

Developing Sustainable Thainess Indicators for Promoting Sustainable Thainess of Non-Formal Education Students

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Abstract

The purpose of this study was to develop sustainable Thainess indicators for promoting sustainable Thainess of non-formal education students. On duty of Thai non-formal education was to promote sustainable Thainess in order to enable Thainess to exist in the world society with dignity. But in the course, there is no apparent pattern to promote sustainable Thainess manner made affecting non-formal education students in serious condition for promoting the sustainability of Thainess, which have to foster a sense of a mutual dimensions balance between economic, political, cultural, social, psychological resources and environment. These factors will make Thai people have a better quality of life. The research was divided into two steps: 1) to develop sustainable Thainess indicators 2) to develop program for non-formal education students to sustain Thainess. The design of this study was surveying with exploration factor analysis and systematic reviewing. The results showed that the characteristics of the Thailand Sustainable comprises 68 indicators in four components: 1) a proudness of Thailand (Eigenvalues = 18.43.) 2) Faithfulness of Thailand (Eigenvalues = 12.17) 3) behaved Thailand (Eigenvalues = 10.57) , and 4) culture of Thailand (Eigenvalues = 6.86). The process of learning to achieve the sustainable Thainess consists of the investigating experience, the paradigm shift, planning the transmission of knowledge, building the network to exchange knowledge and integrating the knowledge into their way of life. In conclusion, the learning process to promote sustainable Thainess should intense on proudness, faithfulness, behaved and culture of Thailand, Furthermore, each community should encourage the establishment of learning networks for the sustainable Thainess and supporting the establishment of a learning center for the sustainable Thainess to serve as Thainess information technology center. It would help encourage the Thai youth has a sustainable Thainess manner.

Keywords: Thainess, sustainable, non-formal education

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Introduction

Thailand is a country with a civilized nation, has a culture that ancestors have created a precious heritage passing down for a long time. The Thai culture has national identity and symbolized of their Thainess, which can uphold the honor, dignity, and pride of the Thailand national (Hatairat, 2549). Thus, Thainess is not the only thing that clearly reflects the uniqueness of Thai people, but also symbolizing of a mind connection between all Thai people for being unified, heroic, sacrifice and able to encourage the people to work for a noble and pride and feel being the Thainess. Nowadays, the whole world became a globalization. The influx of diverse cultures are furiously fast. The one of the social problems, which Thailand has faced with is Thai people have to live among the current capitalism, mercantilism, and materialism as well as the people lack of proudness, passion, commitment, accepting Thai wisdom, and local knowledge of their hometown. Conversely, they have turned to the Western culture without any selective screening, this can cause the culture be absorbed and changed and finally they will become being used to by other cultures. Moreover, the conflicted values and attitudes were created between the old and new generation as well as the lifestyle and unique culture have been grudgingly changed. (Office of National Education, 2545).

In order to maintain the Thainess being able to exist in the culture amid the severe influx in the present, cultivating a sense of faith for Thainess, all these people are important especially for children and youth. Because the immune system and preach as Thainess is Freedom, The awareness of the Present, Coping on the fundamental cultural Thailand, Together make a strong Thainess, Self with dignity, made the elegant in the region and the world (Prajak Boonaree, DEA), which the concept was contained in the National Economic and Social Development Plan No. 11 by the year 2570 Vision Thailand (Office of the National Economic and Social Development, 2554). Although the above plan will not clearly get into the details of the development in the dimension of Thainess, It has been starting Thai people realizing to pride on The Thainess increasingly.

The study of the Thainess relates to several important issues using "lifelong learning" as a medium. The relationship between lifelong learning and democratic, culture, religion, economic and environmental aspects of the systems of integration which is a creation of the good quality of Thai people to be a power to maintain national security and serve as an important foundation for developing countries successfully, because lifelong learning is needed to understand the self-study and a good conscience simultaneously (Veera ambansuk, 2551: 255-307). Nowadays, the ways of human learning, the advancement of information technology, the expansion of social globalization, the occurring of the new knowledge and technology, the development of a knowledge-based economy, are dramatically changed. Those factors can lead to the people's needs to learning in all aspects of society. Thus, the learning's approach is expanded the scope of the Formal education system to Non-Formal education and Informal educational.

Education principles to achieve continuous learning throughout life is an opportunity for the disadvantages or the lacks of education in the school system have the opportunity to learn the skills needed to cultivate the attitude to life and the honest livelihood which comprises of the five key principles namely: 1) The main

educational equality in education and the learning process, but must be no discrimination within the Created Equal opportunity in education and learning equally 2) the principle of self-development and self-reliance of the teaching and learning process aimed at learners develop their potential and to develop a sense of self and self-reliance to be able to live a normal life. 3) the integration of learning with the learning culture in relation to lifestyle and environmental problems, including the local community and to contribute to improving the quality of life of the students. 4) The core is consistent with the needs and aptitudes of the students to encourage the students to recognize their own needs and can provide training for themselves properly including learners can share objectives how to learn and evaluate their own learning. 5) The principle of mutual learning and involvement of the community in a collaborative learning groups to promote and build goodwill among the students, which contributes to the community be able to come together to participate in the curriculum (Bureau of Non-Formal Education.2547). Formal education courses, the students can learn based on their interests, which are divided into : basic education, Education for professional development, Education to develop life skills as well as education to social and community development.

But in the course of the study, no formal model to promote sustainable Thainess to make clear that students outside the school system is in a state that is concerned with statistical information about Thailand's Office of the Youth Council.(2552) found that : There are the lowest number 38 percent of the children who feel pride in Thainess. According to the data from research of Ram Chitti institutions (2548) examined the cultural life of Thai youth in the life with the Thainess found that: they have problems of (conservation) Thai language incorrectly spelled and misread etc. Also, they have a attitude towards Thainess as something boring and not important including the values and accuracy decreased. Conversely, the number of people who dress without following Thai tradition tend to increase, which relate to the study of Sompong Jitradub(2551) indicated that the situation of children and young people are getting worse, especially Thai youth are multiculturalism while Thai good culture is significantly reduced to about 30 percent. As the information, the study suggests that to promote the sustainable Thainess to the deficient or disadvantaged youths are very important because Non-formal education is the opportunity key solution to improve their life skills, attitudes and the honest livelihood as well as the ability to confront with the world's changing constantly and keep growing up happily without leaving his roots.

Although, sustainable development is the study and attention to the various aspects, there are mainly three same reasons: 1) the development progresses, taking into account the limits of natural resources and the environment including meet the needs of the present without jeopardizing the needs of future. 2) development, which is considered to "integrity" by taking into account the impact that will have on other things, any action on it. Therefore, the development of this concept is based on the principles of prudence and allows gradual and various development partners took part in the development process. 3) sustainable development, don't decline the technology but should be regardless of the technology to be used in a way that "creative" is not "destroyed" (Pruet Siribunphitrak, 2551). Thus, to promote the Thainess sustainable is an important component of sustainable and socialized development linking to the balance of things, which should be on the principle of sustainable development as well.

Objectives

- 1) To develop indicators as Thainess sustainability of non-formal education students
- 2) To develop program for promoting sustainable Thainess of non-formal education students

Methodology

1) The development indicators of the sustainable Thainess of Non-Formal Education students. The researcher was carried out three steps follows:-

Step 1 Study the Concept of Thainess 's sustainable from research documents, texts, and media band. The issues include the definition, the Elements and the Indicators of sustainable Thainess.

Step 2 Check the possibility of the definition, the elements and the indicators of sustainable Thainess by expert and audit results to improve the definition, the elements and the indicators of features a built sustainable Thainess.

Step 3 Check the quality of the components and the indicators for development of sustainable Thainess by empirical data with Exploratory Factor Analysis to Non-Formal Education students in Bangkok Semester 1 Year 2556.

2)The development to promote the sustainable Thainess of Non-Formal Education students. The researcher was carried out by steps follows :-

Step 1 Study the documentation and research associated with the development program to promote the sustainable Thainess.

Step 2 Check the concordance of the definition and objective, The sustainable Thainess program was approved appropriately by auditing and specialist with corresponded objectives.

Results

Our study in the development of indicators of sustainable Thainess found that all the data are suitable for factor analysis. When analyzing the composition and the rotation axis basis pivotal of Kaiser (Kaiser) by considering the variance of the Dependent variable (Eigen value) over 3 and a weight factor component (Factor Loading) of individual parameters of components ranging from 0.5 up to and include parameters 3 or more metrics found that sustainable Thainess indicators has a total of 68 variables under the four elements and can be described as sustainable Thainess 56.519 percent.

Table 1 The inspection of the sample with the appropriate KMO (Kaiser-meyer-Olkin Measure of Sampling Adequacy) and check the correlation matrix with Bartlett's Test.

KMO and Bartlett's Test	
Kaiser-meyer-Olkin Measure of Sampling Adequacy	.965
of Sphericity	Approx. Chi-Square
	41508.037
	df
	3570
	Sig.
	.000

Table 1 shows that the KMO was 0.965, indicating that all the information is appropriate for analyzing with the Factor Analysis techniques with very good level, and Bartlett's Test of Sphericity test found that the variables are correlated significantly (Chi-Square = 41508.037, df = 3570, P-Value <.05) can be summed up that the correlation matrix of the variables is relate, which is suitable for the analysis

Table 2 Elements, Eigenvalues, Percentage of variance and the cumulative percentage of the variance of the Thainess sustainability elements.

Element	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Eigenvalue	% Variance	% cumulative	Eigenvalue	% Variance	% cumulative	Eigenvalue	% Variance	% cumulative
1	32.766	38.549	38.549	32.766	38.549	38.549	18.435	21.689	21.689
2	6.776	7.971	46.520	6.776	7.971	46.520	12.174	14.322	36.011
3	4.947	5.820	52.340	4.947	5.820	52.340	10.570	12.436	48.447
4	3.552	4.179	56.519	3.552	4.179	56.519	6.862	8.072	56.519

Table 2 showed that the element meet the criteria pivotal of Kaiser, with the variance of the variable (Eigenvalue), which is over 3 and Factor Loading of individual parameters of element obtaining the values from 0.5 up to and including three variables consist of four elements, which have 17 extracted variable ,the rest of 68 variables and can explain the cumulative percentage as 56.519.

Table 3 the factor Loading after Rotated Component Matrix and the Commuality

Variable	Factor Loading Component			
	1	2	3	4
T60	.76			
T55	.75			
T46	.74			

Variable	Factor Loading Component			
	1	2	3	4
T29		.87		
T6		.86		
T61		.85		

T54	.73			
T44	.71			
T45	.70			
T62	.70			
T52	.69			
T39	.69			
T42	.69			
T53	.68			
T47	.67			
T48	.67			
T19	.65			
T69	.65			
T56	.64			
T36	.63			
T68	.63			
T51	.63			
T59	.62			
T18	.62			
T43	.62			
T57	.61			
T76	.61			
T58	.60			
T41	.59			
T10	.59			
T17	.58			
T36	.56			
T50	.55			
T40	.55			
T15	.54			
T77	.53			
T78	.53			
T65	.52			
T70	.50			
T24		.88		

T16		.84		
T13		.84		
T32		.83		
T29		.87		
T6		.86		
T61		.85		
T16		.84		
T13		.84		
T32		.83		
T9		.83		
T11		.82		
T79		.82		
T1		.79		
T74		.78		
T83		.76		
T63		.75		
T22			.67	
T27			.66	
T23			.65	
T30			.64	
T12			.64	
T31			.63	
T21			.60	
T28			.60	
T26			.58	
T71			.57	
T25			.56	
T33				.82
T34				.81
T35				.80
T37				.80
T8				.79
T5				.75
T7				.74

The study in the development of promoting sustainable Thainess program by Item – Objective Congruency Index (IOC) to consider the consistency of objective and content, learning activities, media, measurement and evaluation found that the IOC value between 0.8 - 1.0, as shown in the table 4.

Table 4 Consistency of Sustainable Thainess Program

activity	Objective	Descriptive	IOC
Amazing Thai Musical	In order to rebuild for appreciated Thai musical	Learners learn Thai original songs through watching the movie “The Overture”.	1.0
Literature Club	Provide Thai literature knowledge to learner	Learner have adapted an idea about Thai literature through read the story of a literary	0.8

		club.	
Thai contemporary art	Provide learners with appreciate of the Thai Contemporary arts.	Lecturer of art motivating learner to interested to study Thai art	0.8
Sawadee	Provide the learner to understand and take pride in Sawadee	Allows Learner to learn Sawadee through role-plays.	0.8
Thai expressions	Learners can learn Thai idioms and Thai expressions.	Allow Learners to learn Thai idioms and Thai expressions through games.	1.0
Royalty word puzzles	Learners can learn Thai Royalty word correctly.	Allow Learners to learn Thai Royalty word correctly through games.	1.0
Poetry ruse	Learners can learn Thai Poetry correctly.	Allow Learners to learn Thai Poetry through Poetry ruse.	1.0
Thai fabric	Provide the learner to understand and take pride in Thai fabric.	Allow Learners to learn through watching the series about Thai fabric.	1.0
Thai architecture	Provide the learner to understand and take pride in Thai architecture.	Allow Learners to learn through excursions the Thai temple and the palace.	0.8
Tourism in Thai trajectory	Learners can learn about Tourism in Thai trajectory.	Allow Learners to learn through excursions and shares their experience.	0.8
Thai carp weave	Learners can learn Thai carp weave correctly.	Allow Learners to learn through weave the Thai carp.	1.0
OTOP	Learners can learn Thai product correctly.	Allow Learners to learn through OTOP Thai product	1.0

Table 4 showed that the experts give an opinion of the developed Program appropriately The corresponding index is high value between 0.8 - 1.0.

Discussion

In addition Table 3 were showed that the classified elements of Thainess's sustainable of non-formal education students were identified to four elements. Each element has a variant with the Factor Loading from .50 to .88. All of four elements have the number of variables 36, 14, 11 and 7 respectively, details are as follows :

The first element consists of a number of key variables, 36 variables are indicators about the attention, penchant for Thainess, proud of what the various expressions of Thainess. This element includes detailed 1) Choose a Thai fabric every major festival. 2) Appreciate to see Thai building styles. 3) Study Contemporary Thai art. 4) Pride and selection Thai herbs. 5) Pleasure to read Thai literature. 6) Pleasure to listening Thai musical. 7) Use Thai wicker products. 8) Dress Thai fabrics. 9) Interested to Thai amusement. 10) Favor Thai musical. 11) interested and persuade others to travel of Thai conserve cultural. 12) Sightseeing Thai architecture places. 13) Visit the museum exhibits about Thainess. 14) write prose poem correctly. 15) popularizing Thai products 16) Pride in the wisdom of building a Thai house. 17) Interested in traditional sports of each region. 18) Choose Thai product to souvenir. 19) Likes and

choices to eat Thailand dessert 20) Pride in the traditional medicine of Thailand. 21) Selected Thai idioms, aphorisms and proverbs properly. 22) Interested in painting and murals on temple. 23) Appreciate the Thai wisdom. 24) Squat successfully When adults sitting on the floor 25) Choose to buy local products as souvenirs. 26) Pride in Thai dancing art such as mime and will look at every opportunity. 27) Subscribe to news in the court. 28) Use the appropriate reverence. 29) Pour water on the hands of revered elders and ask for blessing in the Songkran festival. 30) Order Thai traditional food for eaten. 31) Dress Thai set whenever possible. 32) Say the word "sawadee" on the phone instead of "Hello". 33) Did not sit cross-legged when speaking to others. 34) Could Praecn and received from the monk correctly. 35) Purchase showcasing local products whenever possible. And 36) Know and respect as Anchalee Action (pay obeisance) worship (idolatry) and Apiwat (prostration) properly. New elements are called "**The Thai Pride**".

The second element consisted of 14 variables is important indications about adhering to the motto, threat beliefs about the Thainess, appreciation in a way that expresses a Thainess. This element includes detailed 1) Committed in the attitude about. "preserve one's purity" of Thai women. 2) make merit and donate regularly 3) Participate in religious holidays. 4) See Thai movies whenever possible. 5) Use and write Thai numeracy correctly. 6) Participate bless the king On various occasions 7) Held beliefs of Thai ancient 8) Researched biographies and educate projects in his majesty King. 9) Appreciate when know the news of his majesty King duties. 10) Sent and received from others with a polite. 11) Give respect to the flag and the national anthem of Thailand. 12) Don't Standing over one's shoulder. 13) Do not knock the mouth of the pot with a ladle or spoon. And 14) Purchase Thai products as candy and a gift every time. This new component is called "**Thai Faith**".

The third element consists of 11 variables, represents the practical expression of the Thainess, exquisite manners, kindness and generosity as a way of Thai lifestyle. This element includes detailed 1) Use the term, "my uncle", etc. With older. 2) Smiling and friendly with others 3) peaceful when in religious importance place. 4) be courteous. 5) Loved and emulated his majesty King. 6) Honoring a senior. 7) Pray and say "Sawadee" for greeting. 8) make a merit and donation regularly. 9) Helping misery. 10) Bend down when walking through elder. And 11) Bring food to share with friends. This new component is called "**Thai Courtesy**".

And the fourth element contains a variable number of key elements 7 variables is a measure that represents love and cherish the things that are indicative to Thainess, and also to participate in the traditional of Thai culture. This element includes detailed 1) Dressed modestly when in the temple. 2) Give food offerings to a Buddhist monk. 3) Join in Thai cultural festivals. 4) Join Teacher venerated ceremony. 5) Study important principles of religion. 6) Loved and cherished national sovereignty. And 7) commitment to follow the teachings of the religious principles that respect. Therefore named this new element. "**Thai Cultural**".

The results are consistent with studies of Panupat Limchum roon (2008) found that the Thai proud can be measured by 5 indicators include 1) Use the Thai language correctly 2) Use the Thai products and Thai wisdom 3) humility and respect adults 4) the activity is about National Religious kings and 5) engage in dissemination and preservation of cultural traditions. And this results can conclude

that Thainess's sustainable elements of the non-formal education students is composed of 68 indicators in four elements Shown in Figure 1

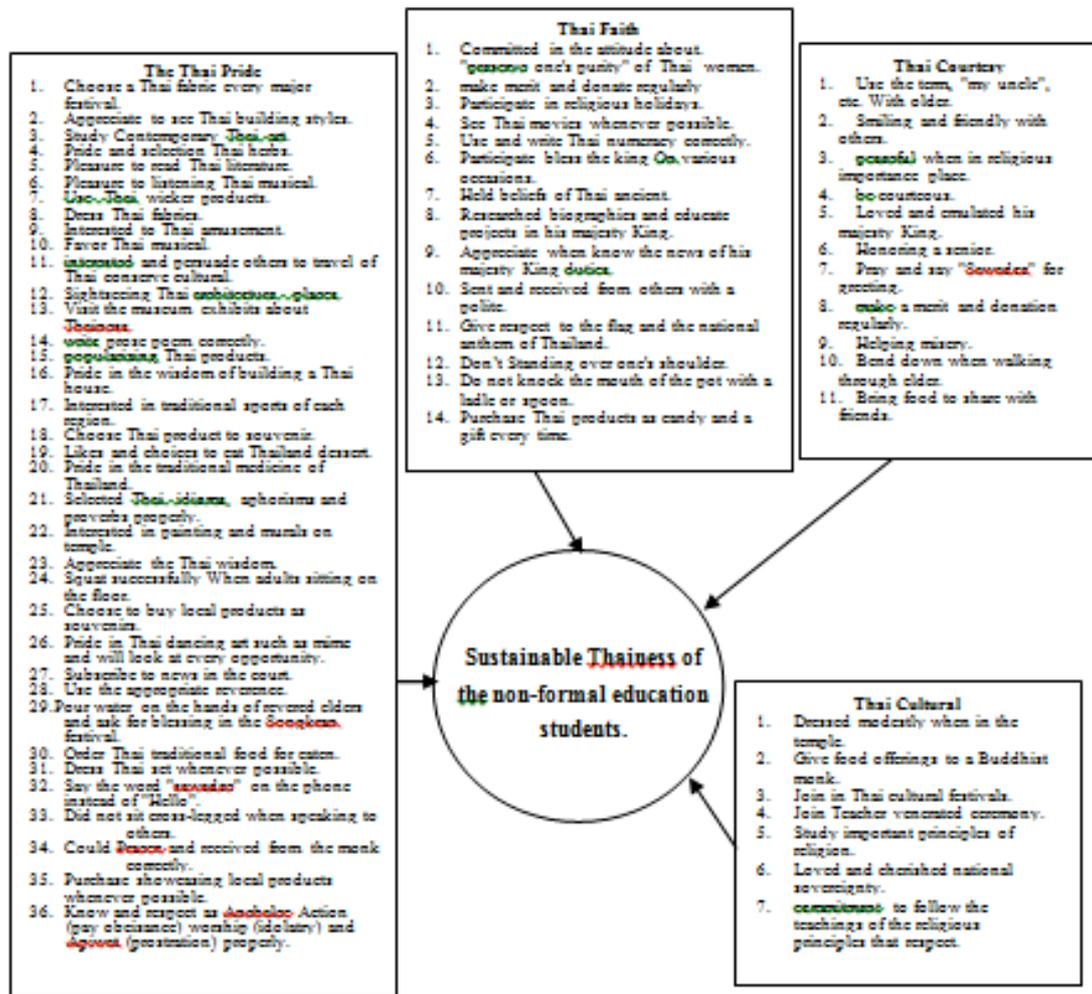


Figure 1 summarizes the results of the analysis of the elements of Thainess's sustainable elements of the non-formal education students.

The program was developed in order to promote sustainable Thainess in various fields include The Thai Pride Thai Faith, Thai Courtesy and Thai Cultural. By allowing learners to learn through various activities such as watching the movie, reading, studying with Lecturer, role-plays, games, excursions and action. And activity details are as follows : Amazing Thai Musical, Literature Club, Thai contemporary art, Sawadee, Thai expressions, Royalty word puzzles, Poetry ruse, Thai fabric, Thai architecture, Tourism in Thai trajectory, Thai carp weave.

However, There are some researchers who studied about individuals to promote sustainable learning including research related to the promotion of Thainess. For example, the research of Hatairat(2553) DauoJai(2553) Archanya(2552) Phojjana(2546) Sumalee(2550), Find a way to promote Thainess or Transfer of knowledge or wisdom of Thai teachers is a learning process and encourage students to

develop the knowledge, beliefs, attitudes in any ways that will promote The exchange of experiences and practical demonstrations, A rational conversation. To instill values and consciousness etc. The important factors, which contribute to the knowledge transfer and individuals to promote learning and research in the sustainable success is to change the behavior of learners into new behaviors. This behavior is an important foundation of ideas and basic beliefs then must be set in a paradigm shift as the key. While the problems and challenges of the knowledge transfer and individuals to promote learning and research in sustainability, including the transfer of non-compliance and not conducive to social development and the lack of application processing continuously.

Conclusion

This research is developed indicator and model to promote Thainess sustainable of non-formal education students, which found the Thainess sustainable of non-formal education students is composed of 68 indicators in 4 components: 1) a Thai proud 2) Thai Faith 3) Thai behaved and 4) Thai Culture.

In summary, it looks as Thailand in promoting sustainable development in the school system for students. It is important to focus urgently in both at the policy and operational level. The importance of encouraging students to study outside the school system to be sustainable is to change the foundations of the ideas, beliefs, and behaviors the person who looks at the Thailand model. Moreover, modifying the conceptions of the person a step-by-step on the feelings. Approach is important in understanding the nature and promote Thailand as a sustainable education to students outside the school system. In addition, lifelong learning can encourage students' thoughts. A rational conversation. With the use of master to learn the characteristics of a sustainable Thailand. It would help the cause of learning and feelings. Feel bound to a sustained increase in Thailand respectively. It also allows students to study outside the school system can integrate into a sustainable lifestyle Thailand harmoniously. This gives them a sense of pride in the Thailand and citizens can live in our region. The fluid flow and the shoulder of multicultural sustainability. And dignity. In the spirit of the Thailand is following suit.

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