

# Standard of Education Management and Learning Management to Prospective Curriculum in Sufficiency Agriculture of Phra Dabos Foundation

## มาตรฐานการจัดการศึกษากับการจัดการเรียนรู้หลักสูตรการเกษตรพอเพียงของมูลนิธิพระดาบสที่มุ่งหวัง

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### Abstract:

The objectives were to study 1) desirable join indicators feature of educational management 2) the importance of the indicators in the educational management, and 3) the current physical condition of the curriculum of sufficiency agriculture and the competency level of the course. A combined quantitative and qualitative research process were synthesizing the desirable join indicators feature in three Education System based on the International and National Standard by Content Analysis, study the importance of the indicators, the current physical condition of the curriculum and the competency level of the course by using combination techniques of Focus Group Discussion, sorting IPO Model and Survey Research from 15 qualified subjects and the conclusion data from 2 educational experts, analysis of data, and by averages the frequency and descriptive summary.

The results showed that. There are 32 factors found among the join desirable indicators which are initial input, the process, the outcome of the process. Favorable indicators for a good education system are whatever comes out of the operation, followed by the process and the initial input according to the theory of knowledge and morality. Phra Dabos Foundation has been utilizing high level of morality to increase the quality and

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confidence of their sufficiency agriculture curriculum in their operational processes, outcome of the operation and the initial input.

**Keywords:** Educational management standard, sufficiency agriculture curriculum, Phra Dabos Foundation

## บทคัดย่อ

วัตถุประสงค์การวิจัยเพื่อศึกษา 1) ตัวบ่งชี้ร่วมคุณลักษณะที่พึงประสงค์ของการจัดการศึกษา 2) ระดับความสำคัญของตัวบ่งชี้ที่พึงมีในการจัดการศึกษา และ 3) สภาพที่เป็นอยู่จริงของการจัดการศึกษาหลักสูตรการเกษตรพอเพียง และระดับความมั่นใจต่อการให้มีประสิทธิภาพสูงขึ้น การวิจัยใช้กระบวนการวิจัยผสานวิธี โดยการสังเคราะห์ตัวบ่งชี้ร่วมคุณลักษณะที่พึงประสงค์ของการจัดการศึกษา ใน 3 ระบบการศึกษาตามเกณฑ์มาตรฐานระดับสากลและระดับประเทศ ด้วยการวิเคราะห์เนื้อหา การศึกษาระดับความสำคัญของตัวบ่งชี้ที่พึงมี สภาพที่เป็นอยู่จริงในปัจจุบัน และระดับความมั่นใจต่อการจัดการเรียนรู้หลักสูตรการเกษตรพอเพียงให้มีประสิทธิภาพที่สูงขึ้น โดยใช้การสนทนากลุ่ม จัดเรียงตัวชี้วัดตามระบบ IPO Model ร่วมกับการวิจัยเชิงสำรวจ ผู้ให้ข้อมูลคือผู้เชี่ยวชาญด้านการจัดการเรียนรู้ จำนวน 15 คน และนำเสนอเพื่อสรุปยืนยันผลจากผู้ทรงคุณวุฒิด้านการศึกษา จำนวน 2 คน วิเคราะห์ข้อมูล โดยการหาค่าความถี่เฉลี่ยและบรรยายสรุปความ ผลการวิจัยพบว่า 1) ตัวบ่งชี้ร่วมคุณลักษณะที่พึงประสงค์ของการจัดการศึกษาตามเกณฑ์มาตรฐาน คือปัจจัยเริ่มต้น กระบวนการดำเนินงาน และสิ่งที่เกิดจากการดำเนินงาน มีจำนวน 32 ตัวบ่งชี้ 2) ระดับความสำคัญของตัวบ่งชี้ที่พึงมีของการจัดการศึกษาที่ดี คือ สิ่งที่เกิดจากการดำเนินงาน รองลงมาคือกระบวนการดำเนินงานและปัจจัยเริ่มต้นตามลำดับ ใช้หลักความรู้คู่คุณธรรม และ 3) การจัดการศึกษาหลักสูตรการเกษตรพอเพียงของมูลนิธิพระดาบสพบว่ามีการดำเนินงานอยู่ในเกณฑ์มาก รองลงมาคือสิ่งที่เกิดจากการดำเนินงานและปัจจัยเริ่มต้นตามลำดับ ใช้หลักคุณธรรมนำความรู้ด้านความมั่นใจต่อการพัฒนาให้มีประสิทธิภาพสูงขึ้น พบว่าอยู่ในระดับมาก

**คำสำคัญ:** มาตรฐานการจัดการศึกษา หลักสูตรการเกษตรพอเพียง มูลนิธิพระดาบส

## Introduction:

All things are changing by the rules of the Trinity of Buddhism's doctrine. The conceptual of colonization of the West causing major changes to the world to move into the age of globalization, where integration

among the people, companies, and governments of different nations occurred. This process has effects on the environment, culture, political systems, economic development and prosperity, and human physical well-being in societies around the



world. Society started to enter the world of secularization, and transform from close identification with religious values and institutions toward non-religious values and secular institution (Ponog, 2014).

Since Sukhothai era, Thailand has used to have a very close relationship to Buddhist life style. When the colonization spread all over the world, Thailand was forced to enter into a Bowring Treaty agreement in December of 1855. It was the in middle of the reign of King Rama 4 when Thailand began the process of developing the country following the Western influence. The following reign dramatically modernized the country and eventually led to politic changed the reign of King Rama 7 which led Thailand to the current economy.

In the year of 1961, Field Marshal Sarit Thanaratch had favored capitalism and brought it into developing countries to the Western style. He believed the doctrines of Buddhism wore obstacles to the progress of the development. Thailand was modernized successfully but declined in morality. King Rama 9 saw that as part of the development. The Country aimed to build people to develop the country but neglected to teach moral to them. This is consistent with the views of Buddhadasa Bhikkhu that "...our educational system is like dogs without tails. We had taught our nation with technology but did not teach them any religious. We did not teach them to love other human being. The world is the same way. (Buddhadasa

Bhikkhu, 2011) And for this reason, the King Rama 9 said our educational system should combine religious with technology as in his speed "we must teach two things, technology and moral. Technology is for professional building. People must have knowledge to make a living to able to take control of their emotion to use their knowledge to do good for themselves and for the society (Phra Dabos Foundation, 2008).

Until 1975, in the National Economic and Social Development Plan No. 3, Thailand experienced social problems which highly increased in population and there was more educational disadvantages. The King had given a master plan to educate people outside the school system which was called, "Phra Dabos" project. The project was to provide educational training and to teach morality. His idea was to give a second chance to those who were educational disadvantage but determined and were motivated to receive training for career building. The school is a nonprofit organization, as it is provided external education, free to all but students must serve their teachers in return. And in the year 1976, the foundation started a pilot project curriculum in radio technician, Electrician Courses, Electronics and Mechanics respectively.

In 1947, Thailand and most countries around the world faced with economic crisis. Four years later, His Majesty the King pushed his philosophy of sufficiency economy into action by integrating



the philosophy into the curriculum through Phra Dabos Foundation. On the 5th day of December, through the initiative Police Major General Suchart Puaksakon, the secretary of the foundation at that time stated that, "...seriously head to the field of agriculture..." (Phra Dabos Foundation, 2003) for His Majesty the King believed in a system that could solve Thailand's economy problems. The foundation had created a curriculum under the name of animal food and milk cow farm. The curriculum took 10 months to finish and in 2002, the name had been changed to sufficient agriculture course. The course took 15 months to finish but reduced to 1 year in 2003 and incorporated a managing system for the teaching and learning at Phra Dabos School. And in 2004 sufficiency agriculture course moved to a new location at Luk Phra Dabos Project.

Throughout Luk Phra Dabos Project, the foundation has been offering self-sufficient agricultural education curriculum to the public and has enabled the students to put their knowledge to use in the New Theory Stage One. The curriculum is taught in a one year course as formal education, non-formal education course is vocational training courses and informal education where those who are so interested in the courses can come to study. The foundation operates for a total of 12 years to response to the public need.

However, the studies show that 55 % of the graduated from Luk Phra Dabos program during 2001-2007 at board of director of curriculum management do not have job related to their field of study. And only 29% work in the field of agriculture and only 16% continue to study in the agriculture field (King Mongkut's University of Technology North Bangkok, 2008) Which this result show that not related with marketing direction and work position. It very different with curriculum priorities for the year 2010 which find out Curriculum continuously needs updating, Student needs will determine admissions standards and Employers need to be involved in helping develop curriculum (Comb, 1994). Moreover, there is no know study that focuses on the success or failure of the graduated. In the opinion of the researcher, as an experienced manager and responsible for the self-sufficient agriculture, there should be a critical review for direction of the future of education to keep in line with the dynamics of society by means of analytical of the favorable criteria of the international education standard and the standard set by the nation. The standard show focus on the vital of the education and the current situation of the self-sufficient agricultural curriculum at Phra Dabos foundation. Then the analytical should include the study of the commitment levels to continue, improve and develop new programs to meet the initiative effectively.



## Objectives

1. To study the desirable features of educational management system based on International standards and National levels.

2. To study the importance of the indicators which should have in the educational management.

3. To study the current condition of the educational management of the sufficiency agriculture curriculum at Phra Dabos Foundation and the level of satisfactory to the higher quality of the curriculum.

## Research Methodology

This research utilized the qualitative research and quantitative research techniques. The research conducted in 2 phases as follow:

Phase 1: The analysis joins of the desirable indicators feature in the Formal, Non-formal and Informal Education based on the International standards, National standard, the Basic Education 2010, Vocational Education Standards 2012, criteria used in the assessing quality of training by Ministry of Education, and criteria for assessment of the quality of Formal Education, Non-formal Education and Informal Education of the Office of National Education Standards and Quality Assessment (Public Organization) by method of Content Analysis. This phase was divided into 3 stages they are:

Stage 1. Analyzing the data for collecting the analyzing indicators that concerned with evaluating the education, then analyze the data for setting it to indicators to show the desirable features.

Stage 2. Making the confidence by using the analyzed indicators. The data were verified by the experts and advisers.

Stage 3. Evaluating the indicators the we got from analyzing the data It was the beginning indicators of produces and result aspects.

Phase 2: To study the significance of potential indicators, Current physical condition of sufficiency agriculture course at Luk Phra Dabos Project and the level of confidential to a higher efficiency by using combination techniques of Focus Group Discussion, sorting IPO Model and Survey Research from 15 qualified subjects that are expert in the field of Formal, Non-formal and Informal Education, and the conclusion data from 2 educational experts to confirm the confidential of the result of research.

The focus group of the expend in Education was divided to 4 stages they were

Stage 1. Framing the data collection method by using the indicators from the first phase of research to make questionnaire. The questionnaire was Opened Form 3 level rating scale: high, medium and low, divided into 3 aspects there were beginning factors procedure aspects and result aspects have 99 items of indicators.



Stage 2. Selecting the experts, the experts must be famous and have direct experience in evaluating the Formal, Non-formal and Informal Education System. There are 15 experts.

Stage 3. Focus group discussion and result were divided into 2 Rounds.

Round 1. The importance of Indicators is questionnaire were evaluated by the Experts.

Round 2. Presenting the middle data of focus group so the expert can revise the opinions, criticize the focus group there for, each expert will receive 2 parts of feedback, the first part was the overview of group showed in statistics, the second part was the opinions of each expert. We use this procedure until the opinions of experts were harmonized more than go.

Stage 4. Responding the result by presenting the result from the last hand of conclusion data from the experts to verify the confidence in result before using it.

## Research Finding

The results found:

1. From analyzing and synthesizing of the joint favorable indicators in the Formal, Non-formal and Informal Education according to the International and Nations indicated that education or learning management system means a learning process that has set the aim to find a clear purpose and study method and the duration of study

and measuring tool to all condition of success which can be changed depending on the circumstances and it can be divided into 3 areas. They are involved with 23 joint indicators, combining of the factors from the curriculum. Management and teaching had 9 indicators. From the implementation process, it comprises of philosophy, objectives, strategies. The planning sector has 8 factors. The results of operations the target person showed indicator 6 items as detailed in Figure 1.

2. The vital quality of educational management given to the current physical condition of students, effectiveness to the management is 2.95 followed by factor input at 2.89, and the process of implementation 2.88, respectively. The scores for the present situation at Phra Dabos Foundation are that the implementation process is over 2.90, outcome of the process at 2.88 and input factor at 2.84, respectively, according to Figure 1 with the following details.

1. Output The priority of customers meet the experts featured on individual subjects by individual subjects focused on the moral, knowledge and behavior of the subjects at high score of 3.00 followed by, 2.89 for physical and thinking skills, respectively.

On the current physical situation, the educational experts focused on individual subjects and effectiveness of management of the project and had given at high score of 3.00 and the moral of the subject study



at 3.00 and 2.92 on behavior of the subjects, 2.89 for physical and thinking skills. For moral, it is consistent with the discipline, Integrity and responsibility and lifestyle of self-sufficiency.

For its confidence in the development of higher performance. Experts are confident that the subjects and effectiveness of project management and education management at a high level (3.00) in all indicators.

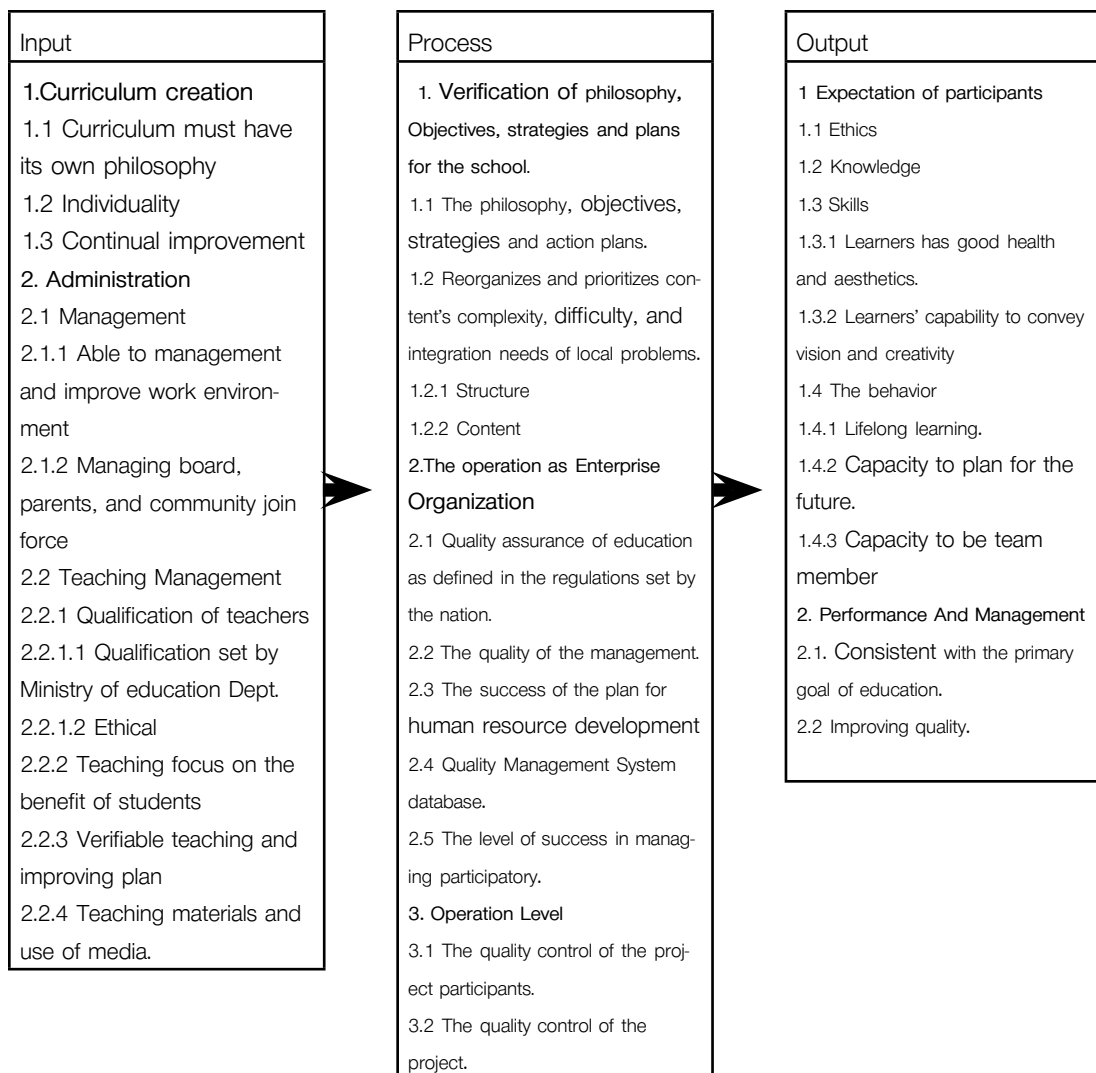


Figure 1: Common favorable indicators in the Formal, Non-formal and Informal Education as per the standard of International and Nation guild line.



2. Process The priority of customers meet the experts featured on the verification of philosophy and plans for the school at the high level (2.95) followed by the operation as Enterprise Organization (2.88) and Operation Level (2.88), respectively.

On the current physical situation, the educational experts focused on operation level at the high level (2.94) followed by the verification of philosophy and plans for the school (2.92) and the operation as Enterprise Organization (2.87), respectively.

For its confidence in the development of higher performance. experts is confident that the Verification of philosophy, plans for the school, the operation as Enterprise Organization and Operation Level are at a high level (3.00) in all indicators.

3. Input The priority of customers meets the experts featured on the creation of curriculum at the high level (2.94). Followed by the teaching and learning management (2.88) and administrative section (2.86),

respectively, for the instruction. focused on the importance of learning. Performance and individuality was high (2.97) followed by the continued development of curriculum (2.96) and of course there is the philosophical (2.90), respectively.

The current physical condition. The experts featured on the creation of curriculum at the high level (2.84), followed by administrative section and teaching and learning management (2.80), the creations of curriculum that focuses on the learning. Performance and the individual is at a high level (2.94). Followed by a philosophy course (2.90) and the continued development of curriculum and (2.58), respectively.

For the development of confidence in the performance of it. Experts have found that the importance of the creation of courses, administrative section and teaching and learning management at a high level (3.00) in all indicators (Figure 2)



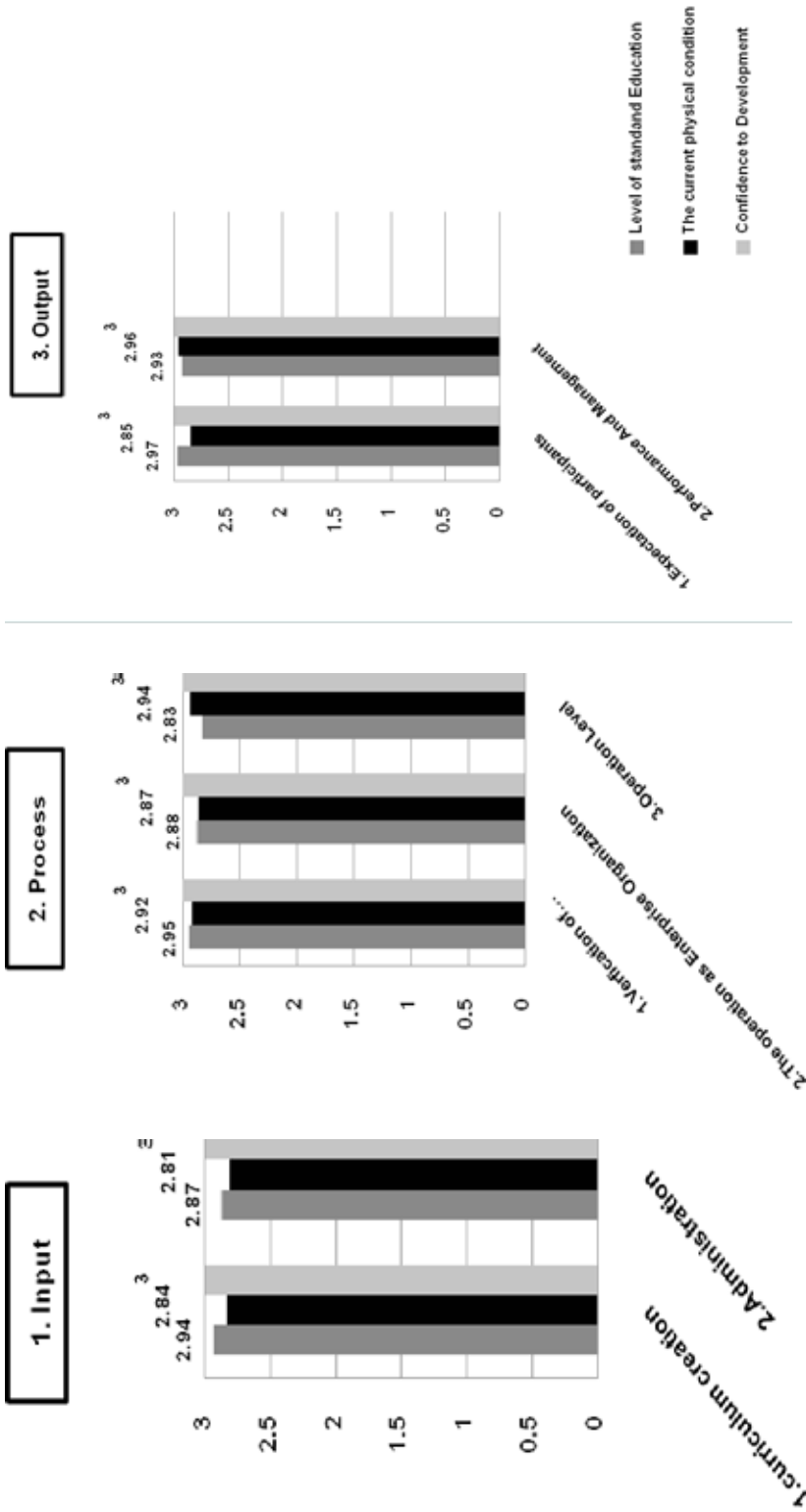


Figure 2 : Shows the priority level of education they have. The current physical condition and level of confidence in the management, development, education, agriculture, of Phra Dabos’s course.



## Conclusion and discussion

All findings had been presented above respectively. However, finding that analytical documents on managing the educational criteria consists of determining the intended course, course duration, course evaluation are flexible and can be changed depending on circumstances with indicators associated with 3 favorable features: - Factors begin (Input), process and what happens from operations (Output). All 23 indicators reflect knowledge using as a basis for developing, another significant is the key to knowledge that is very substantial benefit to the role of the scholars.

Also found, the outcome of the process is somewhat important. It indicates that experts also depend on the evaluation result and focus on the study subject. Interestingly, equal weight had put on moral, knowledge and behavior which reflect the value of knowledge and morality. The second priority reflect the efficiency of managing budget and management system. The third and the least focus is the implementation process due to the difficulty in evaluation process because of factors involved. Therefore, as it said "...Education reform should focus on students..."(Keawdaeng, 2012) which is in line with the saying from Wasri (1998) given weight onto students rather on the subject matters and will lead to creating good and Capable and happiness".

According to the target goal of current management system while the

current situation is indicated that there are possibility to improve the system which is the responsibility of the management team. The process of improvement is at the beginning level because it is the complete system and it will automatically support future improvement according to result of survey study of the self-sufficient agriculture program found satisfaction in most graduated. (Phra Dabos Foundation, 2012) Satisfaction is also found among those who attended continuous course. (The office of Agricultural and Cooperatives of Samut Prakan, 2011) and also in line with research done by Nanta Praothong(2009) on evaluation topic of the complete system of mushroom farming in plastic bags at Luk Phra Dabos Project. For the management of informal education course, research found that most international attendants were highly satisfied with the training received from sufficiency Economy No. 5 (Extension and Training office, 2011)

The experts have given priority to the implementation of the project because the sufficient agricultural curriculum is a small project with a clear purpose. And it considered being an important project over setting up the philosophy. It is based on international standards and it is implementing at lower enterprise organization. While the outcome of the implement is only the importance of the second order, it is a good indicator of the success of the curriculum and well recognized



internationally, weight had been put on the management over students. Study subject was focused on their morality over technical knowledge in line with other study to find people participating at Luk Phra Dabos's self-sufficient agriculture course that concluded the satisfactory of business ethic followed by competency of their profession(Phra Dabos Foundation, 2012).

Students had been prepared for having good moral characters over knowledge from the course reflecting the ability of people to sustain a self-sufficient life style. This issue is very important because it showed that education management must begin with morality with complying with the King's speech "... let good morality the essential tool and the power lead proficiency to the right direction...",(Piboonsarawut, 2009) to build good human being before building knowledgeable people. Because good human being must include skills, the most knowledgeable people might not include good people(Srisaarn, 2005). Her Royal Highness Princess Maha Chakri Sirindhorn has written an article regarding Phra Dabos Foundation, "...if the school project has any progress in the future, Thailand's educational system might have a specific character..." which in line with His Majesty the King's wishes for Luk Phra Dabos to be good moral character, knowledgeable and full of happy life to live in a community in harmony or another word, go back to be a part of good citizen of the

community(Perksakon, 2002).

As directly responsible for the managing of the Project, I have given all my attention and support to improve human resource by means of creating educational curriculum which is important to the quality of education. The learning and teaching are seen they are leading direction for teachers. Moreover, the decision is be needed before implementation is taken place(Reichelt, 2001). Curriculum is like a compass that can change people's lives and can define as spontaneous learning concept and an educational activities for the students more than educators(Sowell, 2000). Because the curriculum is critical to the learning process, it is emphasis on content, individuality. And it must be flexible on the topic matter to meet students need(Karlin and Berger, 1974).

Curriculum has a building implementation system. As the principle concept from the King, all subjects are put real practice, to give student a hand on training that is consistent with the idea of bringing the idea into action. Idea alone is not enough to sustain life. Because good life begins with good thought and appropriate action(Stumpf, 1994). Curriculum provides guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence. It sets out key messages about principles of assessment, standards and expectations, ensuring consistency, support, informing self-evaluation for improvement and monitor-



ing standards over time(Tyler, 1949).

The management and teaching sector focus on the methods and techniques of teaching focusing on learners. For the quality, the teacher was giving priority over the use of media and technology. Because the essential of good teaching is a good teacher, anything else such as media or technology is only considered teaching aids. Consistent with speeches now that some "... But using advanced materials, high-tech to train human is the most difficult. In education nothing will ever replace human. One teacher can use satellites to teach thousands of student at a time but one person cannot convey wisdom to thousands people..."(National Research Council of Thailand, 2008).

For the development of competency in the future, it is surprisingly that all indicators are having high level of competency. This indicates the level of confidence in the performance meet the needs of those involved. Due to all the

parties involved and the society are accepted all projects under the guild line from the King, as the King has excellent intention to help educationally disadvantaged.

## **Suggestions in the research application**

1. Managing Learning at Phra Dabos Foundation is based on the King's teaching which focuses on morality over knowledge. Unlike general education that emphasizes only the knowledge and morality which has a lower standard. Instead, Phra Dabos focuses on training in form of apprenticeship, giving a hand on experience.
2. Phra Dabos Foundation will need to focus on what is happening from operations which is the students. Therefore, in managing or creating the self-sufficient agriculture course, benefit of students must be kept in mind. The learners must be 2 groups, one with land and the other without land for them to really utilize their knowledge and able to make a living from the education they have learned.

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