CHAPTER 5
SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER STUDY

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CHAPTER 5
SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER STUDY

5.1 SUMMARY

Modern world development has caused changes in all aspects of world society. These changes are always caused by various controllable and uncontrollable factors. Change may thus entail both positive and negative consequences, creating both happiness and sorrow. The positive impacts of the changes are economic growth, progress of material and public utilities, modern communication systems, and improvement and expansion of education. On the other hand, rapid economic growth and the rise of consumerism has led to a state of economic dependence and deterioration of natural resources as well as the dissolution of existing kinship and traditional groups to manage them.

In Thailand, after the economic crisis in 1997, one of the major social impacts of the crisis was the high widespread unemployment. It 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 philosophy of sufficiency economy has been emerged in Thailand.

The Thai government has created a philosophy of sufficiency economy as a guideline for living and practices for all the Thai citizens based on the national development
plan under the philosophy of sufficiency economy. Ministry of Education also accepted the sufficiency economy philosophy and taken as its policy and promoted it throughout all the schools in Thailand.

Sufficiency economic philosophy policies in education has introduce to accelerate educational reforms with the aim of developing Thailand by providing all citizens with equal access to basic education being of high stand and quality. One of the important policies is to accelerate education reforms in collaboration with various bodies, especially from the teachers.

The main purpose of the present research is to study the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in order to be the reference for other schools in Thailand, so that appropriate educational implications will be suggested according to the obtained results and the proper way in which the sufficiency economy philosophy may be understand for its application and to be an example for other sectors.

Statement of the problem

The present research studied under the problem: 

"A Study of participation of Primary School Teachers in Curriculum Development in the Context of Sufficiency Economy Philosophy"

Definition of the important terms

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

(1) Sufficiency

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

(2) Sufficiency Economy Philosophy

Sufficiency Economy is a philosophy that stresses the middle path as an overriding principle for appropriate conduct by the populace at all levels. It guides the livelihood and behaviour of people at all levels from individual, families, and communities, as well as to the choice of a balanced development strategy for the nation in development and administration so as to modernize in line with the forces of globalization while shielding against inevitable shocks and excesses. It calls for a ‘middle way’ to be observed, especially in pursuing economic development in keeping with the world of globalization.

In the present study, Sufficiency Economy Philosophy refers to a philosophy bestowed by His Majesty the King to Thai people through royal remarks on many occasions after the economic crisis in 1997. The philosophy provides guidance on appropriate conduct covering numerous aspects of life and points the way for recovery that will lead to a more resilient and sustainable economy, better able to meet the challenges arising from globalization and other changes. The Sufficiency Economy Philosophy includes three elements: moderation, reasonableness, and self-immunity and requires two conditions for the philosophy to work: knowledge with due consideration and morality.

(3) Curriculum development

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

(i) Diagnosis needs and school purpose
(ii) Formulation of learning substances
(iii) Formulation of expected learning outcomes
(iv) Selection of contents based on expected learning outcomes
(v) Organization of learning experiences
(vi) Evaluation of curriculum’s effectiveness

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

Participation is an approach, which gives everyone in the organization an opportunity to contribute their skills, knowledge, and talent to improve the organization. It is an open form of activity, where employees have a strong decision-making, problem-solving, and hold responsibility, accountability for their work with the cooperative relationship among the team of employees for increasing of productivity, quality improvement, reduce the cost and goals achievement.

In the present study, participation refers to an open form of activity where primary school teachers are actively involved in curriculum development process in the context of sufficiency economy philosophy. The primary school teachers are involved in a strong decision-making, sharing information, problem solving and hold responsibility, accountability for curriculum development in the context of sufficiency economy philosophy with the cooperative relationship among their team. The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is divided into 6 stages i.e. (1) Diagnosis needs and the school purpose, (2) Formulation of the learning substances, (3) Formulation of the expected learning outcomes, (4) Selection of contents based on the expected learning outcomes, (5) Organization of learning experiences, and (6) Evaluation of the effectiveness of curriculum.

In the operation definition, participation of primary school teachers in the curriculum development in the context of sufficiency economy philosophy refers to the scores obtained from the scale which measures participation in the curriculum development in the
context of sufficiency economy philosophy rated by primary school teachers. It consisted of six stages of participation i.e. (1) Diagnosis needs and 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.

Objectives of the study

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

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

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

Variables of the study

There are two types of variables in this study: independent variable and dependent variable.

(1) Independent Variables

(1.1) Sex i.e. male and female

(1.2) Age i.e. 21-30 years, 31-40 years, 41-50 years and 51-60 years

(1.3) Teaching experience i.e. 01-10 years, 11-20 years, 21-30 years and 31 – 40 years

(1.4) Educational qualification i.e. Bachelor degree and Master degree onwards

(1.5) Type of school i.e. state and private

(1.6) Size of school i.e. small, medium and large

(1.7) Area of school i.e. urban and rural
(2) Dependent variable

The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy was the dependent variable of this study. It comprises of six stages (aspects):

(2.1) Diagnosis needs and school purpose
(2.2) Formulation of learning substances
(2.3) Formulation of expected learning outcomes
(2.4) Selection of contents based on expected learning outcomes
(2.5) Organization of learning experiences
(2.6) Evaluation of curriculum’s effectiveness

Research questions

The major research questions of this study is: "What is the level of participation in curriculum development in the context of sufficiency economy philosophy in total score and in different stages i.e. (i) Diagnosis needs and school purpose, (ii) Formulation of learning substances, (iii) Formulation of expected learning outcomes, (iv) Selection of contents based on expected learning outcomes, (v) Organization of learning experiences, and (vi) Evaluation of curriculum’s effectiveness) rated by primary school teachers in total group of sample and classified by sex, age, teaching experience, educational qualification, type of school, size of school and area of school?"

Hypotheses of the study

Based on the objectives of the study and the research questions, there were 49 hypotheses in the study. These hypotheses can be grouped into 7 major hypotheses as follow:

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

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

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

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

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

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

Limitation of the study

The limitations of this study are as follows.

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

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

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

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

In the present study, descriptive research was selected to be the research method. According to this type of research method, this study aims to find out the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy. The description is used for frequencies, averages, standard deviation, t-test and F-test statistical calculations.

As the present study was mainly interested in finding out the level of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy, the researcher decided to make use of descriptive research design (survey method) which was considered appropriate design for obtaining specific information about the research situation.

Tool used in the study

The researcher desired to make use of the tool in form of the Likert scale. This scale was to measure the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects. This scale was constructed by the researcher and consisted of 80 statements. Each statement has five levels of teachers’ opinion regarding the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy i.e. “the most” or “much” or “moderate” or “less” or “the least”.

The Item-Test Correlation ($r_{xy}$) was applied for establishment of validity of the scale. The scale which measures the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy indicated the validity index ($r_{xy}$ value) between 0.62 - 0.82 which were at excellence level.

$t$ - test was used to establish the discrimination index of the scale. It was found that the statement in the scale which measures the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy obtained the $t$ - value greater than 1.96 which given statements differentiated between upper group and lower group.
Test-retest method (Pearson Product Moment Co-efficient Correlation: $r_{xy}$) was used to establish the reliability of the scale. The scale which measures the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy was found the correlation efficient ($r_{xy}$) = 0.90.

**Population and Sample of the study**

The population of the present study was the primary school teachers in the Central part of Thailand. 1726 primary school teachers were selected by stratified random sampling method to be the sample of the study.

**Technique of analysis of data**

The data collected by the tool was analyzed according to the hypothesis. In order to determine the level of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects, mean ($\bar{X}$) and standard deviation (S.D.) was calculated. The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects rated by primary school teachers belonging to different groups of age, teaching experience and size of school. The analysis of t-test (independent) was used to test the significance of difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects rated by primary school teachers belonging to different groups of sex, educational qualification, type of school and area of school.

**5.2 MAJOR FINDINGS**

The major findings of this study were as follow:

(1) The participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects (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) rated by 1726 primary school teachers were at moderate level.
The highest men score of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is the aspect of “Organization of learning experiences” which is at moderate level, whereas the lowest men score of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is the aspect of “Diagnosis needs and school purpose” which is also at moderate level.

(2) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by male and female primary school teachers was at moderate level.

(3) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different age-groups was at moderate level.

(4) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different groups of teaching experience was at moderate level.

(5) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different groups of educational qualification was at moderate level.

(6) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different groups of educational qualification was at moderate level.

(7) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different types of school was at moderate level.

(8) The participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy in total score and in different aspects (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) rated by primary school teachers belonging to different sizes of school was at moderate level.

(9) There was no significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by male and female primary school teachers.

Male and female primary school obtained equal mean scores on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects.

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

Primary school teachers belonging to different age-groups (i.e. 21-30 years, 31-40 years, 41-50 years and 51-60 years) obtained equal mean scores on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects.

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

Primary school teachers belonging to different groups of teaching experience (i.e. 01-10 years, 11-20 years, 21-30 years and 31 – 40 years) obtained equal mean score on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects.

(12) There was the significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different groups of educational qualification.

Primary school teachers with higher educational qualification obtained higher mean score on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects than that of the primary school teachers with lower educational qualification.

(13) There was the significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different types of school.

State primary school obtained higher mean score on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects than that of the private primary school teachers.
(14) There was the significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different sizes of school.

Primary school teachers belonging to larger size of school has greater mean score on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects than that of the primary school teachers belonging to smaller size of school.

(15) There was the significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different areas of school.

Urban primary school teachers obtained greater mean score on the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects than that of the rural primary school teachers.

5.3 CONCLUSIONS

From the results of the study, it can be concluded that the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by 1726 primary school teachers were at moderate level. The highest men score of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is the aspect of “Organization of learning experiences”, whereas the lowest men score of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy is the aspect of “Diagnosis needs and school purpose”.

There was no significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different groups of sex, age and teaching experience.
There was the significant difference between mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects rated by primary school teachers belonging to different groups of educational qualification, type of school, size of school and area of school.

It can be summarized that sex, age and teaching experience does not effect on the mean score of the participation of primary school teachers in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects. It was found that educational qualification, type of school, size of school and area of school does effect on the mean scores of the participation in curriculum development in the context of sufficiency economy philosophy (SEP) in total score and in different aspects.

5.4 EDUCATIONAL IMPLICATIONS

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. Sufficiency economy philosophy stresses on the middle path as an overriding principle for appropriate conduct by the populace at all levels.

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

The Thai government has created a philosophy of sufficiency economy as a guideline for living and practices for all the Thai citizens based on the curriculum in the context of sufficiency economy philosophy. The Ministry of Education is the main agency takes with the provision, support and promotion of the basic education accessible to all
school-age group, based on self-sufficiency economy philosophy, and stipulate the strategies for putting self-sufficiency economy philosophy into practices. The aims of the curriculum development were to mobilize the sufficiency economy philosophy into practices. The educational perspectives aims to encourage the schools, teachers and educational personnel from various levels either formal or informal education system to integrate the sufficiency economy philosophy into their work and students’ development appropriately. In order to achieve the ultimate goal, all schools conducted curriculum and activities that promote the teaching & learning of all subject groups by putting the sufficiency economy philosophy into practice.

Based on the findings of this study, a lack of teachers’ participation in curriculum development, the sufficiency economy philosophy cannot be achieved. Thus, it is become to clear by now that the concept of sufficiency economy philosophy should be applied to the day-to-day special emphasis in school curriculum.

Primary school teachers belonging to different groups of sex, age, teaching experience and the teachers with lower educational qualification, private school teachers, small school teachers and rural school teachers should be encouraged to participate in curriculum development in the context of sufficiency economy philosophy.

**Educational implications for government**

The world has now firmly entered the new millennium. Technological advancement appears to be rapid and the large multinational corporations are all geared up to change and expand in this environment of the New Economy. Therefore, Thailand should strive with confidence towards sustainable development under the sufficiency economy philosophy which has added considerable conceptual and application strength to conventional economic theory and development economics. Applying the philosophy to Thailand, there is greater emphasis in building up a strong foundation in school curriculum for future sustainable development.

In order to achieve on school curriculum in the context of sufficiency economy philosophy, the government should emphasis the great importance to three main principles. The first principle focuses on the process of disseminating integrated knowledge about
economy philosophy through various methods, such as the opening of a learning center and the mapping out of a master plan. The second principle calls for public participation, which will lead to close cooperation among school, communities and government agencies. In the third principle, the government should emphasis on good governance.

With regards to the design of government policies and projects, the government should not only practice moderation in its own affairs, but also put in place in its policies and projects, appropriate incentives for school who participate or affect by its programmes to behave in accordance with sufficiency economy which means that the students should be able to follow the sufficiency economy philosophy and apply it for their daily life.

For government officers, they should first apply this philosophy in their own lives, starting with realizing their roles and responsibilities. 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. Government officers should be morally conscious and honest, leading lives with perseverance and prudence and knowing the causes and effects of their actions. They should prepare and implement policies and plans with an emphasis on balanced development, so that people can depend on themselves and appropriately cope with challenges in the world.

Ministry of Education should make a clear concept or knowledge about the philosophy of sufficiency economy in the school curriculum and various school activities at all levels. A goal should be set for school children completing basic education to have better knowledge and understanding about this philosophy and be able to introduce to their family members. Thai government should promote the value of the sufficiency economy philosophy and 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 changing world.

Teachers, school administrators, and local education officers from all over the country should involve in training on integrating sufficiency economy philosophy not only into the curriculum but also into the management of the school.
Educational implications for teachers

In order to encourage the teachers to take part in sufficiency economy philosophy, it should begin with the understanding about the sufficiency economy concept, essence of sufficiency economy philosophy, mobilizing cooperation and continuous practicing this philosophy. Step of application of sufficiency economy philosophy should start 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 the teachers to share knowledge and experiences. The second step should be stress on mobilizing cooperation from all school members in translating the philosophy into action. The last step emphasize on 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.

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. Teachers 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. Teachers should set the classroom learning process in applying the philosophy to teaching-learning activities, and its contents should be incorporated into the core subjects. Teachers should participate in curriculum development in the context of sufficiency economy philosophy. As there are six stages included in the process of curriculum development, the educational implications for teachers can be done as follow:

(1) Diagnosis needs and school purpose

Teachers should contribute their skills and knowledge for the diagnosis needs of learners and communities in the stage of curriculum development in the context of sufficiency economy philosophy. The two-way communication between teachers, school administrators and leaders of communities should be done for the exchange thoughts using speech, writing, signal and behaviour. They should involve in decision-making process towards the identifying and setting the goals of curriculum development. They should take responsibilities
and accountable to share their view in order to diagnosis the school purposes related to sufficiency economy philosophy.

(2) Formulation of learning substances

Teachers should take part on the formulation of learning substances which concerned to sufficiency economy philosophy in order to guide the students the way of living in a middle path and globalizing economic development. They should have the strong decision-making role for the formulation of learning substances in accordance with the needs and school purpose which stresses on the Middle Path and three elements of sufficiency economy philosophy i.e. moderation, reasonableness, and self-immunity. Teachers should be given the opportunity to create the open form of activities in the learning substance based on sufficiency economy philosophy such as to be economical, truthful, honest and to behave in the rightful ways, both physically and spiritually, and apply it for their living and introduce to their family members.

(3) Formulation of expected learning outcomes

Teachers should participate with the pool ideas and expectations to formulate the expected learning outcomes on the way of applying sufficiency economy philosophy for learners’ living which will lead to the sustainable lives, increasing wealthily under the theme of globalization and living with balance and readiness for globalization and technological changes. Teachers should use several forms of cooperation and communication, such as, victory, compromise, toleration and conversation for the formulation of expected learning outcomes in the context of sufficiency economy philosophy.

(4) Selection of contents based on expected learning outcomes

Teachers should co-operate the team to define and ensure the best selection of contents based on the expected learning outcomes concerning sufficiency economy philosophy, such as creating and sharing the ideas or method for selection of contents which determine the specific knowledge and practices for the learners concerning sufficiency economy philosophy. They should join with the group to identify the details of the contents based on the life plan, family’s expenses, wealthier, and more sustainable life and up-date
the appropriate contents based on the expected learning outcomes concerning to sufficiency economy philosophy.

(5) Organization of learning experiences

Teachers should provide the learning experience to the learners in order to accomplish several learning outcomes related to sufficiency economy philosophy. In order to practice the desired behaviour and develop problem-solving skills, teachers should organize the learning experience on sufficiency economy philosophy within the school’s course of the study and in extra-curriculum activities to practice the desired behaviour and develop problem-solving skills. The learners should be given the concrete experiences before the abstractions and start the learning experiences with the simple reactions and then move on the more complex ones.

(6) Evaluation of curriculum's effectiveness

Teachers should participate in the short-term and long-term evaluation of the effectiveness of curriculum, such as, educational achievement and learner passing rates using the personal observation, statistical reports or oral reports. They should join with the team to set the performance standards and characteristics desirables of learners on sufficiency economy philosophy. Feedback should be used to provide information about whether the goals of the curriculum in the context of sufficiency economy philosophy are taken properly effectiveness. Teachers should cooperate with school members to establish the learners’ performance standard, both quantitative and qualitative after utilizing the curriculum in the context of sufficiency economy philosophy. After the comparison of actual and performance standard, corrective and follow-up should be done to find out curriculum’s effectiveness.

5.5 SUGGESTIONS

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

Ministry of Education should be a Center for Promotion of Sufficiency Economy Philosophy or the key agency in moving the sufficiency economy philosophy into school. The suggestions for sufficiency economy practices are as follows:

(1) In formulating cooperate strategies and policies, there should be a long-term perspective to management sufficiency economy philosophy. Do not manage for short-term, but consider cause and effect in the long run.

(2) The second suggestion is for the school to genuinely value and continuously develop human resources based on sufficiency economy philosophy. Government and school should continuously develop and retain the teachers for highly ability in the global changes.

(3) Teachers should be encouraged to be honest, genuinely concern with and be accountable for a wide range of school members and stakeholders, including the society, the environment and future generations.

(4) The fourth suggestion is about innovation and nurture both incremental and radical innovation throughout the entire organization, including products and processes. This often means promoting cross-functional teams. When discussing innovation, people often only think about value-added features to products or radical innovation. However, sustainable enterprises not only nurture radical innovation, but also incremental innovation throughout their entire organizations. This includes an innovative improvement in their teaching
profession. In order to do so, government and school administrators should promote cross-functional skills development and teamwork, and allow them to do their best.

(5) The resources should be effectively and efficiently utilized. Local technologies should be used for because they are not expensive. Usually, this technology is developed from local materials and wisdom. Local wisdoms and technologies can bring about strategic advantage and a better ability for teachers.

(6) Teachers should carefully diversify the learning outcomes and share knowledge/experiences with others for the benefit of learners’ growth and development.

(7) Teachers should be truly ethical, perseverant and diligent. They may consider integrating the sufficiency economy philosophy in their courses and programmes to ensure that learners are aware of another alternative to lead their sustainable life.

(8) Government should apply sufficiency economy concept in day-to-day operations: (a) macroeconomic management, (b) design of the government policies and projects and (c) as alternative development strategies.

(9) The school administrators is the most important factor. He needs to have a vision and an intention to apply the sufficient economy philosophy in school works. Then he should give a policy base on the philosophy and also educate the teachers. School administrators should emphasize the application of sufficiency economy philosophy in all activities, and the teachers would have knowledge as well. Moreover, the teachers should realize the importance of this philosophy and follow it finally. They should have ability to motivate, inform, inspire, exhibit technical competence, and communicate effectively. They should have responsibility on leading their teachers to apply the sufficiency economy philosophy in activities in the school and their lives and so the teachers then get used to applying the philosophy without difficulty.

Regarding the teachers’ participation in curriculum development in the context of sufficiency economy philosophy, teacher is very important that they need to participate any activity within school. The suggestions for teachers are shown as follow:
(1) The school should offer the teachers’ information about the philosophy and ask them to return some suggestions. The teachers should have a part to think and make a decision toward an activity in the context of sufficiency economy philosophy. The teachers should be a part to start and promote the application of sufficiency economy philosophy in their school. When the teachers start to think, they would be satisfied to proceed accordingly. The important thing is the teachers should understand the sufficiency economy philosophy clearly. In addition, a benefit of participation is that it is easy to carry out activities and as teachers involve in making decision on activities, so they feel that they are part of the activities. As the teachers involve in the activities and so they will put them in to practice.

(2) The understanding on sufficiency economy philosophy of teachers will lead a success in school. If teachers have clearly understanding the sufficiency economy philosophy, there will be leaded for achievement on sufficiency economy philosophy. The sufficiency economy philosophy can be applied at all sizes, types and areas of schools, from an individual to national level. If the teachers have knowledge about the sufficiency economy philosophy, they would have positive attitudes on the philosophy and so on they would apply this philosophy in their lives and work.

(3) Teacher should faith in the sufficiency economy philosophy. If there are good examples of the application of sufficiency economy philosophy, understanding of the philosophy, and the success from applying the philosophy, it would create the faith in the philosophy. The faith is a key to drive the way to apply the sufficiency economy philosophy. In order to obtain the faith, they must understand the sufficiency economy philosophy and have ability to use it in reality.

(4) There should be a use of sufficiency economy philosophy as an individual key performance indicator (KPI) for teachers. When the teachers participate and realize the importance of the sufficiency economy philosophy, the school should promote an activity which is corresponding with the philosophy. Also the school can use it as an individual key performance indicator (KPI). The teachers should identify what indicator(s) should be used for their performance assessment.
(5) Assessment is another factor to appraise the application of sufficiency economy philosophy. When the school arranges an activity based on the sufficiency economy philosophy, it should have an assessment in order to appraise the activity. The result could be used to develop and improve for the next activity. Therefore, as the sufficiency economy philosophy is applied in the school, an assessment should be carried out next so as to improve the application of the philosophy.

5.6 Recommendations for further studies

The following are the recommendations for further study related to the participation of primary school teachers in curriculum development in the context of sufficient economy philosophy.

(1) There should be a study of sufficiency economy philosophy: An Application and Impact to Students, Parents, Society and Nations.

(2) There should be a study of barrier and obstacle in applying sufficiency economy philosophy into schools.

(3) There should be a study of sufficiency economy philosophy: A Contribution to Happy life and Economic Development.

(4) There should be a study of Model of Sufficiency Economy Philosophy: An Application to different school levels.

(5) There should be a study of morality based on sufficiency economy philosophy with the management of administrative organization to raise the sufficiency of local politics.

(6) There should be a study of teacher professional development for learning organization on sufficiency economy philosophy.

(7) There should be a study of the sustainable economic development through the sufficiency economy philosophy: An evidence in educational institutions.

(8) There should be a study of the development of the sufficiency economy philosophy in Thai academic institutions: An evidence in educational perspective and implementations.