

Application of the Sufficiency Economy Philosophy to Integrated Instructional Model of In-Service Teachers of Schools under the Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn, Nakhonnayok Educational Service Area Office

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Abstract : The schools under the Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn in Nakhonnayok Educational Service Area Office are the small schools, situated in a remote and undeveloped area. Thus, the school-age youth didn't have or have fewer opportunities to study at the higher education level which can lead to many social and economic problems. This study aims to solve these educational issues of the schools, under The Project Initiated by H.R.H Princess in Maha Chakri Sirindhorn, Nakhonnayok Educational Service Area Office, by the development of teachers, so that teachers could develop teaching and learning system with the ultimate goal to increase students' academic achievement, increase the educational opportunities for the youth in the area, and help them learn happily. 154 in-service teachers from 22 schools and 4 different districts in Nakhonnayok participated in this teacher training. Most teachers were satisfied with the training content and the trainer. Thereafter, the teachers were given the test to assess the skills and knowledge after training. Most of the teachers earned a score higher than 75%. Accordingly, it can be concluded that after attending the training, teachers have a clear understanding of the contents. After the training session, the teachers have to write a lesson plan that is integrated or adapted to the Sufficiency Economy Philosophy. The teachers can either adopt intradisciplinary or interdisciplinary integration according to their actual teaching conditions in the school. Two weeks after training session, the researchers went to the schools to discuss with the teachers and follow up the assigned integrated lesson plan. It was revealed that the progress of integrated lesson plan could be divided into 3 groups: 1) the teachers who have completed the integrated lesson plan, but are concerned about the accuracy and consistency, 2) teachers who almost complete the lesson plan or made a great progress but are still concerned, confused in some aspects and not fill in the details of the plan, and 3), the teachers who made few progress, are uncertain and confused in many aspects, and may had overloaded tasks from their school. However, a follow-up procedure led to the commitment of teachers to complete the lesson plan. Regarding student learning assessment, from an experiment teaching, most of the students earned a score higher than 50 %. The rate is higher than the one from actual teaching. In addition, the teacher have assessed that the student is happy, enjoys learning, and providing a good cooperates in teaching activities. The students' interview about the new lesson plan shows that they are happy with it, willing to learn, and able to apply such knowledge in daily life. Integrated lesson plan can increases the educational opportunities for youth in the area.

Keywords : sufficiency, economy, philosophy, integrated education syllabus

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