being to realize how important it is to live harmoniously in society and to coexist with nature. This means that one should adhere to morality; maintain honesty and integrity; share with others; be self-disciplined, patient and prudent in making decisions and taking actions; and persevere in improving oneself.

All of these virtues will lead to self-immunity or sufficient protection for individuals and families from the impact arising from internal and external changes. This will enable one to be moderate and reasonable in life, according to one’s roles and responsibilities, so that one can efficiently rely upon oneself and be capable of helping others and contribute to society.
Thai families are classified into different groups. The first group is those families that do not have enough to live on, and so take on loans to support spending. The second group includes middle income families. Lastly, there are wealthy families, which are the most preferable kind. As for the first group, they must firstly be free from debt, then, gradually improve their well-being before moving upward to join the second group. Having financial intelligence, one must make financial plans for the family, learn how to save, be sensible in spending, and avoid extravagance beyond one’s capacity to afford it.

Building saving skills and habits must begin with the childhood, using important methods such as these:

- **Teach children the value of money.** Parents set the ceiling for what children are able to spend each day, so that they learn discipline in managing that sum of money. Children should be supported in earning extra income for themselves and the family.

- **Teach children how to spend.** Children should be encouraged to regularly keep a record of their earnings and spending so that they remain aware of their financial status. They should practice how to spend and think carefully before spending.

- **Teach children about saving and making merit.** Apart from promoting saving habits, children should set aside part of their savings for making merit or donations in order to instill the habits of generosity and sympathy toward the disadvantaged or those in need. As children develop their spirit of volunteerism, they will consequently diminish selfishness.

2) **Application of Sufficiency Economy at the Community Level**

A “Sufficient Community” consists of individuals and families who have a degree of self-reliance that is based on their own knowledge and moral strength but strive for sustainable progress. These members of a sufficient community cooperate by sharing their efforts and exchanging their ideas, knowledge, skills and experiences. They use community resources and develop community activities in ways that are appropriate to their geo-social circumstances in order to realize the utmost benefits and happiness of community members. Community activities are carried out and improved continuously, based on morality: honesty, patience, perseverance, generosity and sympathy, which lead to social harmony and create
a community that has immunity from the impacts arising from change. Eventually sufficient communities of sufficient individuals create a network with other communities.

Debt problem is one of the community problems. Debt problems are often caused by excessive spending, and particularly spending on wasteful activities, such as gambling, drinking alcohol, etc. Community members must cooperate with each other by setting development targets, planning, and adjusting spending behaviors. This begins with conducting a survey of one’s household financial situation by keeping a record of earning and spending. This way, people will know what is necessary and what is not. Spending which is considered necessary includes food, education for children, and the like. Unnecessary spending includes alcohol, underground lotteries, gambling, indulgence in luxury products, and so on. Unnecessary items should be cut, and the savings thus generated applied to paying back household debt. At the same time, income generation should be promoted, such as by working together in community enterprises that utilize natural resource capital and social capital. Following this, market needs and movements must be closely monitored.

Community members must jointly survey the community situation in order to build up strong social, moral, cultural, and environmental immunities; for example, restoration of preferable behavior or identities, such as community culture and traditions, and safeguarding local natural resources and habitats.

(3) Application of Sufficiency Economy at the National Level

Sufficiency Economy at the national level starts with a national administrative and development plan that encourages and enables people to live their own lives and to cooperate with others in development based on the Philosophy of Sufficiency Economy, while prudently implementing the plan step by step. Application of Sufficiency Economy at the national level should begin by laying foundations that enable the majority of people to have the basic necessities to live sufficiently and to support themselves adequately through the use of knowledge and morality in their lives. People should also be encouraged to expand their vision through the creation of learning networks among various socioeconomic backgrounds and professions, which eventually will lead to harmony and solidarity in society.
(4) Application of Sufficiency Economy for Politicians

A politician whose conduct is based on Sufficiency Economy can set an example of leadership and moral discipline, by being afraid and ashamed of misconduct even on small issues, since any decision or action of even one politician tends to have widely impact on society. In addition, politicians at every level have to truly understand local conditions in the communities that they represent. Such politicians must also understand the political system, laws and regulations, social values and traditional culture, while being well-informed about domestic and international development crises.

These politicians play their roles in such a way as to create a balanced progress for people to live sufficiently, be able to support themselves, and be harmoniously united. Making policies and laws, based on Sufficiency Economy, not only conserves good customs, social values, wisdom, and environment, but also undoes the damage from any improper behavior that has led to imbalance or unsustainable development. In addition, leaders should encourage the development and adoption of new practices, knowledge, or technologies for enhancing common benefits. Importantly, the leader should strongly realize the potential and conditions of the community and nation so that people can be more self-reliant.

(5) Application of Sufficiency Economy for Government Officers

Government officers and staffs should first apply Sufficiency Economy in their own lives; starting with realizing their roles and responsibilities as social-service providers enhancing a social environment so that people can live in harmony within society and in balance with ecology. Each officer should be morally conscious and honest, leading lives with perseverance and prudence, knowing the causes and effects of their actions, being moderate in his or her life, and having prepared oneself for impact from internal and external change. An officer should prepare and implement policies, plans, and projects pertinent to Sufficiency Economy with emphasis on the balanced development of economy, society, environment and culture, so that eventually people and the community as a whole can depend on themselves and appropriately cope with challenges in the world.
Government officers should be careful not too much impose their own ideas but to encourage people to think by themselves. Also, they should remember the principle of “helping people to help themselves.”

(6) Application of Sufficiency Economy for teachers and school administrators

School administrators and teachers should be a role model for students by living a life based on Sufficiency Economy, so that they can teach by example and be able to guide students to a better understanding of Sufficiency Economy through classroom curriculum and student activities. To live one’s life, based on Sufficiency Economy, it is essential for human beings to live harmoniously in society and also to coexist with nature. One should reflect on and practice sufficiency economy until one believes that the principles will lead to progress in one’s own life and to peace and harmony in society. In practice, one should adhere to morality; honesty and integrity; generosity; self-discipline, patience and prudence in making decisions and taking action; and perseverance in continuously improving oneself. These will lead to self-immunity from changes, and enable one to be moderate and reasonable in life, so that one can efficiently rely upon oneself and be capable enough to help others and contribute to society.

As knowledge and reasonableness are very significant, teacher or lecturer and school administrators have the vital role on these matters. Such knowledge must be prudent, careful and appropriate for each socio-geographic conditions. The development of the country must be fostered in stages. It must start with the construction of infrastructure, that is, the provision of food and basic necessities for the people by methods, which are economic, cautious and conforming with principles. Once the foundation is firmly established, progress can be continually, carefully and economically promoted.

School administrators and teachers should set policies in applying the philosophy to schools, and its contents should be incorporated into the core subjects. It should also be used as a manual for student development. In addition, school administrators, teachers, and personnel, as well as students, must practice the philosophy at home. Schools should also strengthen the 4-immunity model by having good financial management themselves. School administration must be simple; unnecessary spending must be cut, and more income must
be generated. Teachers and school personnel must be free from debts, while schools must be free from temptation and drugs.

2.2.1.7 Sufficiency Economy Philosophy and national development

Modern development has caused changes in all aspects of Thai society. The positive impacts of the development are economic growth, progress of material and public utilities, modern communication systems, and improvement and expansion of education. However, few of these results have reached rural areas or the underprivileged in the society. 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.

Significantly, what has dissipated is the people’s ability to rely on themselves and conduct their lives and pursue their destiny with dignity. For Thailand, the 1997 economic crisis served as a costly lesson of unbalanced and unstable growth, partly due to the improper economic and social development process, in which the economy relied heavily on foreign capital inflows and external markets.

Sufficiency Economy is a philosophy based on the fundamental principle of Thai culture. It is a method of development based on moderation, prudence, and social immunity, one that uses knowledge and virtue as guidelines in living. Significantly, there must be intelligence and perseverance which will lead to real happiness in leading one’s life. In this royal statement, His Majesty concerned that modern development which emphasized only the economic expansion might eventually lead the country to crisis. Therefore, he stressed the importance of building a ‘good and stable foundation’ before further progress could be developed. This means that instead of putting the emphasis on the expansion of the industrial sector prior to development, the stability of the basic economy should be established first, that is, assuring that the majority of rural people have enough to subsist first. This is a method of development that stresses the distribution of income to build the overall
economic foundation and stability of the country before going on to a higher level of development.

On a personal level, the Philosophy of Sufficiency Economy can be adopted by all people simply by adhering to the Middle Path. The awareness of virtue and honesty is also essential for people as well as public officials.

The meaning of Philosophy of Sufficiency Economy and its Three Pillars are as follows: (Chaipattana Foundation, 2012)¹⁹.

 Moderation: Sufficiency at a level of not doing something too little or too much at the expense of oneself or others, for example, producing and consuming at a moderate level.

 Reasonableness: The decision concerning the level of sufficiency must be made rationally with consideration of the factors involved and careful anticipation of the outcomes that may be expected from such action.

 Risk Management: The preparation to cope with the likely impact and changes in various aspects by considering the probability of future situations. Decisions and activities must be carried out at a sufficient level depending on two conditions:

 Knowledge, comprising all-round knowledge in the relevant fields and prudence in bringing this knowledge into consideration to understand the relationship among the field so as to use them to aid in the planning and ensure carefulness in the operation.

 Moral to be promoted, comprising the awareness of honesty, patience, perseverance, and intelligence in leading one's life.

His Majesty’s Philosophy of Sufficiency Economy emphasizes that the producers or consumers try to produce or consume within the limit or limitation of existing income or resources first. This is the principle in decreasing the dependence and increasing the ability to control the production themselves, thus decreasing the risk from not being able to efficiently control the market system. Sufficiency Economy does not mean that one must constantly be frugal. A person can indulge himself in luxury once in a while, provided that it is within his capacity to do so. But the majority of the country’s population often overspends beyond their
means. Sufficiency Economy can lead to the goal of establishing economic stability. Fundamentally, Thailand is an agricultural country; therefore, the country’s economy should be keyed towards agro-economy and food stability in order to establish a stable economic system to a certain degree. This is an economic system that can help lessen the risk or economic instability in the long run. The philosophy does not reject globalization but offers a means to succeed in a globalize world. Globalization has both advantages and disadvantages and brings constant changes. The sufficiency economy philosophy is the framework allowing Thailand to structure the processes of globalization so that Thailand benefits but does not suffer from it. Adherence to the elements of the philosophy of sufficiency economy helps everyone to provide immunity against the impact of internal and external changes. Sufficiency Economy can be applied to all levels, branches, and sectors of the economy. It is not necessarily limited to the agricultural or rural sectors, or even the financial, the real estate, and the international trade and investment sectors by using similar principles of emphasizing moderation in performance, reasonableness, and creating immunity for oneself and society (Chaipattana Foundation, 2012).20.

His Majesty the King has comprehensive understanding of Thai society. Thus, in granting initiatives or delivering advice he would also take into consideration the people’s way of life and social norms to avoid internal conflicts that may obstruct the implementation. In order to lead a life in accordance with the Philosophy of Sufficiency Economy, Thai people should be adhere as follows:

- Adhere to economizing by cutting down expenses in all aspects and forego extravagances in leading one’s life
- Adhere to pursuing one’s occupation with decorum and honesty.
- Stop contending for beneficial gains and using harsh methods in commercial competition
- Never cease to find a way to escape hardship by attempting to gain knowledge in order to increase one’s income to the point of sufficiency
- Leading one’s life by following the good path, avoiding the bad, and adhering to religious principles
2.2.1.8 Benefits of Sufficiency Economy Philosophy

One can state that happiness is a process that human must go through to cultivate the mind. As the mind is cultivated, it is possible to achieve higher levels of happiness. To promote peaceful and harmonious living in the world, human’s mind development toward true happiness is essential. Human must go through happiness development process with an aim to develop true happiness that is beyond the basic, hedonic happiness. The means to reach happiness at the higher levels is mind training basically for right understanding, right thinking and right action. The mind is critically important to determine decisions and actions. The first step for right action is to have right understanding. If happiness is so desirable by all and at all levels, it is fundamentally important to understand clearly what happiness is and the process to develop happiness. Sufficiency Economy generates happiness development process leading to more equitable and higher efficiency in resource distribution and utilization. The philosophy of Sufficiency Economy is the most important foundation in the country’s sustainable development, as its benefits extend to all levels in the society as follows:

(1) By following the practice guidance of Sufficiency Economy, human can develop mindfulness and wisdom in decision making before taking any action in life. If the practicing is adopted more regularly, Sufficiency Economy Approach will become an automatic process whenever decision-making is required. Besides, it cultivates patience, calmness and perseverance with kindness/ethics governs actions. Such characteristics are necessary for living in harmony with others including natural resources. A person who has developed patience, kindness, and constructive thinking has strong potential to is a person who can set his mind to be easily happy (Kaemthong Indaratna, 2010).²¹

(2) 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. By practicing these three principles with the two underlying conditions, people would be able to live securely in harmony in a sustainable society and environment. Such a way of living does not signify self-sufficiency; rather, it reflects self-reliance, the ability to tolerate and cope with all kinds of malign impacts of globalization. The application of Sufficiency Economy Philosophy is not limited to the
individual; it can also be applied to several different practices, one of which is private business. Sufficiency Economy Philosophy encourages corporate pursuance of sustainable profit via ethical approaches, including good corporate governance, social responsibility, mindfulness of all stakeholders, and business prudence with risk management. Sufficiency Economy Philosophy can also be applied to a country’s economic policy. The concept of Sufficiency Economy Philosophy helps shape economic policy in managing factors of production: physical capital, human capital, natural capital and social capital towards achieving quality growth. Such growth stresses people’s well-being, sustainable environment, a steady growth rate, global risk management, and good governance, balance in the life of individuals, families, communities, businesses, and the country. With such balance, the country will be ready to respond to rapid and intense changes (Prasopchoke Mongsawad, 2007)\textsuperscript{22}.

(3) The Sufficiency Economy Philosophy does not reject globalization but offers a means to succeed in a globalized world. Globalization has both advantages and disadvantages and brings constant changes. The Sufficiency Economy Philosophy in the framework allowing Thailand to structure the processes of globalization so that Thailand benefits but suffer from it. Adherence to the elements of the philosophy of sufficiency economy helps everyone to provide immunity against the impact of internal and external changes. Sufficiency Economy Philosophy helps to eliminate the poverty and reduce the economic risks to the poor. Hence, Sufficiency Economy Philosophy, once applied to policy-making, will bring about good governance, foster accountability, enhance transparency, and empower the people in the country. By upholding, Sufficiency Economy Philosophy does not mean that the Government would turn back against the tide of globalization. In fact, this philosophy would help Thailand better meet the challenges arising from globalization. It could provide to prepare a more secure approach of the country to face emerging challenges the more globalized world (Chirayu Isarangkul, 2007)\textsuperscript{23}.

(4) Sufficiency Economy Philosophy can be applied by people from all walks of life and at all levels, individual, families, communities, societies and even country. Each person or unit would require slight adaptation to suit their needs. Despite different applications, they share the same goal of balanced and sustainable development. Hence,
Sufficiency Economy Philosophy is the basic capacity to develop of strong persons, families, communities, societies and the foundation of the nation (Nattamol Pinthong, 2009)²⁴.

(5) Sufficiency Economy, based on the “Middle Way” in Buddhism, will bring lasting happiness to the people, because it considers people as the center of development. The philosophy of Sufficiency Economy offers safeguards against dangerous excesses for Thai people. The safeguards would be turned into savings, beneficial for their family and community. In addition to moderation and self-immunization, Sufficiency Economy is based on common sense and rationality. It is an appropriate model for conduct in every aspect of life. The conduct begins with the family and moves to the community, and then to the government level in the areas of development and administration (. Department of Public Relations, 2011)²⁵.

In conclusion, happiness development is crucial for human development because it provides a mechanism and process to improve human mind, the way of right thinking, hence raising the level of decision-making capability toward ethics and right actions. Sufficiency Economy Approach for human development, based on His Majesty King Bhumibol’s Sufficiency Economy Philosophy, provides a process for happiness development applicable to all levels of practices: an individual, a community, a business entity and a country. It recognizes the basic level of happiness that must be a priori developed so that human has sufficient means of livings. But it also emphasized ethics, particularly with the focus of kindness, sharing, fairness and honesty in the interaction with others. Personally, ethics include prudence, mindfulness, self-improving, perseverance, and patience. Through adopting Sufficiency Economy Approach by following the main practice guidance of the Middle Path, all units and levels can develop higher economic and social security as well as capacity to respond to changing environments. The security and capacity to understand and manage uncertainties are both important for happiness both at the micro and macro levels (Kaemthong Indaratna, 2010)²⁶.

“Sufficiency Economy philosophy” is, therefore, a pragmatic approach for everyone to lead a happy life in a balanced and secure manner, despite the rapidly changing
modern world. In addition, it is a path to build a learning-based, moral, and happy society, which leads to sustainable development of the nation and the world.

2.2.2 Curriculum development based on Sufficiency Economy Philosophy

2.2.2.1 Integration of Sufficiency Economy Philosophy in school curriculum

Curriculum is a major key of educational management since it was determiner of every guideline relating to student development as an important instrument for specifying the educational future as well as directing device in national growth. The country consisted of an appropriate, modern, and efficient curriculum; it would lead to quality of people in the country.

As mentioned earlier, the Sufficiency Economy Philosophy has been bestowed by His Majesty the King Bhumibol Adulyadej to Thai people since 1997. It focuses on a balanced way of living. Sufficiency means “moderation, reasonableness, and the need of self-immunity”, along with two conditions of knowledge and morality. Sufficiency Economy Philosophy is applied to every level of the society. It has played a key role in education development since 2006 in that education reform has integrated Sufficiency Economy Philosophy into the 10th National Economic and Social Development Plan (2006-2011). Moreover, in the current 11th National Economic and Social Development Plan (2012-2016), Sufficiency Economy Philosophy is integrated with its goal to achieve a “Green and Happy Society”. Sufficiency Economy Philosophy has been well integrated into the school curriculum. Sufficiency Economy Philosophy is taught mainly as part of the society, religion, and culture subject area. Teachers are encouraged to integrate Sufficiency Economy Philosophy into their teaching (Benjalug Namfa, 2012)27.

According to the current Eleventh Education Development Plan of Thai Ministry of Education (2012-2016), the Sufficiency Economy Philosophy is highlighted and integrated as one of the core strategies in upgrading the quality and standards of learners, teachers, education personnel, and administrators. Thai Ministry of Education sets the following visions of Thai people: Thai people enjoy lifelong learning, be good citizen, be happy, have self-immunity to survive amid internal and external changes, and have international competitiveness. The main missions involve upgrading education to international standards, creating equal opportunity for all, developing an administration and management system.
which is based on good governance, and encouraging greater networking and partnership of all sectors.

In response to the Ministerial Plan, Office of the Basic Education Commission (OBEC), which is responsible for education provision from pre-primary to upper secondary education, sets up Sufficiency Economy Philosophy oriented policies that lead to sustainable development. Strategies are developed to instill in children morality and ethics, appreciation of Thai identity, a sense of community service, and Sufficiency Economy Philosophy lifestyle. Emphases are placed on building an appropriate and friendly learning atmosphere, equal education opportunity, self-respect, and make learners belong to and own the learning community (Benjalug Namfa, 2012). Therefore, from the 2006 school year, Ministry of Education specified policy moving the Sufficiency Economy Philosophy into every level of school so that the school administrators, teachers, educational staffs, and students would gain valid knowledge and comprehension as well as be able to integrate the approach and principle of the Sufficiency Economy Philosophy into administration and management, instructional activity management, students’ development activity, and apply in daily life. Sufficiency had to establish as well as develop the school curriculum congruently with the Sufficiency Economy Philosophy. The objective is to use curriculum developed by school in developing the students’ instructional management based on community context, and develop the quality school based on standard.

2.2.2 Model of curriculum development

In order to integrate Sufficiency Economy Philosophy in school curriculum, the school administrators, teachers and educational staffs should understand about the model of curriculum development. Curriculum includes aims or purposes, expected learning outcome, learning contents, learning experience (learning methods) and subject matter sequencing. Broader concept of curriculum describes it as a sophisticated blend of educational strategies, course content, learning outcomes, learning experiences, assessment, the educational environment and the individual students’ learning style, personal timetable and the
programme of work. Curriculum not only covers the formal teaching-learning but also the other aspects of human development.

Curriculum development is an essential process for successful achieving educational goals for students. One of the basics of curriculum development is the continual improvement of the outcomes the analysis of the processes and the decision to change. Curriculum development can be defined as 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 goals. It should be produced in coordinated programme of meaningful experiences for learner’s development. Curriculum development is a decision-making process that involves a variety of concerns (Adelaida Bago, 2001)²⁹

Tyler (Tyler, R.W., 1949)³⁰ formalized his thoughts on viewing, analyzing and interpreting the curriculum and instructional programme of an educational institution in Basic Principles of Curriculum and Instruction. He stated that in curriculum development should be made as the following considerations:

(1) What educational purposes should the school seek to attain? (Defining the school purpose)

What Aims, Goals, and Objectives should be sought? Educational objectives become the criteria for selecting materials, content outlined, instructional methods developed, and tests prepared.

(2) How can learning experiences are selected which are likely to be useful in Attaining these objectives? (Educational experiences related to the school purposes)

• Valid in light of the ways in which knowledge and skills will be applied in out-of-school experiences?

• Feasible in terms of time, staff expertise, facilities available within and outside of the school, community expectations?

• Optimal in terms of students’ learning the content?
• Capable of allowing students to develop their thinking skills and rational powers?
• Capable of stimulating in students greater understanding of their own existence as individuals and as members of groups?
• Capable of fostering in students an openness to new experiences and a tolerance for diversity?
  • Such that they will facilitate learning and motivate students to continue learning?
• Capable of allowing students to address their needs?
• Such that students can broaden their interests?
• Such that they will foster the total development of students in cognitive, affective, psychomotor, social, and spiritual domains?

(3) How can learning experiences are organized for effective instruction? (Organization of experiences)
  • Education experiences must be organized to reinforce each other.
  • Vertical vs. horizontal organization
  • Continuity - refers to the vertical reiteration of major curricular elements. For example, reading social studies materials continued up through higher grades
  • Sequence - refers to experiences built upon preceding curricular elements but in more breadth and detail. Sequence emphasizes higher levels of treatment.
  • Integration - unified view of things. Solving problems in arithmetic as well as in other disciplines.

(4) How can the effectiveness of learning experiences be evaluated? (Evaluation of the effectiveness of curriculum)
  • Assessment- the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.
  • Evaluation - the process of judging the quality of student work on the basis of established criteria, and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.
Assessment is the systematic process of collecting information or evidence about student learning. Diagnostic assessment is used at the beginning of a unit to help determine a starting point for instruction. Formative assessment provides information to students, as they are learning and refining their skills. Summative assessments at the end of units and a course give students an opportunity to synthesize, apply, or otherwise demonstrate their learning. Summative assessments are counted toward the student's final mark.

Evaluation is the judgment teachers make about the assessments of student learning based on established criteria. These judgments are made in relation to the achievement of curriculum and program goals, and expectations and outcomes, using information gathered by a variety of assessment tools.

Table 2.1 shows the difference between assessment and evaluation.

**TABLE 2.1**

**DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION**

<table>
<thead>
<tr>
<th>Dimension of Difference</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: timing, primary purpose</td>
<td>Formative: ongoing, to improve learning</td>
<td>Summative: final, to gauge quality</td>
</tr>
<tr>
<td>Orientation: focus of measurement</td>
<td>Process-oriented: how learning is going</td>
<td>Product-oriented: what's been learned</td>
</tr>
<tr>
<td>Findings: uses thereof</td>
<td>Diagnostic: identify areas for improvement</td>
<td>Judgmental: arrive at an overall grade/score</td>
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</table>

The overall goal of assessment is to improve student learning. Assessment provides students, parents/guardians, and teachers with valid information concerning student progress and their attainment of the expected curriculum/IEP. Assessment should always be viewed as information to improve student achievement. Assessment and evaluation measure whether or not learning and/or learning objectives are being met. One could look at assessment and evaluation as the journey (assessment) versus the snapshot (evaluation). Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue,
journals, written work, portfolios, tests along with many other learning tasks. Evaluation on the other hand occurs when a mark is assigned after the completion of a task, test, quiz, lesson or learning activity. A mark on a spelling test will determine if the child can spell the given words and would be seen as an evaluation. Assessment would be a review of journal entries, written work, presentation, research papers, essays, story writing, tests, exams etc. and will demonstrate a sense of more permanent learning and clearer picture of a student’s ability. Although a child may receive high marks in spelling test, if he/she can’t apply correct spelling in every day work, the high spelling test marks (evaluations) matter little.

Taba Hinda (1962)\textsuperscript{31} believed that teachers who teach or implement the curriculum should participate in developing it. She suggested the Taba Model for curriculum development. It was called a grassroots effort as she advocated that the teachers themselves needed to be heavily involved in the development of the curriculum. She developed seven steps that should take place when developing curriculum. She presented seven major steps of curriculum development. They are:

(1) Diagnosis of learners’ needs and expectations of the larger society
(2) Formulation of learning objectives
(3) Selection of learning contents based on the objectives
(4) Organization of learning contents based on the students’ desires
(5) Selection of learning experiences
(6) Organization of learning activities
(7) Determination of what is going to be evaluated and how to determine the effectiveness of the curriculum

Thus as one looks into curriculum development, the three interacting processes in curriculum development are planning, implementing and evaluating. The possible participants in curriculum development consisted of teachers, students, principals, curriculum specialist, associate superintendents, superintendents, boards of education, lay citizens, federal government, stat agencies, original organizations, educational publishers, professional organizations, and other groups.

Most curriculums include needs assessment, rational, aims, goals, objectives, subject-matter, learning experiences, materials, and evaluation approaches
2.2.2.3 Participation of teachers in curriculum development in the context of sufficiency economy philosophy

There is various definition of participation from different perspectives. The free dictionary (2012)\textsuperscript{32} defines the word “participation” as the act of taking or sharing in something.

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 a process of involving those who are influenced by decisions, in making decisions, where everyone make certain that everyone gets their needs met. (Jaspreet, Kaur Sodhi, 2009)\textsuperscript{33}

According to Business Dictionary (2010)\textsuperscript{34}, participation is defined as an open form of activities where everyone has a strong decision-making role. Participation holds everyone in organization responsible, accountable, for their work and affords everyone a voice. It allows them to determine the outcome of work-related activities and fosters a team environment.

Participation is a type of activities in which employees at all levels are encouraged to contribute ideas towards identifying and setting organizational-goals, problem solving, and other decisions that may directly affect them. Participation is an activity, which gives employees responsibility, accountability, and authority over their work. The method provides an environment to make employee needs known and creates a vehicle for improved communication between all areas of the organization (Flowmanagement.net, 2010)\textsuperscript{35}.

Tara Duggan (2010)\textsuperscript{36} describes that participation is the activity which allows employees to take responsibility, accountability and authority over work done for an organization. It aims at getting employees involved in decision making, problem solving, policy direction and practice free flow of organizational communication.

From the definition of participation mentioned above, it can be concluded that 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 of teachers in curriculum development in the context of sufficiency economy philosophy 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, and 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 a combination of Tyler and Taba. Six stages of curriculum development processing are as follow:

**First stage: Diagnosis needs and school purpose**

The most important step is the first one, the diagnosis needs or needs assessment of learners, school and communities. The goal of the first stage is to focus the curriculum, by defining the deficits in knowledge, attitude, or skills that currently exist in practitioners and the ideal approach to teaching and learning. Needs can be obtained on different ways. At the base of the needs of targeted should be made from essential documents, society and government policies.

School purpose is another aspect must be included in the stage of diagnosis. The school purpose should partly give sort of picture, what are the purposes of school. All stakeholders of institution should be included in this process, and they all should give their view of the reasons in order to diagnosis the school purposes. School should define overall school purposes i.e. goals and aims for the curriculum.

For the present research, the school purpose must be base on the King’s sufficiency economic philosophy which stresses the Middle Path as a guiding principle in pursuing the livelihood. 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. The purpose of the school after applying sufficient economy philosophy to one's way of life, one must recognize the genuine benefits of the Sufficiency Economy philosophy in strengthening life and happiness, which leads to a peaceful and sustainable society.

**Second stage: Formulation of learning substances**

Learning substances must be done in accordance with the needs and school purpose which based on sufficiency economy philosophy. The learning substance is concerned to the sufficiency economy philosophy on guiding Thai people the way of living in a middle path, especially a globalizing economic development. Sufficiency means moderation, reasonableness, and the need of having self-awareness for the good protection from impact occurred from internal and external changes. Knowledge, omniscience, and high carefulness of knowledge’s application in planning and managing are also important, as well as reinforcing nation’s people the moral fiber of virtue, honesty, and proficiency in order to become hardworking-patient-intelligent-and-omniscient ones, also to become the people of quality and prompt for the world's instant change in artifact, society, environment, and culture.

Learning Substance of Sufficiency Economy can be consisted of the following chapter.

**Chapter 1 Sufficiency economy : Foundation of Thai Living**

**Learning substance:** Sufficiency Economy is a philosophy bestowed by His Majesty the King Bhumibol Adulyadej on guiding Thai people the way of living in a middle path for over 30 years, before Thailand has suffered from the effects of economic crisis in 1997, which has been an important lesson of development's drawbacks. A philosophy of Sufficiency Economy has been used as the way of living in a middle path and being moderated, reasonable, and self-aware without carelessness. Furthermore, the state of being knowledgeable, moral, prudent, and patient would lead to the true happiness in life.

**Chapter 2 Living good, Living sufficiently**

**Learning substance:** The way of living based on the philosophy of Sufficiency Economy, bestowed by his Majesty the King, is to be economical, truthful and honest in
working, also to stop competing for the trade’s benefit, never stop of finding the way to be free of suffering, and to behave in the rightful ways.

Chapter 3 Use well, Spend well

Learning substance: After working and earning the incomes, in every times of consuming it is important to list all of the expenses. Doing this can help one remind of any monthly inessential expenses which can be possibly cut-off. It is better to start listing incomes and expenses regularly in order to avoid being poverty.

Chapter 4 Brighten life, Satisfaction in sufficiency economy

Learning substance: Sufficiency Economy and New Theory Agricultural are the step-by-step leading principles which help people be self-dependent by lowering the natural change’s risks, by using moderation, reasonableness, knowledge, diligence, savings, prudence, collaboration, and harmony.

After studying and understanding the Sufficiency Economy principle clearly and applying it for the use and for living, it is better to introduce and support family members to understand and apply it as well.

Chapter 5 Earn a living in regard of sufficiency economy philosophy for a better, wealthier, and more sustainable life

Learning substance: Earn a living by holding to Sufficiency Economy principle in order to increase an income securely and wealthily, consider all-round, be cautious and careful in every steps of working to avoid failures, seems to be the one which let one considers in security, step-by-step growth, and in the capability of improving learners’ quality of life in both physical and spiritual ways. Earn a living by holding to Sufficiency Economy principle, so, is not against a globalization. Instead, it encourages the globalization to be more acceptable by choosing to accept every change which results in good effect for a country. Also, it is the way of being self-awareness against any bad and unavoidable ones in order to limit those effects from threatening the country.

Third stage: Formulation of expected learning outcomes

Curriculum should define the expected learning outcomes related to the school purpose and learning substances in terms of knowledge, skill/performance and attitude or
desirable characteristics. Specific measurable knowledge, skill/performance, attitude, and expected learning outcomes should be stated in curriculum. It means that achieving of learning outcomes will lead to reach the school purposes.

**The expected learning outcomes can be formulated as follow:**

(1) Students are able to explain the concept, principle, definition, and significance of Sufficiency Economy philosophy.

(2) Students realize and perform in the way according to the sufficiency economy principle.

(3) Students are able to inform and start a career in a way regarded of sufficiency economy principle.

(4) Students are able in planning and analyzing their family’s expenses.

(5) Students are able to list the family’s income-expenses memos.

(6) Students are able to explain the methods of decreasing expenses and the ways of increasing incomes.

(7) Students are able to explain the methods of saving deposit.

(8) Students are able to explain the way of applying the philosophy of sufficiency economy in living.

(9) Students are able to introduce and support family’s members to understand and apply philosophy of sufficiency economy in living, which will lead to the sustainable lives.

(10) Students are able to inform and start a career in a way regarded of Sufficiency Economy principle.

(11) Students are able to consider the importance of the Sufficiency Economy principle in order to increase the incomes securely, wealthily, and sufficiently, to develop the country under the theme of globalization, and to apply it in living with balance and readiness for any of a country’s globalizing change.

**Fourth stage: Selection of contents based on expected learning outcomes**

The learning contents should be both current and relevant to the expected learning outcomes. This implies, for example, that the contents of curriculum in the context of sufficiency economy should determine the specific knowledge and practices for the students
concerning sufficiency economy. An example of the learning contents based on the expected learning outcomes can be selected as follow:

Chapter 1: Sufficiency economy : Foundation of Thai Living

Learning contents:

(1) Background Knowledge of Sufficiency Economy Philosophy

A philosophy of Sufficiency Economy is a way of living and a way of performance His Majesty the King has bestowed on Thai people for more than 30 years. It can be seen that the King has first mentioned about this philosophy in his speech and royal guidance in 1974 in order to emphasize a developing strategies regarded of self-reliant principle for mostly people's moderate consumptions by using a moderation's principle, realizing in reasonableness, and building self-awareness, also in order to remind Thai people of not being careless, realizing in rightfully step-by-step development, and having morality as a frame of life.

As the time a 1997’s economic crisis has threatened Thailand, it is 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. Not preparing the country to be self-aware of the risk occurred from both internal and external factors leads to a severe influence on Thailand itself. 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.

(2) Definition of Sufficiency Economy Philosophy

Sufficiency Economy is a philosophy which emphasizes the way of people’s living and performing at every states : family, community ,and country, both in a country’s development and management in a middle path, especially a globalizing economical development which means moderation, reasonableness, and the need of being self-awareness for any changes occurred from internal and external factors. Moreover, it is important for Thai people to be knowledgeable, omniscient, and careful in planning and
building mind’s standard, especially in government officers, theorists, and businessmen so that they can realize in morality, honesty, and proper omniscience. Living patiently, cautiously and omnisciently can lead to a balancing prompt of rapidly well-known global changes in materialism, community, environment, and culture.

(3) Philosophy of Sufficiency Economy

A philosophy of Sufficiency Economy is a guidance of living and performing in the way it should be which is based on a Thai’s traditional way of life and can be anytime applied. It is also a state of looking toward the changing world by focusing mainly on surviving from any crisis or danger for the sake of secure and sustainable development. Sufficiency Economy can be applied people from every state by emphasizing on performing according to a middle path and step-by-step development. There are three elements and two conditions in philosophy of Sufficiency Economy

Elements:

Moderation is a not so much and not so less suitability, with no exploiting on oneself and other people, for example, a moderate-level manufacture and consumption.

Reasonableness is to decide moderation’s level reasonably and carefully by considering the causes and results occurred from this action.

Self-immunity is to be well-prepared for effects or changes by considering the possibility of various circumstances which is expected to happen in the near future.

Condition:

In order to determine and perform according to a middle path, both knowledge and morality are need as basics;

Knowledge Condition : consists of being widely knowledgeable in every related fields and carefully considering in using this knowledge for planning, also being cautious in the operating steps.

Morality Condition: realizing in virtue, being honest, hardworking, patient, and conscious in living.

(4) Importance of Sufficiency Economy

The Sufficiency Economy's importance has affected upon Thai people in the following ways;
❖ Gain a concept of being self-reliant and use that to improve the quality of life for their family, community, and their own highest advantages.
❖ Have a strong mind by holding to independent principle so that they can be calmed and not worried.
❖ Cause the community and country to become more cooperative and enthusiastic.
❖ Cause people to cooperate and analyze problems with the others so that they can solve the problems.
❖ Cause people to living with moderately use and moderately consumption in order to lessen the poverty.

Chapter 2: Living Good, Living Sufficiently

Learning contents:
(1) The way of thinking, the way of doing, and the way of giving worth based on the sufficiency economy

The way of thinking: In order to apply the Sufficiency Economy in living and earn the successful works, it is vital to start having the rightful knowledge, understanding of what Sufficiency Economy means and how many important principles it contains for behaving. Plus, it is important to consider the advantages of using this philosophy in living for the secure and sustainable life.

The way of doing: After understanding correctly, it is need for learners to try on applying this in a daily life and with other people happily. Primarily, learners must be self-reliant, behaving in the middle path way, be reasonable in considering and deciding, and be self-aware of various changes. People should not do anything so risky that could affect themselves and other people in the last. Furthermore, they should always be careful in seeking for knowledge with honesty, with being economical, diligent, and learning to help each other without exploitation.

However, in order to deeply and rightfully gain the knowledge about the Sufficiency Economy for an application, it is needed to learn by themselves or with the others.

The way of giving worth: Learning from practicing, exchanging opinions and experiences between people who are also interested in the same fields would lead to an
ability of realizing in advantages happiness gained from a Sufficiency Economy application. As a result, the improvement and inducement of Sufficiency Economy in living would occur.

The common sense of understanding the happiness in moderate and sufficient life would lead to a way of earning a living honestly and correctly without being so starved that can exploit oneself and the others, instead, be sufficient to support other people in the community, organization, or society.

However, each person will have different moderation level, or one’s sufficiency at the different time can change due to the internal and external conditions, and the environment that affects the sufficiency.

(2) Behaving in the way based on the philosophy of sufficiency economy

Being Thai people, learners should apply His Majesty the King’s philosophy of Sufficiency Economy to use in living:

• Be economical, strongly decrease any of the expenses and luxuries, as bestowed by His Majesty the King’s royal words
  “…living with no luxury, be economical in the rightful way…”

• Be honest in earning a living even in the time of starving and crisis, as bestowed by His Majesty the King’s royal words
  “…the people’s truth definitely comes from the rightful behavior and working…”

• Stop competing for the so much trade’s benefit, also, stop severely competing for getting the career like what happened in the past, as bestowed by His Majesty the King’s royal words
  “…a last-long true happiness is the happiness people gain from moral minds and actions, not the one occurred accidentally or encroachingly…”

• Do not stop in searching for the fleeing ways from this suffering by always seeking for knowledge in order to increase the incomes to the limit of sufficiency, which is the important target, as bestowed by His Majesty the King’s royal words.
  “…the reason of wanting everyone to study and bring their life the security is for their own happiness, progressive, and moderate lives as the first step. The next step is to be proud of being able to live by their own…”

• Behave in a rightful way without doing anything that is terrible. Because of the fact that there are still lots of bad people who are not shamed of guilty, Thailand is still facing
the crisis, as bestowed by His Majesty the King’s royal words

“...try not to behave anything bad for that it might threaten your and other people's lives, also try to decrease your terrible behavior, instead, always behave in a rightful way and increase your goodness more...”

Principle of 5 Moderations (sufficiency and goodness) - according to Office of the National Economic and Social Development Board;

- Sufficient mind: to be strong with good common sense, be kind and compromising with a common interest.
- Sufficient society: to help each other, be united, create the strong bonds of family and community.
- Sufficient national resource and environment: to be cleverly good at using and managing, also have self-awareness which will lead to the highest sustainability.
- Sufficient technology: to be good at using the proper, traditional, and common-interest technology.
- Sufficient economy: to increase the incomes, decrease the expenses, and live moderately.

Principle of reasonableness:

- Be economical. Decrease the expenses and luxuries in life.
- Be honest in career even in the time of starving.
- Stop competing for the trade’s benefit; also stop severely competing for getting the career.
- Do not stop in searching for the fleeing ways from this suffering by always seeking for knowledge.
- Behave oneself in a rightful way without doing anything terrible.

Principle of Self-immunity:

- Be knowledgeable, careful, and self-immunity.
- Be moral, honest, hardworking, patient, and kind.

Behaving in the way based on the philosophy of Sufficiency Economy

The philosophy of Sufficiency Economy should be applied in living by people,
their family, and their community in these following ways:

- Be economical and non-luxurious. Spend money only for necessary things, and save for the future.
- Be honest, and rightful in working, also be generous in living.
- Help each other, be united, and also stop using the severe methods in competing.
- Be diligent, always seeking for knowledge, living with consciousness and moderation.
- Do good things so that life, family, and community would be full of happiness.

Chapter 3: Use Well, Spend Well

Learning contents:

(1) Planning Learners and Their Family’s Expenses

Before spending, it is better to manage the incomes according to learners’ requirement by planning the method of using money.

Planning the method of using money is the way people manage their incomes and expenses, this method is comprised of:

- Earn a living - everyone has to earn a living. They should work for an unearned income as well.
- Paying - learners should spend money only for necessary ones, for example, four requisites: food, clothes, houses, and medicines, also consider the products’ quality and consistency.

Being economical, learners should learn of how to save deposits for only necessary things, for example, sickness, by decreasing their expense and increasing their incomes. Moreover, they should always repair the out-of-order equipments, and save the energy.

Having debt because of borrowing money for unnecessary payment can possibly cause the problems in learners’ and their family’s lives. However, borrowing money for worthwhile investment is considered to be acceptable.

- Doing an income-expense memo - this is an important method in daily life for reminding of incomes and of what learners have paid for so that they can use it in planning
for the payments. Doing the income-expense memo can help them decrease the unnecessary expenses, increase incomes, and save benefits.

(2) Listing Learners and Their Family’s Income-Expense Memos

When having incomes and spending them for the necessaries, it is no need to pay for everything that is so expensive at once, instead learners can pay for them after having enough money. Because of that, it is better to plan for what and when to buy, and how much these things cost.

Learners might have heard of the story that farmers who sell their lands for a lot of money, but in few years they have nothing left and have to loan the other’s lands for living. This story is an example of a person who does not plan for his payments, so it is better to do this before spending money to buy products, and one of the best planning methods is to do the income-expense memos.

Reminding notes for payments and for doing an income-expense memos

• Specify the expectation and target of noting.
• Plan the incomes and expenses plan before using money.
• Consider carefully the necessity of this thing before buying.
• List every detail of incomes and expenses, every times and every day learners have used or earned money.
• Usually check for any of improper payments, if occurred, solve them quickly.
• Keep the bills in order to check with the memo.

Doing the income-expense memos will be useful for checking of how much learners have earned and how much they have paid so that it can help them reduce some expenses and balance between the incomes and the expenses which will be suitable for their financial status.

Doing the household accounts is to do the family’s income-expense memo which can be done in an easy way, even the beginners can do this by their own, by dividing the lists into incomes and expenses. For incomes, there are salaries, wages, selling’s pays, crops, or properties, etc. For expenses, there are payments for consuming, electricity bills, telephone bills, or other overheads, etc.
(3) Decreasing Expense and Increasing Incomes

The state of lessening household’s expenses, family’s debt, or the unbalance between incomes and expenses has causes people troubles. Preventing and solving these require only 2 principles: decrease expenses, and increases incomes. Decreasing the expenses can be done by listing all of the family’s expenses and cutting off the unnecessary ones. All of the family’s members have to participate, because it will be useless if one is economical but another is still luxurious. It is important for all of them to understand and after being able to decrease the expenses, everyone should do the balance between the incomes and expenses. If there are more incomes than expenses, they should pay some in order to release from the debt and keep the rest for the emergency, such as sickness, or accident, etc. If their money is still low, it is better to increase.

In conclusion, there are 3 ways of using money:

• Use it as people want, spending while having, and stop buying when lacking.
• Use it according to the lists, for example, foods and clothes, treatment, charity, keeping for a future or for emergency, children’s tuition fee etc.
• Use it according to the plan, which is considered to be the rightful way and can be used in planning of family’s expenses. Things to be done for family’s expenses can be divided into 3 parts which are: doing income-expense memo, being economical, saving.

It is a must that family has to plan for earning and spending so that they can have enough money for truly necessary things and for its happiness.

(4) Saving

Saving is to collect money gradually for that it will increase as the time goes by, mostly appears in the form of saving money in the banks. The main purpose of saving is for using it in the crisis or emergency, saving, then, is considered to be an investment for a secure life in the future.

Principle of saving - the Government Saving Banks has defined it as ‘save 1 part and use the other three: saving is crucial for life, the low-income people or the others who cannot save money will have their expenses higher than their incomes. It is better to manage our incomes after earning them, and to assume saving to be like another expenses would help in listing it as the first one in each month’s memos. By always deciding the portion of
saving in incomes then plan for using the rest would be a lot helpful.

**Decrease the expense can be done by**

- Cultivating plants and feeding herds. Using the native and easy-to-grow plants, for example, morning glory, cabbage, spinach, Acacia pennata, pumpkin, cucumber, brinal, Cow-pea, leek, garlic, Coccinia grandis, for feeding, catfish, frog, and chicken, etc. By doing these, it is unnecessary to buy for foods and also can possibly sell the rests to increase incomes.

- Being economical by carefully using money, time, and resource, living consciously, and by decreasing any unnecessary expenses, also saving energy such as by using the solar cells, etc.

- Doing the rightful things, for example, stop drinking alcohols, and changing any of learners’ bad habits which can lead to sicknesses and wastes.

- Doing a household account - list all of the expenses and use money only for necessary things.

- Saving energy, for instance, use energy only in necessity.

**Increase the Incomes:**

There have been many ways, more than only working, to increase incomes:

- Cultivating plants, mainly for consuming and sharing, the rests can be sold for more incomes, for example, cultivate chili, brinal, Wild Betel Leafbush, leek, Acacia pennata, Coccinia grandis, and star gooseberry, etc.

- Doing a part-time job by using the resources or raw materials traditionally found which could help learners reduce the produced assets, for example, preserving processed food, handicraft, garden tree, feeding traditional chicken, cultivating bean sprouts, feeding mushrooms, producing organic fertilizer, feeding catfish in the cement well, building furniture from using bamboo, etc.

- Developing the old career by seeking for knowledge, for example, joining the community, observation, or training in order to breed the lemons, learners can study more about lemons’ breeding and selling from the internet sources so that they can increase the sales volume.
Chapter 4: Brighten Life, Satisfaction in Sufficiency Economy

Learning contents:

(1) The New Theory Agricultural

Sufficiency Economy and the New Theory Agricultural are the step-by-step leading principles which help people be self-dependent by lowering the natural change’s risks, by using moderation, reasonableness, knowledge, diligence, savings, prudence, collaboration, and harmony.

• Background of the New Theory Agricultural: Along the time of his reign, His Majesty the King has gone to visit lots of places in the country. His true purpose is to listen to Thai people’s difficulty in lives, so he has the royal thought of new principles in managing farmers’ lands for the highest advantage in using. One of these is called ‘New Theory Agricultural’.

• Principles and Steps of the New Theory Agricultural: The new principle of managing and dividing the farmers’ lands into each zone and of using them with highest advantage has its principles and steps which are:

First Step of New Theory Agricultural: the principle of the First Step New Theory Agricultural consists of;

• Lands To divide lands into each zone and use them with highest advantage, His Majesty the King has calculated from using an average of each family’s owning lands. However, if farmers have owned lands less land, they can use a ratio of 30:30:30:10 as following:

  The first zone: 30% is used as a reservoir for storing water in rainy season, for cultivating in dry season, and for feeding aquatic animals and aquatic plants.

  The second zones: 30% is for cultivating rice in the rainy season in order to have enough food in each day, also for reducing the expenses and for being self-dependent.

  The third zones: 30% is for cultivating vegetables, farm crops, herbs, fruits, perennial plants, etc for daily foods and for selling.

  The forth zones: 10% is for habitats, feeding animals, and other buildings.

• Harmony Because the first step of New Theory Agricultural principle is a moderate producing process which farmers are able to live self-reliantly and economically,
their communities have to collaborate with each other as can be seen in the traditional gathering for growing rice, which could help they reduce their expenses.

- **Crops** Because of the fact that rice is a major factor every household consumes for living, so learners’ family cultivating on 5-Rai land would let them have enough rice for consuming in one year which could help they reduce their expenses.

- **Water Sources** Doing the New Principle Agricultural requires water for cultivating plants in a dry season. As a result, it is need to prepare one zone of lands for using as a reservoir as can be seen in the principle that there must be enough water for using in one year.

**Second Step** of New Theory Agricultural (or A Progressive New Theory Agricultural) : This is a step that farmers develop themselves to the state of living moderately in order to be successful completely by collaborating each other in their community or cooperative in many ways :

- **Producing:** The farmers should cooperate with each other in production, for example, the cultivation, and the searching for plant seeds and other resources for cultivating.

- **Marketing:** After producing, it is important to look for the markets and sell farmers’ products for the highest advantages, for example, gathering their products for selling so that they can get the higher price and also reduce the expenses.

- **Living** Farmers must have a well-being, for example, own the four requisites of living such as food, habitat, etc.

- **Welfare** Each community should has its own welfare and service, for instance, hospital for treatment, or money funds for borrowing.

- **Education** Community should participate in supporting education, for instance, having educational funds for students.

- **Society and Religions** Community should be the center of mind and social development by having religion as a spiritual anchor.

**Third Step** of New Theory Agricultural This is a step of developing farmers by contacting and collaborating for sources of investment funds, for example, a bank, or a private individual, in order to search for an investment and for the development of the quality of life. Doing this, both will gain:
• Farmers are able to sell their products in high prices without being lowered them.

• The bank and the private individual are able to buy rice in a low price because they buy it directly from the farmers and grind it by their own.

• Farmers are able to buy products at a low price, because of the fact that they buy them in a large amount which means that the buying price will be a wholesale price.

• The bank and the private individual are able to use the human sources for working more efficiently.

The New Theory Agriculture’s advantages

• Self-awareness: The New Theory Agricultural has hold to the principle “God helps those who help themselves” by emphasizing mainly on cultivating crops in the enough amount for household’s consumption. The secondary purpose is to sell the rest of products in order to gain more incomes and benefits.

• Community Empowerment: The New Theory Agricultural has paid more intention in the gathering of villagers. Building a community, the villagers will have their responsibilities as various economical operators which include Integrated Farming, handicraft, food processing, business, community’s traveling, etc. After being empowered and well-known, the people in community would have gained better quality of lives and earn more incomes, also receive the remedy in every trouble. As a result, a country’s economy development would grow more efficiently.

• Harmony: The New Theory Agricultural has relied on the state of peoples’ being gentle, generous, and harmony. A cooperation in working for the highest profits does not refer only to an income, but also to other advantages: strengthening a family’s, social, and community’s bond, and the ability of conserving natural resources and environment.

An example of applying the principle of Sufficiency Economy in living which is a step-by-step agricultural development in an appropriate land is then divided into 3 steps:

Step 1: Through learning of the essence of Sufficiency Economy Philosophy to realize and have confidence in applying the philosophy.

Step 2: Mobilizing cooperation from all sectors in translating Sufficiency Economy Philosophy into action
Steps 3: Practicing the Sufficiency Economy Philosophy on continuous and regular basis while leading one’s life.

(2) Life Plan

Living, every people want to reach their targets. Achieving the target, however, requires well planning in life, also concentrating in doing.

Planning help we remind of what have to be done and what have not done yet. Even a housekeeper requires making a plan in cooking, for example, one has to make a list of raw materials so that he/she does not forget before going to buy them, which occurred frequently in a daily life. Same as cooking, life has to be planned before learners start doing something.

For a person who still does not know, it is better to start with listing something they like or want rather than living without aim.

Life plan is something we wish or want to occur in our future. Doing this, one have to plan and aim the direction of our lives so that we can reach the target with happiness and satisfaction.

There are many parts of life plan, for example, life plan of career, life plan of family, etc, each person and family has their life plans which are different from the others according to which parts of life plan that they give importance on.

Life plan of developing career; It is important to consider improvable potential, skill, and talent, also to consider of what the community needs by managing learners’ knowledge and seeking for the new one.

Life plan of household; Morality in life should be considered, as well as self-awareness. Moreover, using the incomes-expenses memo for analyzing the unnecessary expenses in order to reduce them and increase the incomes is also important. After this, there should be an assessment of the success. The life plans of household are, for example,

- Making a household account: make a plan in payments, for instance, spend three parts and save one so that learners can use their money more orderly, stop doing all vices, study so that they can see through the consumerism, and plan of the household’s payments.
- Reducing household expenses: for example, cultivating home-grown
vegetables, making an organic fertilizer for using instead of a chemical one, producing household’s equipments.

- Increasing household incomes: product processing, doing Integrated Farming, cultivating herbs, etc., or start making the household plan by: Manage a household’s data, Search for learners’ potentials, working skills, funds, and work conditions, Search for household’s problems, Specify a household’s aim so that they can be free from poverty, Plan for solving household’s problems, List the action according to the plan, and List the assessment.

Chapter 5: Earn a living in regard of sufficiency economy philosophy for a better, wealthier, and more sustainable life

Learning contents:
(1) Definition, Importance, Categories of Occupation, Occupational Class and a State of Selecting an Occupation

Definition and Importance: Occupation means a type of work or activity a person has done which he will gain the reward in a form of money or product.

According to the principle of Sufficiency Economy, occupation is a work a person has done which he will gain the reward in a form of money or product, by using 5 principles: (i) A Middle path; (ii) A balance between a person, society, and environment; (iii) Moderation and sufficiency in manufacturing, consuming, and service; (iv) Self-awareness in living and working; (v) Being up-to-date in a society’s or community’s situation.

Occupation is very important for our lives because it is considered to be our stability and anyone who has an occupation will be worshiped and esteemed. We have to earn a living in order to gain the incomes or products for using in lives, such as for buying the four requisites, as a result, occupation is vital for our lives.

Categories of Occupation: Occupation can be divided into 2 categories:

- Freelance - an occupation which a person, oneself, is an owner; invests, plans, decides, and sells by his own
- Employee - a person is employed by an organization or owner and earns the salaries and welfare as a reward
Occupational Class: In this text, according to the principle of Sufficiency Economy, there are 5 occupation’s classes: Agriculture, Industry (in household), Commerce, Creativity, and administer and specific career.

A State of Selecting an Occupation: Selecting an occupation, it is need to be knowledgeable in many fields, also have owned information, knowledge, fund, labor, place, selling strategies and marketing strategies, and morality, in working. Things to be considered in selecting the occupation:

• Select the Occupation by Properly Considering Its Information: To earn a living, learners should consider the related information, an important information, for example, learners need to know themselves well of what they like, does a family’s or community’s environment suit the occupation, also, an important data is an academic knowledge.

• Own the Related Knowledge about This Occupation: To earn a living, learners must be well knowledgeable in this occupation’s field because it will help them improve their occupations easier.

• Fund, Labor, and Place: Fund, labor, and place are important components which help learners earn their living more confidently.

• Working Methods and Occupational Management: Appropriate and efficient steps, processes, and management would result in success, lower incomes, and in gaining lots of products as learners have aimed.

• Selling Strategies and Marketing Strategies: Selling strategies and marketing strategies which could satisfy the customers’ needs will leads to a high circulation as aiming.

• Liquidity in Working would keep the production runs fluently

• Make the Incomes-Expenses Memo for checking an operating result

• Service Mind and Human Relations Have a good service-mind when contacting with customers, especially speak wisely in order to satisfy and be sincere in serving them, so that the they will be happy in consuming our products.

• Morality A producer and a seller should be honest to their customers, for example, use only a quality raw material, and do not add the poisonous chemical substances which could threaten the customers’ health, environment, and lifestyle, into the product.
(2) Make a job according to the principle of sufficiency economy : 5 New Thai traditionally job’s categories

In this text, there are five job’s categories: Agriculture, Industry, Commerce, Creativity, and Administer and specific career by considering between a production parts and a service part.

**Agriculture**

<table>
<thead>
<tr>
<th>Production part</th>
<th>Service part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Product processing: Main courses, Snack, Confectionary, Drinks (lemon grass water, roselle juice, pandanus leaf juice, ginger ale, pineapple juice, passion juice, etc.)</td>
<td>❖Plant, tree, for example, trimming, flower arrangement in auspicious ceremony or in funeral ceremony, garden arrangement.</td>
</tr>
<tr>
<td>2. Mushroom house (processed)</td>
<td>❖Animals: raise a dog, shearing</td>
</tr>
<tr>
<td>3. Plant’s cultivating</td>
<td></td>
</tr>
<tr>
<td>4. Raise some poultry for eggs</td>
<td></td>
</tr>
<tr>
<td>5. Plant’s breeding</td>
<td></td>
</tr>
<tr>
<td>6. Cultivate herbs</td>
<td></td>
</tr>
</tbody>
</table>

**Household industry**

<table>
<thead>
<tr>
<th>Production part</th>
<th>Service part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foot massage stick</td>
<td>❖Product’s packing</td>
</tr>
<tr>
<td>2. Products from coconut shell</td>
<td>❖Delivery by using motorcycle</td>
</tr>
<tr>
<td>3. Hand-made accessories</td>
<td>❖Product combinations, for example, flower arrangement.</td>
</tr>
<tr>
<td>4. Recycled product</td>
<td></td>
</tr>
<tr>
<td>5. Sandals, equipment, ornament</td>
<td></td>
</tr>
<tr>
<td>6. Basket made of Betel palms</td>
<td></td>
</tr>
<tr>
<td>7. Chair made of coconut leaf</td>
<td></td>
</tr>
</tbody>
</table>
### Commerce

<table>
<thead>
<tr>
<th>Production part</th>
<th>Service part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Soybean milk with a deep-fried doughstick</td>
<td>❖ Direct sale</td>
</tr>
<tr>
<td>2. Drinks: Soybean milk, coffee</td>
<td>❖ Retailer</td>
</tr>
<tr>
<td>3. Produce an organic fertilizer, EM (effective microorganisms)</td>
<td>❖ Wholesale</td>
</tr>
</tbody>
</table>

### Creativity

<table>
<thead>
<tr>
<th>Production part</th>
<th>Service part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Packaging creativity (textile, paper, plastic, etc.)</td>
<td>❖ Textiles’s interior decoration in ceremony</td>
</tr>
<tr>
<td>2. Equipment creativity (using recycled materials)</td>
<td>❖ Thai-style antiphon, northeastern-style singer</td>
</tr>
<tr>
<td>3. Furniture creativity</td>
<td>❖ Singing folk song</td>
</tr>
<tr>
<td>4. Folk music</td>
<td>❖ Play a flute</td>
</tr>
<tr>
<td>5. Accessories designs</td>
<td></td>
</tr>
</tbody>
</table>

### Administer and specific career

<table>
<thead>
<tr>
<th>Production part</th>
<th>Service part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary therapies (Thai Massage, relaxation, therapies, treatment)</td>
<td>❖ Foreman</td>
</tr>
<tr>
<td></td>
<td>❖ Organizer</td>
</tr>
<tr>
<td></td>
<td>❖ Place decoration</td>
</tr>
</tbody>
</table>

(3) Morality Which Results in Success in Working

The way of being success in working, according to the principle of Sufficiency Economy, is comprised of knowledge condition and moral condition:

❖ Knowledge condition is to be knowledgeable, conscious, and careful.

Knowledgeable means both being a specialist in a field of occupation and being widespread omniscient of the environmental and situational fact related to an occupation.

Conscious means working consciously and considering all factors and possibilities before doing which will be helpful in working more efficiently and perfectly with the lower incomes.
Careful means not being careless, paying more attention in working until it is done without any accident or danger.

The Moralities which support life are honesty, diligence, patience, and generousness earn a living means we have to communicate with the others and concern with environment and society unavoidably so that working can succeed the target and gain support from coworker, consumer, and another related person. People who earn a living have to be honest, diligent, patient, and kind.

Diligence and patience are an intention of working continually and regularly. Diligence must be used with intelligence in order to solve problems. A diligent person is someone who intends on working continually and regularly in the rightful ways, also being a determined one who does not afraid of obstacles and loves an occupation he works.

Honesty is to be sincere, not being bias, working directly without exploitation and without using any dangerous substances, also, concerning about the effect on an environment.

Patience is the ability of maintaining people’s common state no matter problems or obstacles he has to face against. A person who works patiently, more than using only intelligence, has to be patient in order to solve a problem and become successful.

Sharing/Giving is to share what we have, that might be useful for other people, with the others. A person who gives without thinking of gaining back will be truly happy.

Person who earns a living and gives something to customers or community will receive the respect from customers.

Fifth stage: Organization of learning experiences

Tyler argues that the teacher’s problem is to select learning experiences that will foster active involvement in the learning process in order to accomplish the expected learning outcomes. Learning experiences for certain course must be carefully selected. It should provide the students to have different habits the same possibilities for adoption of the knowledge. It must be suitable to provide life-long learning and the capacity for the application of student’s knowledge in the practice. Learning experiences must provide the “active process of learning. Modern educational institution follow student centered approach
in their philosophy. Tyler outlined five general principles in selecting learning experiences: (Tyler, 1949)

1. **The learning experience must give students the opportunity to practice the desired behavior.** If the objective is to develop problem-solving skills, the students should have ample opportunity to solve problems.

2. **The learning experience must give the students satisfaction.** Students need satisfying experiences to develop and maintain interest in learning; unsatisfying experiences hinder their learning.

3. **The learning experience must “fit” the students’ needs and abilities.** This infers that the teacher must begin where the student is ability-wise and that prior knowledge is the starting point for new knowledge.

4. **Multiple learning experiences can achieve the same objective.** There are many ways of learning the same thing. A wide range of experiences is more effective for learning than a limited range.

5. **The learning experience should accomplish several learning outcomes.** While students are acquiring knowledge of one subject or concept, they are able to integrate that knowledge in several related fields and satisfy more than one objective.

**Sixth stage: Evaluation of curriculum’s effectiveness**

Evaluation of curriculum’s effectiveness presents the final stage inside cyclic process of improvement and development of curriculum. Without evaluation procedure it would be hard to imagine monitoring of institution progress toward desired needs. This process is necessary to provide the evidences that institution made a step in the right direction, as well as useful information to stakeholders. It helps in the process of identification of problems inside curriculum and institution, solving of problems and redesigning of certain aspects of curriculum. Evaluation can be performed as short-term and long-term evaluation.

Evaluation of the effectiveness of curriculum can be made through evaluation of many different aspects as:

- Psychological and interpersonal skill
- Continuing learning
- Professional satisfaction
Practice behaviour
Educational achievement and cognitive development
Institutional issues
Student passing rates

It is very important to carefully define the appropriate time for evaluation for each of these areas as well as the methods for its measuring. Evaluation will only have full meaning if it is followed by action in order to improve areas which are estimated as weak points of curriculum.

2.3 REVIEW OF THE PAST STUDIES
2.3.1 Introduction

In order to prepare the research studies, undertaking a literature review is very much useful for building knowledge and identifies the research methodologies. The past studies help the researcher to focus and refine the research questions. The review of literature is a link between the research proposed and the past studies. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research (Finn, A.J., 2005)\(^\text{38}\).

The study of related literature and research work is very essential and important as it provides the proper guidelines for the researcher.

Good (1959)\(^\text{39}\) stated that “A survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.”

Best (1983)\(^\text{40}\) explained that “A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.”
Tidke (2012) mentioned that the review of related research provides the right direction to think and appropriate track to execute and complete the research. When completed, it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows.

2.3.2 Objectives of the review of the past studies

The following were the objectives of the review of related literature (Tidke, 2012).

1. To understand various aspects and scope of the research thoroughly.
2. To study the researches which have been done before the current research.
3. To decide proper hypothesis, objectives, methodology of the research.
4. To have a proof on the part of the investigator to show that the researcher knows what type of study is done in the same field.
5. To have proper guideline to implement the practical work.
6. To have appropriate guidance to complete the present research.
7. To provide a vast outlook regarding the subject.
8. To avoid repetition of the researches done.
9. To get more knowledge and explanation about the theoretical framework.
10. To broaden the researcher’s horizon of knowledge.
11. To find out the novelty of the present research.

2.3.3 Importance of the review of the past studies

Review of the past studies is a very important aspect of any research both for planning the work as well as to show its relevance and significance. It provides the background and justification for the research undertaken. Review of the past studies describes how the propose research is related to prior research. It shows the originality and relevance of the research problem, especially, the difference of the present research and the past research. Bourner, T. (1996), explains the good reasons for spending time and effort on a review of the literature before embarking on a research project as follow:

1. To provide the information and academic requirements.
2. To give a summary of objectives, variables, research design, tools, sample and statistics necessary for the relevant research.
3. To justify the propose methodology.
(4) To demonstrate the preparedness to complete the research
(5) To avoid reinventing the wheel
(6) To provide the intellectual context for researcher’s work, enabling researcher to position the project relative to other work
(7) To put the work into perspective

According to Melinda’s view (2012)\textsuperscript{st}, review of related review of past studies contains literature coming from books, journals and other form of materials. It allows the researcher to know the amount of work done in the concerned area. The clarity of the problem is possible with the through understanding of the knowledge generation in the area of research. It provides the source for hypothesis. It avoids the replication. It suggests the method, procedure, sources of data and statistical technique appropriate to the solution of the problem. The review of the related literature provides some insight regarding strong points and limitation of the previous studies. It enables them to improve their own investigation and to arrive at the proper perspective of the study. The importance of review of the past studies can be described as follow:

(1) It gives researcher several ideas on how to select and formulate his own research problem.
(2) It helps the researcher to identify that has been done related to the topic he is interest in.
(3) It avoids possible duplication of similar studies.
(4) It guides the researcher on the possible theoretical framework he can use for his current study.
(5) It gives direction to the researcher on how he will create his own conceptual work.
(6) It allows the researcher to browse several kinds of research designs, sampling techniques, statistical procedure, instruments, presenting, analyzing, and interpreting data.
(7) It gives a picture of a comparative analysis between variables used in reviewed materials and those used in the current study.
As far as the literature review process goes, ultimately the goal for the researcher is to complete their review in the allocated time and to ensure they can maintain currency in the field of study for the duration of the research.

Leedy & Ormrod. (2005)\textsuperscript{45} mentioned two critical considerations stem about the review of past studies:

(1) Research must enhance the current understanding of a phenomenon, or contribute to enhance the body of knowledge.

(2) Research must communicate what was discovered in the new study.

Knowing the current status of the body of knowledge in the given research field is an essential first step for any research project.

An effective literature review accomplishes this step by:

(1) Helping the researcher to understand the existing body of knowledge including where excess research exists (i.e. what is already known?) and where new research is needed (i.e. what is needed to be known?).

(2) Providing a solid theoretical foundation for the proposed study

(3) Substantiating the presence of the research problem

(4) Justifying the proposed study as one that contributes something new to the body of knowledge.

(5) Framing the valid research methodologies, approach, goals, and research questions for the proposed study.

Kumar, V. (2009)\textsuperscript{46} states that a large part of review of literature actually needs to be done before the research project is formalized. It is to make sure that the researches are not repeating the work that someone has already done earlier. If the research has already been undertaken earlier, then it provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase,
when the researcher is looking for all aspects of an issue that could be relevant one
would like to extensively explore the literature and see if any relevant findings are already
available.
Therefore, the review of the past studies is very important part of one's research. It provides
ideas, theories, explanations or hypotheses valuable in formulating the problem. It also
suggests methods of research appropriate to the problem, to locate comparative data useful
in the interpretation of results and to contribute to the general scholarship of the researcher.
Review of literature is also important to highlight difference in opinions, contradictory findings
or evidence, and the different explanations given for their conclusions and differences by
different authors.

In the present study, the research has used in the present study the researcher
has used various books, graduate thesis & dissertations, handbooks, articles, journals,
encyclopedia of educational research, dictionary in education & psychology, internet sites
and references materials (websites, e-journal and e-books).

2.3.4 Abstracts of the past studies related to the curriculum development in the context of
sufficiency economy philosophy
This chapter presents ten past researches related to the curriculum development
in the context of sufficiency economy philosophy which was already done in Thailand and in
different countries. Six categories were contains in each research abstract i.e. objectives of
the study, tool used in the study, research design sample selected for the study, technique of
analysis of data and major findings. These ten research abstract are presented as follow:

STUDY 1 : Development of a Causal Model of Values and Behaviours of Secondary School
Students Based on the Sufficiency Economy Philosophy (Warangkanang Chookaew, 2008)

Objective of the study : The objectives of this study were as follow:

(1) To study the level of values and behaviours of secondary school students of
different backgrounds based on the sufficiency economy philosophy

(2) To compare the values and behaviours of secondary school students of
different backgrounds based on the sufficiency economy philosophy

(3) To develop a causal model of values and behaviours of secondary school
students based on the sufficiency economy philosophy
To examine the goodness of fit of the model with empirical data

**Tool used in the study**: The instrument used in the study were:

1. The Causal Model of Values and Behaviours of secondary school students based on the Sufficiency Economy Philosophy
2. The questionnaire which measures the Values and Behaviours of secondary school students based on the sufficiency economy philosophy

**Research design**: Experimental research was used for this study. The value based on the sufficiency economy philosophy whereas the behaviour based on the sufficiency economy philosophy and different students’ background i.e. student’s characteristic, family environment, school environment and social/culture environment.

**Sample of the study**: The research samples consisted of 1,193 secondary school students in the prototype learning process and the management based on the sufficiency economy philosophy and secondary school students in the experimental pilot schools with a set of example learning units of sufficiency economy philosophy.

**Technique of analysis of data**: Data for the current study were analyzed using descriptive statistics i.e. mean (\( \bar{X} \)), standard deviation (S.D.), one-way ANOVA, Pearson Correlation and LISREL model analysis.

**Major findings**: It was found from the study that:

1. Values and behaviours based on the sufficiency economy philosophy of secondary school students were at a high level. Females had higher values and behaviours based on the sufficiency economy philosophy than males. Students in both pilot and prototype schools had higher values and behaviours based on the sufficiency economy philosophy than students in pilot schools and students in prototype schools. But students who studied a different class and region had values and behaviours based on the sufficiency economy philosophy weren’t different.
2. The causal model consisted of variable having both direct and indirect effect. Among these variables, the school environment factor had the highest direct effect on the values based on the sufficiency economy philosophy and the student’s characteristics factor
had the highest direct effect on the behaviors based on the sufficiency economy philosophy. The family environment factors had the highest indirect effect on the values and behaviors based on the sufficiency economy philosophy.

(3) The causal model fitted the empirical data. ($\chi^2 = 80.84$, df = 122, $p = 0.998$, GFI = 1, AGFI = 0.98, RMR = 0.004). The variables in the model accounted for 50% and 86% of variance of values and behaviours respectively based on the sufficiency economy philosophy.

**STUDY 2: A Study of Curriculum Development in Align with Sufficiency Economy** (Nattanida Wongsawad, 2008)

**Objective of the study**: The objectives of this research were:

1. To study the curriculum development in align with sufficiency economy
2. To investigate the problems of using curriculum which align on sufficiency economy

**Tool used in the study**: The scale which measures the curriculum development in align with sufficiency economy was used to be the tool of this study.

**Research design**: The descriptive research (survey method) was the research design of the study.

**Sample of the study**: The research samples comprised 256 secondary school teachers.

**Technique of analysis of data**: The percentage (5), mean ($\overline{X}$), standard deviation (S.D.) were used for data analysis.

**Major findings**: The research findings revealed that:

1. The curriculum development in align with sufficiency economy can be summarized into 5 aspects i.e. (a) Moderate means to not too much or too less on anything, (b) Sufficiency means adequacy, plenty and satiety, (c) Self-immunity means vaccination (adaptive immunity and innate immunity), (d) Seeking knowledge means attempt to search knowledge for the whole life, and (e) Morality means ethics, faithfulness, honesty, hard working, stay away from immorality habits, and harmony or conformity with others.
(2) Regarding the problem of using curriculum which aligns on sufficiency economy, it was found that most of teachers indicated similar opinions on the difficulty of writing the lesson plan which align on sufficiency economy. They did not have confidence in such practices of teaching according to the curriculum which align on sufficiency economy. Teachers from different subjects had similar opinion on the problem regarding the difficulty of learning assessment through the curriculum which integrated sufficiency economy philosophy. School administrators did not have the clear vision and understanding on the sufficiency economy concept and operational procedures. There is lack of learning resources and best practices for the implementation of curriculum in align with sufficiency economy.


Objective of the study : The objective of this study were as follow:

(1) To study the fundamental data for the development of learning package on sufficiency economy for secondary school learners

(2) To develop and find the efficiency of the learning package on sufficiency economy for secondary school learners to meet the hypothetical criterion of 80/80

(3) To implement the learning package on sufficiency economy for secondary school learners

(4) To evaluate and improve the learning package on sufficiency economy for secondary school learners

Tool used in the study : The tools used for this study were:

(1) The learning package on sufficiency economy for secondary school learners which consisted of 12 hours

(2) The learning achievement test on sufficiency economy

(3) The students’ work assessment forms on sufficiency economy

(4) The questionnaire which measure the students’ opinions regarding the learning package on sufficiency economy for secondary school learners
Research design: The experimental research (one group, pretest-posttest design) was used in this study.

Sample of the study: Samples of the study consisted of 30 secondary school students of Non-Formal education in Bangkok. The implementations were conducted for 12 hours during the school semester of the academic year 2009.

Technique of analysis of data: In order to fulfill the objectives of this research, the data were analyzed by percentage (%), mean (\( \bar{X} \)), standard deviation (S.D.), t-test (dependent), and content analysis.

Major findings: It was found from the study as follow:

(1) Students and stakeholders suggested that the learning package on sufficiency economy for secondary school learners should use simple language and give examples of activities with knowledgeable content and colourful pictures. In addition, evaluation should be included.

(2) The learning package on sufficiency economy for secondary school learners data consisted of 3 topics i.e. (a) background and definition of sufficiency economy, (b) system and means of sufficiency economy, and (c) application of sufficiency economy in daily life. Each topic consisted of introduction, objectives, learning instructions, student's role, worksheets and evaluation forms. The efficiency of the learning package on sufficiency economy for secondary school learners met the criterion of 81.33/86.11.

(3) Teacher managed the learning activities by the students’ self-study in group from the learning packages under the teacher’s advised. Students were interested in the learning package on sufficiency economy for secondary school learners.

(4) The students learning achievement scores before and after using the learning package on sufficiency economy for secondary school learners were statistically significant difference at 0.05 level.

(5) Regarding the students’ opinions, it was found that the learning package on sufficiency economy for secondary school learners was appropriate used at high level. The learning package helps the students with some direct experience on the application of sufficiency economy in their daily life.
STUDY 4 : Attitude of People in Bangkok Metropolitan Upon Sufficiency Economy

(Jaruphan Sutwiset, 2010)

Objective of the study : The objective of this study was to investigate the attitude of people in Bangkok Metropolitan upon sufficiency economy.

Tool used in the study : The tools used for collecting data were as follow:

(1) Personal data checklist

(2) Scale which measures the attitude of people in Bangkok Metropolitan upon sufficiency economy

Research design : This research was the quantitative research (survey method).

Sample of the study : Based on the objectives of the study, the different groups of people in Bangkok Metropolitan i.e. students, government servant, state enterprise, private sector, proprietor, and employees were employed to be the sample of the study. The unit of analysis was the population in Bangkok. The sample size of this research was 400 people, selected by Multi-Stage random sampling.

Technique of analysis of data : The descriptive statistics such as frequencies distribution and percentage (%) were used to analyze the personal data of people and the attitude of people in Bangkok Metropolitan upon sufficiency economy.

Major findings : It was found from the study as follow:

The result of the analysis of personal data found that the majority group of people was female (61.30%), in age range between 25-34 years old (38.80%), mostly single (67.30%), with no children (70.30%), household income below 25,000 Baht (45.80%), education level of Bachelor's Degree (58.50%), work in private company (42.80%), and have social status as employee (60.30%).

Regarding the attitude towards sufficiency economics concept, it was found that:

(1) The people belief that sufficiency economy helps people in building strength to the community to be able to insist in globalization. It helps the people to build immunity in the community to solve the economic problem. The components of sufficient economy can
be summarized into 7 topics those are: (a) Self-reliance means to spend money safely, using domestic products and manage all work effectively, (b) Sufficiency means moderate, reasonableness, self-immunity, (c) Staying in the middle path means to be not too much or too less on anything with carefulness and patience, and attempt to search knowledge all the rest of our lives, (d) Immunity building, (e) Rationality means to know with consciousness of cause and effect or what to do first and last, (f) Morality, ethics, faithfulness, hard working, stay away from immorality habits, and (g) Harmony should be started with familiarizing.

(2) On the sufficient economic philosophy, the majorities of people know and interested in studying the sufficient economic concept (42.00%).

(3) 50.00% of the people try to apply the sufficient economics concept in the daily living.

STUDY 5: Curriculum Reform on Economics Education Consistent with the Concept of Sufficiency Economy (Chitaporn Thongchaum, 2010)

Objective of the study: The objective of this research were:

(1) To analyze and synthesize the concept of alternative economics

(2) To investigate the state of educational management, curriculum, and teaching and learning activities on the concept of sufficiency economy for undergraduate students

(3) To analyze the characteristics and practice guidelines of the concept of sufficiency economy and social situations

(4) To present the approach of the curriculum reform on economics education with the concept of sufficiency economy.

Tool used in the study: There were 4 types of instrument used in this research:

(1) Form of Documentary Analysis consisting of 3 sets of form as follows:

Set 1: Analysis and Synthesis of Alternative Economics Concept.

Set 2: Analysis of Undergraduate Economics Curriculum in Thailand with an emphasis on compatibility with the concept of sufficiency economy.

Set 3: Analysis of Documents directly presenting the authors’ points of view and experiences dealing with applying the concept of sufficiency economy to people’s routine life and daily work.
(2) Interview which was divided into 3 sets as follows:

Set 1: Interviewing curriculum administrators concentrating on the state of teaching and learning process at present especially the compatibility with the concept of sufficiency economy.

Set 2: Interviewing groups of people who get involved in sufficiency economy initiatives and who have applied the sufficiency economy philosophy directly to their work or projects at present.

Set 3: Interviewing the group of people in the governmental and private sectors who employ economics graduates and who have high expectations for the graduates’ desirable characteristics.

(3) Questionnaire asking economics instructors about the state of teaching and learning economics education at present emphasizing the compatibility with the concept of sufficiency economy.

(4) Interview and questionnaire to analyze the trends in undergraduate economics curriculum by using the EDFR technique.

Research design: This research utilized the methodology of descriptive research and the technique of Ethnographic Delphi Future Research (EDFR).

Sample of the study: The population and sample in the research was divided into two categories as follows:

(1) Documents such as books, publications and websites on the undergraduate economics curriculum in Thailand, economic development policy, philosophy of sufficiency economy and other concepts of alternative economic.

(2) Informants consisting of:

(2.1) People who give information about the state of teaching and learning determined in the undergraduate economics curriculum consistent with the concept of sufficiency economy and instructional process at present. These informants are from higher educational at institutions-8 state-run universities, two private universities and one Rajabhat university-having teaching plans or initiating to apply the concept of sufficiency economy to the present curriculum as an elective course or a part of academic subjects taught.
(2.2) People who give information about the characteristics and practice guidelines for applying the concept of sufficiency economy to nowadays situations. These 13 informants consisted of five people getting involved in sufficiency economy initiatives and actively applying sufficiency economy philosophy in a good number of projects at present and 8 other people in governmental and private sectors who have high expectations for economics graduates’ desirable characteristics since they are the graduates’ employers.

(2.3) The sample used for developing an approach to the curriculum reform on economics education consistent with the concept of sufficiency economy. Using the purposive sampling technique, the researcher selected 25 experts. These experts were divided into 2 groups. The first group comprised 15 experts in economics and education and the other group comprised 10 experts in economics working for governmental and private sectors.

**Technique of analysis of data:** The researcher collected the data by using 4 sources of information—documents, focus group interview, questionnaire and the EDFR technique.

1. Collecting the data from 3 types of related-documents: documents concerning alternative economics, undergraduate economics curriculum in Thailand and the documents presenting the authors’ points of view and experiences in applying the concept of sufficiency economy to routine life and daily work.

2. Collecting the data by semi-structured interview. There were 3 groups of people interviewed. They were curriculum administrators, people getting involved in sufficiency economy initiatives and those in the governmental and private sectors who are economics graduates’ employers and who have high expectations for the graduates’ desirable characteristics.

3. Collecting the data from interviewing experts by the EDFR technique.

The researcher planned the analysis of collected data as follows:

1. Documentary analysis was performed by Content Analysis to sum up significant points to be used as the guideline for determining the framework of the curriculum reform as follows:
Analyse and synthesise the knowledge of alternative economics

Analyse the content of economics curriculum which is the sources of data in order to sum up significant points dealing with the state of teaching and learning activities determined in undergraduate economics curriculum

Analyse the content of the documents presenting the authors’ points of view and experiences in applying the concept of sufficiency economy to outline life and daily work

(2) The data collected from interview was analyzed by Content Analysis.

Analyse the data collected from interviewing curriculum administrators, the primary source of data, apart from documentary analysis. The researcher analyzed the content, summing up significant points concerning the state of teaching and learning undergraduate economics education consistent with the concept of sufficiency economy.

Analyse the data collected from the interview which is the primary source of data—groups of people getting involved in sufficiency economy initiatives and applying the philosophy of sufficiency economy to their ways of living at present and those in the governmental and private sectors who are economics graduates’ employers and who have high expectations for the graduates desirable characteristics including applying the concept of sufficiency economy to the nowadays situations.

(3) Analyze the data collected from questionnaires to investigate the stated of teaching and learning of undergraduate economics education consistent with the concept of sufficiency economy.

(4) Analyze the approach to the curriculum reform on undergraduate economics education, the researcher examined and collected the data by using the EDFR technique which consists of the following procedure:

Analyse general information of experts and their fundamental points of view concerning the approach to undergraduate economics curriculum reform from the first round of interview the analysis of data was used for the construction of Delphi’s questionnaire for the second-round interview.

Distribute Delphi’s second-round questionnaire to selected experts. This questionnaire is a Likerts 5-point rating scale. Afterwards, all the experts’ responses were calculated to find out the mode and the ranges between quartile. The positions of mode,
quartile ranges and scores of experts’ responses were revealed so that the researcher could construct the third-round questionnaires.

Distribute Delphi’s third-round questionnaire to the selected experts for reconsideration. After receiving the returned questionnaire, the researcher performed the data analysis statistically and made a conclusion according to research methodology in order to make a draft of approach to the curriculum reform on undergraduate economics education consistent with the concept of sufficiency economy.

Major findings: The research findings were as follow:

(1) The concepts of sufficiency economy based on Buddhist economics, humanistic economics, and community economy. It has three characteristics of sufficiency: moderation, reasonableness, and good self-immunity; and two conditions of sufficiency (knowledge and morals). These beliefs are to lead to sustainable development.

(2) It was found that sufficiency economy was introduced as a course in general education and electives for students of undergraduate students in economics.

(3) An application of sufficiency economy in current social situation was classified into four categories: economy, society, environment, and spiritual foundation. These must be equally developed concurrently.

(4) The guidelines for the curriculum reform of undergraduate students in economics to align with sufficiency economy consisted of:

(i) the principles and concepts of reform,

(ii) the policy on reform which include three major components – the national policy, the policy of the organizations concerned and the policy of educational institutions,

(iii) approaches to instruction of undergraduate students in economics to align with sufficiency economy which consist of philosophy, goals and objectives of the curriculum, the curriculum structure and courses including teaching and learning activities, and

(iv) approaches to education management, administration and academy management in educational institutions.
STUDY 6: Curriculum Development Model Related to the Community Learning Process Based on Sufficiency Economy (Kittithat Khongchawan, 2010)

Objectives of the study: The objectives of this research were:

1. To study the fundamental data and needs for the model related to the community learning process based on sufficiency economy.
2. To develop the model related to the community learning process based on sufficiency economy.
3. To implement the model related to the community learning process based on sufficiency economy.
4. To evaluate the model related to the community learning process based on sufficiency economy.

Tool used in the study: The research instrument of this study consisted of a test of teachers’ knowledge on local curriculum development, teachers’ curriculum evaluation form, an interview form on teachers’ satisfaction with the model related to the community learning process based on sufficiency economy, students’ achievement test on sufficiency economy, a survey questionnaire on students’ satisfaction with the learning in accordance with the curriculum, and an interview form on students’ satisfaction towards the local community.

Research design: This research utilized the methodology of quantitative research design combine with the qualitative research design.

Sample of the study: The sample of this research comprised of 6 teachers and administrators, 30 grade-level students and 10 leaders of community.

Technique of analysis of data: Statistics for quantitative data analysis were percentage (%), mean (X̄), and standard deviation (S.D.). Qualitative data were analyzed in terms of content analysis.

Major findings: The research findings were as follow:

1. The outstanding concept on learning process in accordance with the sufficiency economy philosophy was the learning emphasizing the improvement of the locals’ life based on the community’s own approach.
(2) The curriculum development model related to the community learning process based on sufficiency economy philosophy consisted of the participatory-based principles, the sufficiency economy philosophy. The objectives of curriculum development model in accordance with the sufficiency economy philosophy involve five stages i.e. L = Learning, A = Analysis, D = Development, I = Implementation, and E = Evaluation.

(3) After the model was implemented with teachers, it helped the teachers in terms of knowledge, competency in local curriculum development, and teachers’ satisfaction. The model related to the community learning process based on sufficiency economy was useful for teachers in terms of teachers’ self-development on providing learning activities for learners and stimulating teachers’ relationship with community.

(4) Students gained greater knowledge on sufficiency economy, satisfaction with direct learning experience from local curriculum, and having positive attitude towards their local community.

STUDY 7 : Morality Based on Sufficiency Economy Philosophy with the Management of Sub-district Administrative Organization (SAO) (Wirasak Somyana, 2012)

Objectives of the study: The objectives of this research were:

(1) To study appropriate morality based on sufficiency economy in the management of sub-district administrative organizations

(2) To study the increase of morality in sub-district administrative organizations by applying morality based on sufficiency in the management of sub-district administrative organizations

Tools used in the study: This study used the systematic analysis and econometrics to analyze the data in order to make the study more reliable and valid.

(1) Primary data was obtained from surveying and interviewing the sample from 27 sub-district administrative organizations

(2) Secondary data was obtained from strategic plans, projects, operational plans, annual reports of these 27 SAO.

(3) The instrument to collect data consisted of questionnaires and interviews. SWOT analysis was also used to analysis the context of SAO.
**Research design**: The researcher used both qualitative and quantitative research in this study. Technical statistic for estimation was used to test the accuracy of the research outcome. Qualitative research was used to support the quantitative research in order to obtain a more precise and clear answer from the qualitative research.

**Sample of the study**: The population in this study was sub-district administrative organizations. There were 25 districts and 204 sub-district administrative organizations.

The sampling in this study was restricted to the staffs who have worked for at least 1 year but not more than 4 years at the sub-district administrative organizations (the term of administrative staffs is 4 years). 27 samples were selected by sampling from 54 SAO where the administrative staffs had worked for no more than 4 years. There were 3 kinds of sampling; (a) the administrative staff of SAO; (b) officers of organizations and 3) the council of the SAO.

**Technique of analysis of data**: For data analysis, the simple statistics such as percentage (%), mean (\( \bar{X} \)), standard deviation (S.D.) were used. Statistic Package of Social Science programme (SPSS) version 16 was used to analyze the data. Limited Dependent Variable Model version 9 was used to test the hypothesis.

**Major findings**: It was found from the study that integrity, diligence and lack of greed were the most appropriate forms of morality based on sufficiency economy for the management of these 27 organizations. It illustrates that all of these moralities based on sufficiency economy applied in the management of SAO can reflect the image of decentralization of local political development and democracy.

This research can explain that morality based on sufficiency economy; integrity, diligence and lack of greed of SAO are the most appropriate to SAO management. As a result, applying integrity, diligence and lack of greed to officers and administrative staffs reflect the political development of the decentralization to local communities so it illustrates democracy in politics.
STUDY 8: The Development of Process for Sufficiency Economy Philosophy Movement in Schools (Sakorn Mahahing, 2010)

Objectives of the study: The objectives of this study were to study the operating conditions, problems and guidelines of sufficiency economy movement in schools and to develop the process of sufficiency economy movement in schools.

Tool used in the study: The research instruments were questionnaire, interview form and assessment form.

Research design: The quantitative research in a combination of qualitative research were used to be the research design of this study. The research process was divided into 6 procedures as follow:

1. Creating the conceptual framework
2. Studying the operation conditions, problems and guidelines of sufficiency economy movement
3. Studying the schools’ operation and performance
4. Synthesizing the process for sufficiency economy movement in schools
5. Examining and certifying by experts
6. Conducting experiment and assessment

Sample of the study: The sample of this study consisted of 225 teachers in 20 primary schools under the office of Khon Kaen Primary Educational Service Area 4.

Technique of analysis of data: The percentage (%), mean (\( \bar{X} \)), standard deviation (S.D.) and content analysis were used to analyze the data.

Major findings: The results of the study were found as follow:

1. The high level of overall operating conditions with respectively sequences from maximum to minimum as activity management, educational institutions administration, and instructional management. The overall problems were found at medium level with respectively sequences from maximum to minimum as activity management, educational institutions administration, and instructional management.
(2) For the guideline on educational institutions administration, it revealed that the current conditions and problems should be reviewed. Moreover, the committee should be set up to create the explicit policy and plan. The curriculum should be also developed related to the guideline for sufficiency economy movement and the learning resources should be created and promoted with continuous supervision.

(3) According to the guideline on instructional management, it revealed that the activities of sufficiency economy movement should be inserted to all subject groups regarding the Basic Education Curriculum A.D. 2008 and local curriculum. The real practice, meeting, and training, public relations, network, plan and materials for educational activities of sufficiency economy philosophy should be provided.

(4) According to the guideline on activity management, it revealed that the activities with real practice should be provided for the students. Additionally, the activities of occupational skills and educational guidance should be offered to the students and the contest and exhibition of students’ works with the regular evaluation should be conducted.

(5) Regarding the process development for sufficiency economy movement in terms of educational institutions administration, it was found that the school should strengthen the personnel’s understanding and awareness in applying the sufficiency economy philosophy. Additionally, the school administrators should have the good leadership and clear vision including understanding the principles, concepts and operational procedures of the sufficiency economy philosophy. In term of instructional management, it was found that the sufficiency economy philosophy should be integrated in to 8 subject groups regarding the Basic Education Curriculum A.D. 2008. Furthermore, the learning resources both inside and outside the classroom should be emphasized. The regular assessment and report of instructional management for developing the learning resource in achieving the integration of instructional management regarding the sufficiency economy philosophy principles should be conducted. In term of activity management, it was found that the sufficiency economy philosophy should be integrated and inserted into all activities. The schools should create the operational guideline regarding the student care and support system in order to encourage the students’ lifestyle related to the sufficiency economy philosophy.
STUDY 9: School Curriculum Development Based on Sufficiency Economy Philosophy in Working, Career and Technology Learning Strand Group (Supaphorn Apinyakun, 2012)

Objectives of the study: The objectives of this study were:

1. To study basic information for determining steps in curriculum development, and establish the tentative school curriculum
2. To develop school curriculum based on sufficiency economy philosophy
3. To try out school curriculum based on sufficiency economy philosophy
4. To study students’ desirable characteristic based on sufficiency economy philosophy
5. To study problem solving ability of students experiencing activity management
6. To measure and evaluate and follow up the school curriculum usage based on sufficiency economy philosophy

Tool used in the study: The instrument used for data collection of this study were the CIPP model form of curriculum assessment, observation form of students’ desirable characteristics, form for assessment of the students’ problem solving ability, and the five points Likert scale which measures the opinions on school curriculum based on sufficiency economy philosophy.

There were 2 parts in the scale which measures the opinions on school curriculum based on sufficiency economy philosophy.

Part 1: The scale which measures the opinions of school committees, students, school boards, patents, community leaders and related work units regarding the school curriculum development based on sufficiency economy philosophy. There were 38 items in the scale, 8 items related to environmental situation aspect, 10 items related to basic factor, 10 items related to process, and 10 items related to product.

Part 2: The scale which measures the opinions of school committees, students, school boards, patents, community leaders and related work units regarding the problem, obstacle, and recommendations for school curriculum development based on sufficiency economy philosophy.
Research design: The experimental research in a combination of descriptive research were used to be the research design of the this study. The research procedure was started from the preparation of the data which divided in two parts:

Part 1: The development of school curriculum based on the sufficiency economy philosophy, working, career and technology learning strand group. This procedure was studied through the structured interview for obtaining the information regarding the community needs in developing the school curriculum.

Part 2: Tried out the curriculum in six stages: (1) Study the school curriculum based on the sufficiency economy philosophy in the career and technology learning strand group, (2) Evaluate the school curriculum using CIPP Model, (3) Prepare 10 learning management plans (20 hours), (4) Observe the students’ desirable characteristic based on the sufficiency economy philosophy, (5) Test and Evaluate the students’ desirable characteristics based on the sufficiency economy philosophy, and (6) Investigate the students’ problem solving ability.

Sample of the study: The population in this study consisted of 252 grade six students under jurisdiction of the Office of Nong Kai Educational Service Area 1, Thailand. The samples were 27 grade six Students of Lao-fai-padoong-wit School selected by Purposive Sampling.

Technique of analysis of data: Percentage (%), mean (X̄), standard deviation (S.D.), and contents analysis were used to analyze the data.

Major findings: It was found from the study that:

(1) The school curriculum based on the concept of sufficiency economy philosophy, working, career and technology learning strand group was appropriate to be used as the school curriculum.

(2) The results of evaluation programme using CIPP Model technique, as follows.

(2.1) The curriculum was appropriate with the school context at “High” level.

(2.2) Regarding the students’ evaluation of input factor, it was found that the curriculum was appropriate with the school context at the “Highest” level.

(2.3) For the students’ evaluation in process, it was found that the curriculum
was appropriate with school context at the “Highest” level.

(2.4) For the students’ evaluation in product, it was found that the curriculum was appropriate with the school context at “the Highest” level.

(3) The findings from measurement of desirable characteristics.

(3.1) Using the test and evaluation form of desirable features, it was found that the students had desirable characteristics passing the criterion of 82.22 percent.

(3.2) Using the Observation Form for observing the students’ desirable characteristics, it was found that the students obtained 92.22 percentage of the desirable characteristics regarding the honesty aspect, 90.74 percentage of the desirable characteristics regarding the studying oriented aspect, 93.33 percentage of the desirable characteristics regarding the sufficiency economy, and 94.44 percentage of the desirable characteristics regarding the sharing for society.

(4) According to the results of measurement in ability of problem solving thinking, it was found that the students had ability in problem solving in high percentage (80.74%).

STUDY 10: Teacher Professional Development for Learning Organization on Sufficiency Economy in Small Schools (Wallapha Ariratana et al, 2012)56

Objectives of the study: The objectives of this study were to develop teacher professional for learning organization on sufficiency economy in small schools as well as to develop principals and teachers’ concepts about learning organization on sufficient economy. The study also aimed to explore guidelines for teacher profession development emphasizing on thinking ability on sufficiency economy philosophy in small schools

Tool used in the study: The data was collected to address the study’s objectives using multiple methods of data collection. The multiple tools for data collection consisted of in-depth interview and structured interview, participative observation, check list for observation, classroom observation, focus group discussion, documentary analysis, video recorder, photographs and field work study.

Research design: This study was the qualitative method using multi-case study as the research design. The procedures were carried out as follows:
Firstly, studied principles, theories and related literature in philosophy of sufficiency economy, teacher professional development, students learning management, construction integrated learning unit and school management;

Secondly, investigate the capacity and needs of target schools through the coordination of Provincial Education Service Areas for conducting the research;

Thirdly, organize the meetings with target schools in order to clarify the objectives of the research thus created the informants’ awareness; This was followed by meeting with Education Service Area supervisor, administrators and teachers regarding action plans; Then researchers conducted two sessions of two days workshop for 25 teachers from five identified research schools.

After that, the target teachers undergone a closed supervision and monitoring of school administrators as well as classroom observation by researchers and supervisors, and finally a reflective meeting was carried out to study the outcome of the study. The conclusion from the reflective meeting was used as guidelines for further development.

Sample of the study: The sample was identified by purposive sampling from the five sufficiency economy schools. The school selection was based on their total voluntary participation as a whole school development. The key informants consisted administrators, 25 teachers from each substance and their students.

Technique of analysis of data: The obtained data after treated with triangulation checking, researchers were reviewing and analyzing the data. Content analysis is the method used to analyze the qualitative data and presented them in descriptive manner.

Major findings: The results of the study revealed that the strategy employed for teacher professional development were training, brain storming, small groups discussion, exchange success stories experiences of their peers and friendly supervision as well as school administrators’ support, made teachers feel confidence in the implementation of innovation teaching activities accordingly with the philosophy of sufficiency economy. The whole school mobilized the approach together under the same focus.

Furthermore, the support from school administrators also created confidence among teachers in implementing the integration of the innovation based on the philosophy of
sufficiency economy in a whole school system. Therefore, the project was implemented and progress under the same ideology in both administrators and teachers.

Regarding the guidelines for teacher development of learning organization based on the philosophy of sufficient economy among small schools, the findings revealed that there are six steps of work procedures. The six steps comprise of: (i) awareness creation, the research employed a study trip to visit good practice sites in sufficiency economy; (ii) professional development; (iii) consensus concept of creation of innovation based on sufficiency economy and classroom research; (iv) using community learning resources; (v) observation and reflection, and (vi) supervision and coaching.

In conclusion, all the teachers accepted and implemented the integration of sufficiency economy into their teaching and learning activities. Moreover, they showed their abilities to integrate the philosophy of sufficiency economy into their teaching activities. Finally, most of the students showed their achievement and attitude development. The development implied to the teachers, teachers need to create their knowledge in understanding and awareness through attending the training workshop and internal supervision. In addition, teachers need to always exchange experiences with their colleagues in schools. All these activities would yield the good results in professional development.

Schools have to focus on management process effectively, specifically in policy setting and curriculum goal, learning and development personnel who corresponded to the change as mentioned above. In addition, Provincial Education Office, Service Area should organize workshop in order to promote knowledge and understanding of teachers, administrators, and supervisors that related to curriculum development particularly on local curriculum. This is because the integration of the philosophy of sufficiency economy into the curriculum usually based on its practices on community learning resources and local wisdom, when it comes to learning implementation.

Finally, the school administrators of small schools should work closely with the community in order to get coordination and support in every aspect including the contribution in learning resources.
2.3.5 Review of the past researches done in the area of curriculum development in the context of sufficiency economy

From the abstract of the ten past researches, it can be seen that two past researches aimed to find out the values, morality and behaviours of students based on sufficiency economy philosophy whereas the other five researches studied about the curriculum development and learning package in align with sufficiency economy philosophy. One research investigates the attitude of people upon sufficiency economy philosophy whereas the other two researches investigates the teacher professional development for learning organization on sufficiency economy philosophy and the development of process for sufficiency economy philosophy movement in schools.

Three past studies were the experimental researches whereas the other seven past studies were descriptive researches. One past study was qualitative research; three past studies were quantitative whereas the other three past studies were the mixed research (quantitative research mix with the qualitative research).

For qualitative research, form of documentary analysis, interviews (structure, semi-structure, and in-depth interview), focused group conversations, observations, video recorder, photographs, field work assessment, form of CIPP model evaluation and SWOT analysis were used to identify the sufficiency economy philosophy. For quantitative research, Likert scale and questionnaire were used to measure the curriculum development, values, morality, behaviours, opinions, attitudes, satisfaction, and students’ work assessment of the respondents regarding the sufficiency economy philosophy. Different kinds of tests i.e. learning achievement test and teachers’ test on knowledge regarding sufficiency economy philosophy were also used in the qualitative research.

From ten past researches, percentage (%), mean (\(\bar{X}\)), standard deviation (S.D.), and one-way ANOVA were used in quantitative research whereas the content analysis was used for the qualitative research. t-test was use in the experimental research to find out the difference between the pretest and post scores of students’ learning achievement.

Two concepts of sufficiency economy philosophy were used in the past researches. The first concept, sufficiency economy refers to five aspects i.e. (a) Moderate means to not too much or too less on anything, (b) Sufficiency means adequacy, plenty and satiety, (c) Self-immunity means vaccination (adaptive immunity and innate immunity),
(d) Seeking knowledge means attempt to search knowledge for the whole life, and (e) Morality means ethics, faithfulness, honesty, hard working, stay away from immorality habits, and harmony or conformity with others. The second concept, sufficiency economy refers to 7 aspects i.e. (a) Self-reliance means to spend money safely, using domestic products and manage all work effectively, (b) Sufficiency means moderate, reasonableness, self-immunity, (c) Staying in the middle path means to be not too much or too less on anything with carefulness and patience, and attempt to search knowledge all the rest of our lives, (d) Immunity building, (e) Rationality means to know with consciousness of cause and effect or what to do first and last, (f) Morality, ethics, faithfulness, hard working, stay away from immorality habits, and (g) Harmony should be started with familiarizing.

In the past studies, students, teachers, school administrators, school board committees, parents, leader of community, government officers, state enterprise, and private sector employees were the sample of the study. The stratified random sampling and purposive sample were used to be the method for selection of sample.

2.4 Uniqueness of the present study

After the review of ten past researches related to the curriculum development in the context of sufficiency economy philosophy, it can be seen the uniqueness of the present study as follow:

(1) The present investigation aims to investigate the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy. This is the only one research which is not repeating work that someone has already done earlier.

(2) Sufficiency Economy Philosophy in the present study refers to a philosophy bestowed by His Majesty the King of Thailand. Sufficiency Economy Philosophy stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. It includes three elements: moderation, reasonableness, and self-immunity and requires two conditions for the philosophy to work: knowledge with due consideration and morality.

The participation of teachers in curriculum development in the context of sufficiency economy philosophy refers to an open form of activity where primary school
teachers are actively involved in six stages of curriculum development process in the context of sufficiency economy philosophy 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
(vi) Evaluation of curriculum’s effectiveness

These six aspects of participation of teachers in curriculum development in the context of sufficiency economy philosophy were modified from different literatures to be the unique concepts of the present study. This is the highlight different opinion of the researcher to make the present research more values.

(3) Mean (\( \bar{X} \)), standard deviation (S.D.) and ANOVA were used to test the significant between 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, educational qualification, teaching experience, type of school, size of school, and area of school. Therefore, this research is a unique research or only one research which indicates the difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy rated by primary school teachers belonging to different variables.

Six stages of the participation in curriculum development process in the context of sufficiency economy philosophy (i.e. Diagnosis needs and school purpose, Formulation of learning substances, Formulation of expected learning outcomes, Selection of contents based on expected learning outcomes, Organization of learning experiences, and Evaluation of curriculum’s effectiveness) were analyzed in total group of sample and classified by different variables. This is also a uniqueness of the present research which is not appeared in any research.

(4) The scale which measures the participation of primary school teachers in curriculum development process in the context of sufficiency economy philosophy was
constructed by the researcher and test for the item analysis (i.e. validity, discrimination, reliability).

Construct validity was used for establishment of validity of the scale. Item-Test Correlation was applied to the data obtained from 100 primary school teachers. The Pearson Product Moment was calculated for the \( r_{xy} \) value from the total scores and the score of each item. t-test (independent) was used to test the discrimination index whereas test-retest method was used to prove the reliability of the scale.

After viewing the tools used in past and present research, one can says that the tool used in present research was a unique tool which was not appearing in any research. This tool was the first construction. It cannot be seen this tool in the market before.

2.5 SUMMARY

The second chapter discussed about sufficiency economy philosophy and the participation of primary school teachers in curriculum development process in the context of sufficiency economy philosophy.

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.

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 curriculum’s effectiveness.

Ten past studies were reviewed in order to gain the information and ideas that relevant to the participation of primary school teachers in curriculum development process in the context of sufficiency economy philosophy, method, tool, sample, and technique of analysis of data. It makes sure that the present research is not repeating the work that someone has already done earlier. After viewing the past researches, it can be seen that the present research studies is a unique research or only one research which determine the level of participation of primary school teachers in curriculum development process in the context of sufficiency economy philosophy. The study also test the difference between mean scores of the participation in curriculum development process in the context of sufficiency economy philosophy rated by primary school teachers belonging to different groups of sex, age, educational qualification, teaching experience, type of school, size of school, and area of school.
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