Operation in educational administration development of values about the sufficiency project presented by e-book

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Abstract

The research objectives for this study of operations in educational administration and development of values about the sufficiency project presented by e-Book are as follows: 1) To evaluate the project of operations in educational administration and the development of values about the sufficiency project presented by e-Book. 2) To create an e-Book to present the project comprising the following five sub-projects: 1) Projects promoting learning about self-sufficient economy; 2) Lifestyle projects; 3) Project activities for school-based cooperatives; 4) Sustainable lunch projects and 5) Environmental conservation and development for learning. The research findings revealed the following: 1. The findings from the comparison of operations in educational that the overall and itemized elements for every project had higher mean post-project scores than pre-project scores. 2. The findings of the comparison of the knowledge in the e-Book were obtained by using sufficiency economy presented in e-Book form showed that overall and itemized elements had higher mean post-project scores than pre-project scores.

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1. Background and Significance of the Problem

“Sufficiency Economy” is a philosophy which His Majesty, King Bhumibol Adulyadej, has initiated and presented on various occasions to guide the people of Thailand. His Majesty’s philosophy has been adopted as the country’s core development policy. However, the people became more interested in the philosophy after economic crisis of 1997.

“Learning satisfaction with sufficiency, using reason and building resilience in the face of changes” are the principles of sufficient economy. This is the philosophy that pilots us, our families, communities and country toward happiness. His Majesty advises that, with the philosophy of sufficiency economy, one must build resilience against changes, globalization, social and environmental systems, including changes in our lives (Jarin Kaewsanit, 2007).

Building a spiritual foundation for the people in the country, especially, government officials, theorists and business people at all levels, so they are equipped with moral conscience, integrity and suitable knowledge, and lead their daily lives with patience, diligence, wisdom and prudence with good preparation for rapid and extensive changes in terms of materialistic, social, environmental and cultural changes from the outside world.

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Science and Technology Development Agency 2001: 12. This is in agreement with the Fundamental Education Curriculum of 2001 on the subjects of social studies, religion and cultural studies Subject 3: Economics, Standard S.3.1: Understanding and Ability to Manage Limited Available Resources Effectively and Cost Effectiveness with the Integration of Sufficiency Economy for Balanced Living (Piyabut Lawkrailert, 2004: 3).

According to the morals hidden within the aforementioned philosophy of sufficiency economy and as an educator in the subjects of educational administration, the researcher realizes the importance of implementing sufficiency economy in curriculum for graduate students, so they can be trained in school and so e-Books can be made for the benefit of future generations.

2. Research Objectives

1. To evaluate the educational administration of the project to develop sustainable sufficiency economy values by using an e-Book.
2. To prepare an e-book for the presentation of educational administration of the project to develop sustainable sufficiency economy values by using an e-Book.

3. Population and Sample Group

The Population for the evaluation of education administrative work performance in the project for developing sustainable sufficiency economy values presented by e-book media was prepared by master’s degree students in educational administration during the 2010 academic year.

The sample group in this research comprised 90 project participants and persons involved with practice of education administrative work by using sufficiency economy in which administrators and stakeholders from the Thasa-aan kindergarten school for the 2010 academic year were purposively sampled. As for the making of the e-book, 25 master students majoring in educational administration during the 2010 academic year were used.

4. Expected Benefits

Educational facilities are expected to develop the values of educational administration in line with the royal philosophy of sufficiency economy, respond to community needs, present research findings using e-books and disseminate to schools in the network and interested individuals.

5. Project Evaluation Methodology

This research on educational administration of the project to develop sufficiency economy values for sustainability through the use of e-book learning was based on participative operational research. The researcher used D.L. Stufflebeam’s CIPP evaluation model which evaluated in the following four areas:

1. Context is the evaluation of the environmental factors affecting the project, such as project location, readiness of individuals involved, readiness of tools and equipment and setting.
2. Basic factors are the evaluation of items, such as curriculum, materials, instrumentation, facilities and budget, used to create changes in line with project objectives.
3. Process is the evaluation of the project execution three phases, i.e. preparations for project execution, evaluation of the results of project execution and pre-project/post-project comparison.
4. Outcome means the results of the follow-up on the work performed to achieve project objectives.

6. Research Methodology

1. The researcher provided education on the topic of sufficiency economy for administrators of educational institutions and teachers with training in the administration of educational institutions in order to develop
educational institutions that implement indigenous wisdom and lifestyles in line with the philosophy of sufficiency economy for one semester at each educational institution.

3. The researcher organized three days of training for the use of e-books in the laboratory.

4. Educational institutions were to gather indigenous wisdom and lifestyles in line with the philosophy of sufficiency economy in order to organize information technology systems and local courses for each educational institution by forming discussion groups, synthesizing from topics of group discussion in line with the results of field practice.

5. The time spent in conducting the project was the 2010 academic year from 1 January 2010 – 30 December 2010.

6. The research instrumentation comprised the following: 1) Project evaluation of education administration by using sufficiency economy presented by e-book educational media with five sub-projects divided into two phases consisting of pre- and post-implementation of Daniel L. Stufflebeam’s CIPP evaluation (Stufflebeam, D.L.et.al). The researcher evaluated in terms of all four aspects consisting of context, factors, process and product by using forms for evaluating outcomes in the form of checklists and 5-level Likert scales; 2) The researcher evaluated knowledge about creating e-books by using evaluation forms in the form of checklists and 5-level Likert scales.

7. Basic statistics, e.g. mean scores and standard deviation, were employed in the study average scores, standard deviation. Content validity was determined by finding IOC and alpha coefficient.

**7. Conclusion and Discussion of Findings**

According to the data analysis, the findings can be summarized as follows:

1. The results of the comparisons of opinions about education administration by using sufficiency economy presented by e-book educational media in terms of the overall view and individual elements for each project had higher average pre-project scores than post-project scores.

According to the results from the development of values in the sufficiency economy project, behaviors values were found in the areas of sufficiency, reason, resilience, patience, honesty, diligence, meticulousness and thriftiness. According to the data analysis, the opinions of the teachers at Ban Tha Sa-an Preschool had the highest mean scores at all levels. After the project, the average scores ( \( \bar{X} = 3.34 \) ) and (S.D. = 0.44) were consistent with associated principles, theories and concepts in concurrence with Sunai Setboonsang (2006 : 28-36) who stated that sufficiency economy indicates lifestyle guidelines and practice for people at all levels from family and community to state levels.

In terms of the overall view and individual project elements, the results of the comparison of knowledge about creating e-books by using sufficiency economy presented by e-book educational media had higher mean pre-project scores than post-project scores, possibly because e-books constitute modern educational media. The creation of media by electronics requires knowledge about using programs and correct system installations. Most creators of such media are administrators with main duties in system maintenance and management of education administration without participation in practical program training. Hence, many administrators have little knowledge about arranging e-books. However, once administrators had received intensive training and practice, they began to become interested in implementing e-books as educational media. Moreover, administrators had determination, which led to greater knowledge and maximum administrative capacity, so administrators were able to arrange e-books to present research findings.

**8. Recommendations for Implementing the Findings**

1. The following is recommended for implementing the model or guideline for developing sufficiency economy values:

   1. School administrators can implement this model and guideline to develop and build sustainable sufficiency economy values, especially among administrators who want communities to participate in improving education quality for work performance effectiveness and capacity in line with their roles and duties with student-centered
learning and teacher development so e-book media can be created and lead to biological value and sufficiency economy behavior, and students were developed which led to values in terms of sufficiency, reason and resilience.

1.2 Educational service areas are the agencies that will promote and support policies for carrying out projects to develop biological value and sufficiency economy for sustainability which will lead to constant and earnest learning, which will modify student behavior.

References


