

The Analysis of the Application of Sufficiency Economy in Boromarajonani College of Nursing, Surin

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บทคัดย่อ

ปรัชญาเศรษฐกิจพอเพียงเป็นปรัชญาที่พระบาทสมเด็จพระเจ้าอยู่หัวทรงพระราชทานให้กับพลชนชาวไทย เป็นปรัชญาแห่งการดำเนินชีวิตอย่างสมดุล พอเพียงและมีสติ วิทยาลัยพยาบาลบรมราชชนนี สุรินทร์ เป็นหนึ่งในองค์กรที่น้อมนำหลักปรัชญาเศรษฐกิจพอเพียงลงสู่การปฏิบัติ โดยฝ่ายวิชาการได้สนับสนุนให้อาจารย์จัดการเรียนการสอนที่สอดคล้องกับปรัชญาเศรษฐกิจพอเพียง การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อสังเคราะห์งานวิจัยด้านการสอนสอดคล้องกับปรัชญาเศรษฐกิจพอเพียง ของวิทยาลัยพยาบาลบรมราชชนนี สุรินทร์ ประชากรที่ศึกษาเป็นงานวิจัยในชั้นเรียนซึ่งจัดทำขึ้นในปีการศึกษา 2550 จำนวน 6 เรื่อง เครื่องมือที่ใช้เป็นแบบสังเคราะห์งานวิจัยซึ่งเป็นแบบสำรวจข้อมูลเชิงคุณลักษณะ นำข้อมูลที่ได้มาวิเคราะห์โดยการแจกแจงความถี่ ร้อยละ วิเคราะห์เนื้อหาและจัดหมวดหมู่ พบว่างานวิจัยส่วนใหญ่ทำวิจัยในรายวิชาศึกษาทั่วไป (83 %) มีวัตถุประสงค์การวิจัยเพื่อพัฒนาการจัดการเรียนการสอนสอดคล้องกับปรัชญาเศรษฐกิจพอเพียงที่เน้น 5 องค์ประกอบ (พอประมาณ มีเหตุผล ภูมิคุ้มกัน ความรู้ คุณธรรม) วิธีการสอนที่ใช้ได้แก่ แผนผังความคิดรวบยอด (100 %) การเรียนรู้แบบร่วมมือ (83 %) การนำเสนอผลงานและร่วมวิพากษ์ (83%) การใช้กรณีศึกษา (33%) การเรียนรู้ในสถานการณ์จริง (33 %) และการจัดนิทรรศการ (17%) เครื่องมือที่ใช้ ได้แก่ ตัวผู้วิจัยในการเก็บข้อมูลเชิงคุณภาพ (100 %) แบบบันทึกภาคสนาม (100%) แบบวัดการใช้เหตุผลเชิงจริยธรรม (17%) แบบวัดความพึงพอใจต่อการจัดการเรียนการสอน (17%) ส่วนคุณลักษณะผู้เรียนตามแนวคิดเศรษฐกิจพอเพียง ได้แก่ ความพอประมาณ เป็นการใช้เวลาและจำนวนข้อมูลอย่างเหมาะสม ความมีเหตุผล เป็นความรอบคอบในการหาข้อมูลก่อนตัดสินใจ ภูมิคุ้มกัน เป็น การวางแผนการเรียนรู้และเตรียมความพร้อมก่อนเรียน ความรู้ เป็นหลักวิชาตามลักษณะวิชาและการประยุกต์ภูมิปัญญาชาวบ้าน คุณธรรม เป็นการใช้เหตุผลเชิงจริยธรรมในการตัดสินใจ การดูแลบุคคลโดยยึดหลักมนุษยชนและปัจเจกบุคคล ความรับผิดชอบในการทำงานที่มอบหมาย ชื่อสัตย์ในข้อมูล และแบ่งปันประสบการณ์ ผลการวิจัยทำให้เห็นว่าหลักปรัชญาเศรษฐกิจพอเพียงสามารถบูรณาการลงสู่กิจกรรมการเรียนการสอนได้ และช่วยทำให้เกิดการพัฒนาคุณลักษณะบัณฑิตให้เป็นผู้ที่ดี เก่งและมีความสุข

คำสำคัญ : การสังเคราะห์ความรู้, การสอนสอดคล้องกับปรัชญาเศรษฐกิจพอเพียง

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Abstract

Sufficiency Economy, a philosophy proposed by the King of Thailand, guides people at all levels on matters concerning national development. There are 3 elements and 2 conditions of sufficient economy: 1) moderation, 2) reasonableness, 3) self-immunity, 4) knowledge, and 5) ethics. Boromarajonani College of Nursing, Surin, has incorporated sufficient economy way of thinking into administrative and research. This study aimed to identify how the philosophy was incorporated into teaching and research. Methods: Notes of six completed studies conducted in 2007 were reviewed and analyzed. A content analysis approach was used in this qualitative synthesis study. Results: More than 83% of the research studies on teaching had incorporated sufficiency economic within the general education curriculum, but only 16% had incorporated into the nursing curriculum. Teaching techniques used included concept mapping (100%), cooperative learning (83%), presentation and critique (83%), case study (33%), authentic learning (33%) and exhibitions (17%). Instruments used for data collection included researcher (to collected qualitative data) (100%), field notes (100%), decision making measurement (17%), and perception scale (17%). Content analysis exhibited 83.33 % of the studies reported that students spent appropriate time and fair amount data in learning. This reflected “moderation” by its definition. Sixty seven percents reported that students developed decision making skills practically and realistically reflecting “reasonableness”. Five of six studies (83.33%) reported that by reading books and doing assignments prior to class, students were able to understand the contents and aware of the importance of preparing which reflected “self-

immunity” by its definition. Additionally, 100% reported students’ competency as fair to good. This reflected “knowledge”. All (100%) reported attributes of ethics appeared in students’ behaviors by observing in classes and assignments. Findings suggested that principle of sufficient economy contributed the development of students. The principle of sufficient economy should be implemented throughout curriculum.

Keywords: Content analysis, Sufficiency economy, Nursing Instruction.

Background

The economic crisis of 1997 affected everyone in Thailand; His Majesty the King, observing many of his people suffering, he advised the Thai people to change their economic philosophy in order to cope with present economic adversity and withstand future economic insecurity. His Majesty’s words have become known as the philosophy of sufficiency economy and have been used as the guiding principle in drafting the current 9th national economic and social development plan.

Sufficiency Economy, a philosophy proposed by the King of Thailand, guides the livelihood and behavior 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 (Krongkaew, 2003). “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 people 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 ethics and honesty and they strive for the appropriate wisdom to live life with forbearance, diligence, self-awareness, intelligence, and attentiveness. In this way we can hope to maintain balance and be ready to cope with rapid physical, social, environmental, and cultural changes from the outside world (Krongkaew, 2003). Ultimately, the concepts of sufficient economy are not just for national development or business and industry, but are also useful for individuals in managing their daily lives with the goal of being happy (Limsamarnphun, 2006).

Philosophy of Sufficiency Economy

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

Definition: “Sufficiency” means moderation, reasonableness, and the need of self-immunity for sufficient protection from impact arising from internal and external changes. Conditions: To achieve this, an application of knowledge with due consideration and prudence is essential. In particular great care is needed in the utilization of theories and methodologies for planning and implementation in every step. At the same time, it is essential to strengthen the moral fibre of nation,

so that everyone, particularly public officials, academics, businessmen at all levels, adheres first and foremost to the principles of honesty and ethics. Expected outcome: 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 socioeconomic, environmental, and cultural changes in the world. Figure 1 presents the philosophy of sufficient economy.

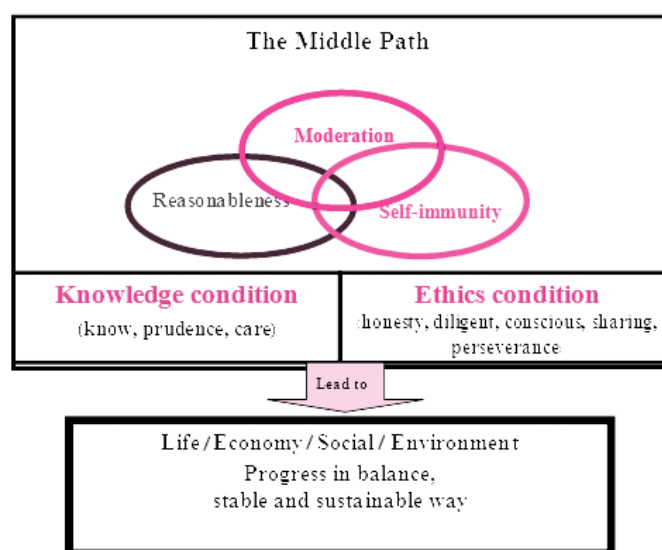


Figure 1 The philosophy of sufficient economy (Sedboonsang, S., 2007)

Sufficient Economy and its related to education

His majesty the king, proposed sufficient economy and its related to education that:

“Education is a major factor to create and develop a person’s knowledge, ideas, behaviors and merit. Any society and country should provide good, complete and well-balanced education, covering all aspects for the youth so that the society and country will have qualified citizens. They will be able to sustain the country’s prosperity and to develop the country progressively.”

(An excerpt from the royal speech on the Philosophy of Sufficiency Economy in 1981)

We also hear people relating the sufficient economy to the knowledge and applicability of Buddhism. In Buddhism, life, especially spiritual life, is enhanced by cutting out excessive wants and greed. True happiness may be attained when a person is fully satisfied with what he or she has and is at peace with themselves (Krongkaew, 2003).

According to seminar held on December 27, 2006 topic entitled “Sufficiency Economy: From Philosophy to Educational Institute”, questions arose how to integrate the King’s philosophy in curriculum and activities. Opening remark was made that “Sufficiency Economy” is currently wide spoken so if the people knew the real meaning they could apply to all aspects in every day life and implementing of “Sufficiency Economy” should be appropriate to each educational level. Chai-Anan Samudavanija, the principal of Vajiravudh College, pointed out that sufficient economy has been implemented into school. Vajiravudh established a learning center in the province, converting used vegetable oil into bio diesel for school use and planting an herbal garden within school compound.

In the same conference, the most important question asked was how sufficiency economy can survive in capitalism and globalization. Suvit Maesincee, director of the Siam City Bank shared his views on “Sufficiency Economy in Globalization” in educational contextual on 3 major topics including 1) education in globalization should be able to relate to the world, country and local particularly should more respond to the community’s need, 2)

education and sustainable development should create knowledge-based society by development in all 3 dimensions; knowledge, moral and endeavor in order to be able to cope and adjust in all levels; individual, society and nation, and 3) development framework focuses on human value by education in sufficiency economic framework will drive development that focus on concrete human value. He claimed that all those 3 previously mentioned will be fully accomplished through incorporation of sufficient economy and educational development in the context of globalization.

Manatana Sangkakrit, deputy secretary-general of the Office of Basic Education Commissions (OBEC) stated that OBEC is currently implementing “Sufficiency Economy” through four academic principles; philosophy, democratic value, reconciliation and networking. All these principles are based on moral ethics which has been built-in school curriculum but OBEC is having a mandate to clearly integrate a content of “Sufficiency Economy” in all learning aspects by using all available resources. Moreover, OBEC shall build an indicator, with more details and flexibility, to monitor the effectiveness and efficiency of implementation of “Sufficiency Economy” philosophy in educational institutes.

It is suggested that all the efforts towards sustainable development through sufficient economy should focus on 3 elements and 2 conditions: moderation, reasonableness, self-immunity or risk management, knowledge, and ethics in today’s education (The Government Public Relations Department, 2008).

General education network by the commission of higher education, Thailand has

agreed that sufficient economy should be integrated into all programs of study. It provides supports for faculty by holding conferences in regard to sufficient economy as well as provides research funds. Boromarajonani College of Nursing, Surin (BCNS), has introduced the philosophy of sufficient economy by incorporating sufficient economy way of thinking into the administration and research. Total of 6 studies were completed during data collection period.

This study presents the analysis of the application of sufficient economy that was incorporated into teaching and research. The analysis focuses on process and the desirable graduates' characteristics. It is expected that the results of this study will provide useful information for the recommendation of future research.

Objective

The purpose of this study was to identify how the philosophy was incorporated into teaching and research in Boromarajonani College of Nursing, Surin.

Methods

This study was a retrospective descriptive study. Data were collected from research studies conducted in 2007, Boromarajonani College of Nursing, Surin.

Population

Notes of six previously completed studies conducted in 2007 were used in this study.

Research instrument

The instrument used in this qualitative synthesis study was a narrative review of written research.

Data Analysis

A content analysis approach was used and findings were presented using frequencies and percentages.

Results and Discussion

Population's characteristics

There were 6 completed studies conducted in the following subjects. Five studies (83.33%) were studies related to general education. One study (16.67%) was related to nursing study.

Background and Significant of the studies

All stated that the important of those studies arrived from the congruence between the principle of sufficient economy and BCNS's philosophy that focuses on the integration of subjects' contents and humanities' norm and value. BCNS's philosophy is cited as follow:

Boromarajonani College of Nursing, Surin believes that systemic thinking, human dignity, harmony, norm, and value help conserve and promote students, alumni, and personnel's quality that contains academic knowledge and ethics. Those also help develop network by using knowledge management and research-based in harmonious learning process.

Not only the principle of sufficient economy focuses on the development of students, but it also stresses out the differential of individuals, and promotes life long learning process (Phuvipadavat, 2008).

Objective

All (100%) had presented clearly that the objective of those studies was to develop the program of study that incorporated sufficient economy into program of studies. It was

apparently stated that 5 attributes of sufficient economy including moderate, reasonableness, self-immunity, knowledge, and ethics were the expected outcomes of those studies.

Teaching techniques

There were varieties of teaching technique focusing on student-center and consistent with the royal Thai education Gazette: Decree (1999). Those techniques were concept mapping (100%), cooperative learning (83%), presentation and critique (83%), case study (33%), authentic learning (33%) and exhibitions (17%).

It is interesting that concept mapping technique was used in every study. The possible explanation is that instructors believe that concept mapping helps expanding students' knowledge and attitude. Using concept mapping helps bridging knowledge and students' experiences (Pon-Anun, 2003).

Cooperative learning and presentation were the second frequently used. Cooperative learning is one of several techniques that help students' to achieve their learning goals. This technique focuses on the inter-relationships among students. Michael (2005) indicated that cooperative learning is associated with learning outcomes. It helps promote long-term retention. Students use rationale and critical thinking to solve problems. This technique also helps develop social and coping skills. Having discussion dialogue among helps students' ability to identify the differences of real situation and theory. Presentation technique is widely used. Not only students summarize their learning, displaying their learning concept reflects their ability to integrate knowledge and responsibility (Plai-noi, 2001).

Instruments

Instruments used for data collection included qualitative data collection form (100%), field notes (100%), decision making measurement (17%), and perception scale (17%).

Evidently, by using authentic assessments to evaluate learning outcomes helps gather fine data. Good evaluation instrument should measure both process and learning outcomes. Good instrument should measure the linkage among knowledge, attitude, and practice. Students have opportunity in presenting their works. Others have opportunity to appreciate those works and provide their suggestion for an improvement. On the other hand, it helps students in putting more efforts in their learning. Thereby, enhance their learning outcomes (Wongvanich, 2003).

Characteristics of ideal students based on the principle of sufficient economy

Content analysis exhibited 83.33 % of the studies reported that students spent appropriate time and fair amount data in learning. This reflected "moderation" by its definition.

There was twofold of "moderate" analyzed from six studies. One was time management. Another was the amount of data used. It was reported that students spent time in performing learning activities. Students had opportunity to manage their time freely under the agreements were made. Students enjoyed managing their learning plan under given time. Considering amount of data students used, students were able to answer questions asked. Students also know how to retrieve additional data. These were cited in their journals.

Sixty seven percents reported that

students developed decision making skills practically and realistically reflecting “reasonableness”. This characteristic occurred during thinking process. For example, one study indicated that students were able to make decision by using knowledge critical thinking, moral, and context after simulation was given. Clearly, systemic thinking is the key to success of sufficient economy (Sedboonsang, 2007). Systemic thinking helps improve students’ way of thinking. Instead of viewing things fragments, students view things as a whole. Students see a continuous process rather than snapshots (Jutarasaka, 2007).

Five of six studies (83.33%) reported that by reading books and doing assignments prior to class, students were able to understand the contents and aware of the importance of preparing which reflected “immunity” by its definition. Having immunity reflects the readiness for the results of changing (Sedboonsang, 2007). Knowing how to learn and being ready to learn are the state of having self-immunity. It is a continuous improvement (Phujaroen, 2004).

All (100%) reported students’ competency as fair to good. This reflected “knowledge”. Not only students had fair to good in their competency, but they also demonstrated the ability to apply their knowledge to their practice. For example, one study indicated students were able to explain the applicability of the used local wisdom in the environments and health subject.

Additionally, 100% reported attributes of ethics appeared in students’ behaviors by observing in classes and assignments. Those behaviors were 1) the used of moral rationale for making decision, 2) a plan of care that concerned about human being and the differential of

individuals, 3) students’ responsibility, 4) the honest of students when using data, and 5) sharing behaviors. Those behaviors help promote human being.

Conclusion

The findings from this study suggest that the principle of sufficiency economy had been incorporated into teaching curriculum. The findings from this study suggested that principle of sufficient economy contributed the development of students as there were evidences that students were contented and happy individuals.

Recommendations

The principle of sufficient economy should be implemented throughout curriculum. Action research on sufficient economy is recommended.

Acknowledgement

We would like to thank Dr. Makarapun Jutarasaka, Director, for her great support and guidance.

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