

SCIENCE AND ART INTEGRATION PROJECT: INNOVATION IN BUDDHIST GESTALT DRAMATIC ART TO STRENGTHEN THE SOCIAL ADAPTATION OF THE ELDERLY

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ABSTRACT

This research aims 1) to study the elderly social adaptation (SA) and the participation model of network organizations in enhancing SA (PMNO) in two areas: urban-Bangkurat Municipality, Nonthaburi (A1) and rural-Nongmoo Municipality, Saraburi (A2), 2) to create and experiment with Innovation in Buddhist Gestalt Dramatic Art (IBGTA). Then, the perfect results were used to create a lesson set for enhancing the SA by IBGTA. 3) Disseminate the knowledge and IBGTA to the public. There were 56 key informants and 54 senior school students from A1 and A2. The results found the elderly had similar SA problems in both areas for all six aspects. PMNO is DIBE -Decision, Implement, Benefit, and Evaluation. Results showed that SA and SQL scores, after using IBGTA, were statistically significantly higher than before the experiment, thus accepting the hypothesis of the research. The elderly in both areas use similar solutions: Mental aspects and Physical aspects. The result still showed the efficiency of IBGTA in encouraging the elderly to be satisfied with this method. They could learn from their problems by looking inside themselves and others. Acting helps convey emotions and communicate problems more easily without using a lot of words. IBGTA makes fun of activities, relieves loneliness, makes friends, and is easy to apply to real life. The impact is the urge of other senior citizens and senior schools' interest. The research results were shown in two conferences, two articles were published in two national journals, and one article was published in an international journal.

Introduction

Since 2005, Thailand has entered an "aging society," with more than 10% of the population aged 60 years and over, rapidly increasing due to advances in medicine and various health technologies, causing the country to spend more on social welfare and public health for the elderly. As elderly individuals live longer, they increasingly encounter challenges related to inadequate income or financial instability due to economic and political shifts. Additionally, they contend with rising living expenses, including the costs associated with age-related health issues, chronic diseases, and disabilities. Some elderly still have the knowledge and ability to replace some working agencies. Therefore, those who have a role in caring for the elderly, such as Local government organizations, which are in charge of this direct duty, must promote, support, and seek cooperation from network partners for the elderly to participate in activities. Whether a meeting, exchanging knowledge, self-improvement, or passing on wisdom, manifested in their potential and power, makes the elderly see their value and importance, promotes the elderly able to adapt to life in society well and live a valuable life with dignity and happiness, which is called "the quality of life of the elderly in society."¹

The Thai government has focused on creating benefits for accessing the social welfare of the elderly in various fields, especially formal education for the elderly to receive up-to-date information and establish a lifelong learning center, namely "*Senior School for the Elderly* (SSE)", to learn to develop self-care skills and improve their quality of life based on the concept that "Elderly people have value and potential, which should encourage them to contribute to the benefit of society" by allowing the elderly to connect their experiences. These can be applied in real life in society, increasing opportunities for grouping in the form of a network or a community where all parts "think together, act together, and create together" to provide learning for the elderly to be happy. To be effective, develop self-care skills to solve any major problems, namely SA in various areas. This will help them have a good quality of life until they pass away. The key to successfully driving the work of SSE is having a volunteer or public mind that will create social welfare work in caring for the elderly precisely and effectively.²

In human life, apart from life and development, utilizing one's abilities, there is also a need for relationships with other people and the environment to maintain the correct balance. The same is true of older people whose social roles and functions are changing. They still need a society

¹ Krzysztof Owczarek, "The Concept of Quality of Life," *Acta Neuropsychologica* 8 (2010).

² Senior Potential Promotion Division, *Senior School Handbook*, (Bangkok: Network Capacity Building and Development Group, Department of Older Persons, Ministry of Social Development and Human Security, 2017).

for the satisfaction of living and have maintained the power and potential of the body and brain to remain as possible of the privileges of early life. The elderly can also customize to suit their lifestyle according to the aging process that varies in each individual according to social conditions. Weissman et al. proposed that SA be able to live happily with others consisting of 6 aspects: 1) Social standards, 2) Social skills society, 3) Anti-social behavior trends, 4) Family relations, 5) Relationships in educational institutes/activity clubs 6) Relations in residential communities.³ Besides that, researchers Karatas & Cakar⁴ I have used theatrical techniques to study various aspects of SA of individuals of school age. Results are consensus in a better way. In addition, art/drama therapy has been included as one of the rehabilitation processes of Thai medical procedures.

Drama therapy based on the Gestalt ego phenomenon is a technique aimed at improving the quality of a person's experience. Develop the power of conflict and emotion to create a relational context and access to new behavioral and communication patterns to make a better quality of life with an important basic difference between "Feelings and Thoughts" versus "Effective/Inefficient Emotions" within individual relationships. The concept of Gestalt theory is consistent with the Buddhist way of looking at human problems that are not modular. But the mind and human problems are related to the way of life of all human beings in all aspects of life and activities/behaviors. In Buddhism, people's mental problems are not limited to mental illness but to the problems of all human beings who suffer or have shortcomings.⁵ Both Buddhist methods and Gestalt psychology use a scientific approach; experience is essential and must be observed or examined. The whole line of Buddhism (perceived experience) manifests in one's mind, and Gestalt psychology (Looking at one's mind=introspection) will be both internal and external. The main psychological experiences are love, anger, delusion, and other feelings, known directly in the mind as direct, definite experiences. However, it is a personal matter, Quattrini.⁶ Introductory principles explain issues based on the thing or situation being done, thus making Buddhists familiar with the basic principles of life, especially Thai people with a Buddhist-based culture, as the majority are Buddhists (93.46% in 2018). Most of the elderly spend their time after retirement in religious activities and become more interested in studying the principles. Because earlier in the working age, there was not enough time to study and understand deeply. Including using Dharma

³ Myrna M. Weissman, Sholomskas, and Mathoor John, "The Assessment of Social Adjustment: An Update," *Archives of General Psychiatry* 38 (1981): 1250-1258.

⁴ Karatas & Cakar, "Self-Esteem, Hopelessness, and Resiliency: An Exploratory Study of Adolescents in Turkey," *International Education Studies* 4 (2011): 84-91.

⁵ Payut Payutto, *Buddhadhamma*, (Bangkok: Sahadhammika, 2009).

⁶ Paolo Quattrini, *Il Vuoto Nella Gestalt E Nel Buddhismo. Una Introdu-Zione*. (Italy: Gestalt Institute Florence, 2018).

principles to solve problems or lead life before the end of life. Therefore, this research has integrated Buddhist principles, Gestalt theory, and drama therapy techniques to develop SA and SQL for the elderly.

In summary, this research project focuses on creating innovations that effectively enhance the SA by bringing the knowledge of drama therapy to integrate with Gestalt psychology and Buddhist principles for efficiency and effectiveness in improving the SQL for the elderly. To sum up, this research project aims to innovate by effectively boosting self-awareness (SA) through the fusion of drama therapy, Gestalt psychology, and Buddhist principles. This integration is intended to enhance the SQL for the elderly. This endeavor aligns with the National Museum of Art's strategy, which includes a sub-plan for researching aesthetic art and knowledge generation for the community.

It is an interdisciplinary approach that produces both knowledge. IBGTA, questionnaires of SA, SQL, and a set of elderly SA lessons to schools, communities, agencies, and related network organizations for use in teaching and education management of elderly potential. Also, there is social service management with academic seminars and VDOs to disseminate knowledge of the IBGTA to stakeholders, agencies, and organizations dealing with the elderly Senior School Academics/ researchers and interested persons. In addition, it has also created a network of academic cooperation/researchers of universities in Thailand and cooperation with other agencies, which are the elderly school in Area 1 (with MOU) and Area 2 together with the Italian Gestalt International Vocational Training Institute (IGF), in Italy.

Research Objectives

1. To study the context of SA of the elderly and forms of participation in organizations, to support SA among the elderly in both urban and rural areas (**Activity 1-O1**).
2. To create and experiment with the IBGTA, and SA, SQL questionnaires for measuring the level of enhancement of the elderly SA and SQL, and bring the experimental results to be perfected for creating a series of lessons on enhancing the elderly SA and SQL with IBGTA for stakeholders, the elderly, Senior Schools, and related agencies (**Activity 2-O2**).
3. To provide social services with academic seminars and VDOs to present the knowledge of integrating science and art in a new dimension of IBGTA that enhances the elderly SA and SQL, together with presenting at international academic conferences and publishing research articles in national and international academic journals (**Activity 3-O3**).

Research Methods: The research objectives can be divided into research steps as follows :

Step 1 (*Objective 1 (O1)*) Conducted qualitative data collection through in-depth interviews on the initial problems of the elderly SA in the urban community, Bangkurat Municipality, Bangbuathong, Nonthaburi Province (**Area 1**); and rural community of Nong Moo Municipality, Wihan-Daeng, Saraburi Province (**Area 2**). Key informants were 56 elderly and 38 persons in network organizations in both areas. The content analysis was applied to data analysis and summarized the results for use in step 2.

Step 2 (*Objective 2 (O2)*) Bring step 1's results to create IBGTA, together with the questionnaires of the elderly SA, SQL, and the converse form. After that, find the quality of the tools according to statistical standards.

Step 3 (*Objective 2 (O2)*) Trial on IBGTA to enhance the elderly SA and SQL. All assessments were quasi-experimental research methods. The sample group was senior school students in rural community area 2, totaling 30 people (a control group of 15 people, an experimental group of 15 people), and in the urban community area 1, totaling 26 people (control group of 12 people, experimental group of 14 people) with 3 experimental steps: 1) warm-up stage, 2) performance stage, and 3) discussion stage, with one aspect of SA experiments at a time. Each side was 1 week apart. Quantitative data were analyzed using inferential/inductive statistics, and content analysis was used for qualitative data.

Step 4 (*Objective 2 (O2)*) Bring the step 3 results to conduct a group discussion with experts to analyze and improve IBGTA for enhancing the elderly SA. Then, it is brought to create a lesson set for enhancing the elderly SA with IBGTA, along with standardized examination. After that, the research team gave the completed lesson set to the research stakeholders in both municipalities and agencies or related persons for use in teaching or improving the SSE curriculum or furthering the SSE development.

Step 5 (*Objective 3 (O3)*) To disseminate knowledge and research results by organizing academic seminars and VDO clips on enhancing Elderly SA with IBGTA via the online system (Zoom) to research stakeholders, higher education institutions on government and private agencies, Academic/Research, and those involved/ interested.

Step 6 (*Objective 3 (O3)*) Publishing research papers in national and international academic journals and presenting research results at international academic conferences.

Findings and Discussion: It can be presented according to the following objectives:

Results of O1 showed that the elderly SA problems in both areas were similar in every aspect as to 1) The social standards aspect: 1. changes in new regulations or practices, 2. feeling offended or dissatisfied when a person found who did not follow the rules of society. 2) The social skills aspect: Less able to adapt to socializing with large groups, with emphasis on small groups. 3) The anti-social behavior aspect: 1. some resistance to change new rules and regulations 2. there was community resistance (village juristic person) that was not fair, 3. dissatisfaction with the actions of the government sector, 4) The family relations aspect: 1. feeling lonely 2. no caregivers or grandchildren not having time with the elderly 3. grandchildren do not understand the elderly and have the generation gap, 5) The relationships in institutions/clubs/social groups aspect: Dissatisfaction if the elderly have to comply with the club requirements by investing their own money, 6) The community relations aspect: 1. feeling offended or dissatisfied if the neighbors did not follow the rules of the village/community 2. argued with the neighbors in case of pets or rules that do not understand, such as the territory of land.

Results of the participation by network organizations found that most participants in their organized activities were the Social-elderly who demonstrated the ability to live and work with other people. This Elderly cooperated in activities whether they agreed or not because they just didn't want to be alone. If they come and meet people or join activities that could be more pleasing to their emotions/ideas, they will complain and never come again. Therefore, the activities must be adjusted to suit their interests/views and the network organization's capacities, such as budget and duty. Moreover, the network organization must have a home visit activity or organize a society to a community to help the stay-at-home elderly feel that they are still welcome to be members of the community. As for the bed-ridden elderly, staff from the public health hospital or other caring volunteers are in need. This will make this group of elderly never feel abandoned or deceived by crooks and receive news from the outside world. Staff must have some training to understand the emotions from illness or the surrounding problems or conditions of the caregiver/family.

The form of participation in supporting the elderly SA by network organizations in both urban and rural areas consisted of 4 steps: 1) planning, 2) implementation, 3) monitoring and evaluation, and 4) utilization or receiving benefits. The participation model uses the main function of the organization as a key policy and strategy in implementing and supporting activities of the elderly, which is still by the official form such as making a village community Village/Community/Society Development Planning. Most of the process of participation in the public sector is in the first step, which is planning. The step of implementation and monitoring will be the roles and responsibilities of the government or local government organizations. The elderly will play a role

again in sharing the benefits. It can be seen that the participatory process/step needs to be added in the middle of the process that needs improvement.⁷

Results of O2 showed as follows:

1) Quantitative research results are the results of the experiment to strengthen the elderly SA and SQL by using IBGTA, which resulted as follows:

1. *The overall results of both areas* showed that SA and SQL scores increased after the experiment and were statistically significantly different from the pre-test scores in all aspects, as shown in *Tables 1 and 2 below*.

Table 1

SA Results -- Pre-experiment vs. Experiment		N	Mean (\bar{x})	S.D.	Sig
The social standards	Pre-experiment	56	23.95	3.72	0.047*
	Experiment	56	25.00	4.02	
The social skills	Pre-experiment	56	20.63	2.69	0.003*
	Experiment	56	25.14	10.47	
Anti-social behavior trends	Pre-experiment	56	23.59	3.68	<0.001*
	Experiment	56	27.68	4.44	
Family relations	Pre-experiment	56	18.57	3.76	0.048*
	Experiment	56	19.49	3.48	
Relations in educational institutes/activity clubs	Pre-experiment	56	20.05	3.04	0.035*
	Experiment	56	24.30	3.89	
Relations in residential communities	Pre-experiment	56	25.75	2.90	<0.001*
	Experiment	56	28.54	3.08	
Total Score _ SA	Pre-experiment	56	140.05	11.95	0.039*
	Experiment	56	145.65	16.01	

*p<0.05

⁷ Office of the National Economic and Social Development Board, *Office of the Prime Minister, Summary the Twelfth National Economic and Social Development Plan (2017-2021)*, Accessed November 20, 2022, https://www.nesdc.go.th/ewt_dl_link.php?nid=9640.

Table 2

SQL	N	Mean (\bar{x})	S.D.	Sig
Total Pre-experiment	56	118.56	13.76	0.047*
Total Experiment	56	123.11	14.73	

*p<0.05

2. Comparison results between areas as follows:

2.1 The pre-experimental SA and SQL results between the urban area (*Area 1*) and the rural community (*Area 2*) found **no** statistically significant differences in all aspects.

2.2 SA and SQL Post-test results between Area 1 and Area 2 found **no** statistically significant differences in all aspects.

3. Research results of *each area* as follows:3.1 Research results of *Area 1*

3.1.1 The SA and SQL pre-experimental results found **no** statistically significant differences between the control and the experimental group in all aspects.

3.1.2 The SA and SQL post-experimental results revealed statistically significant differences between the control and the experimental group in all aspects, as shown in **Table 3** and **Table 4** below.

Table 3

Nonthaburi (Area 1) – SA – Post-experiment		N	Mean (\bar{x})	S.D.	Sig
The social standards	Control Group	12	26.67	3.17	0.038*
	Experimental Group	14	28.86	4.07	
The social skills	Control Group	12	24.67	2.50	0.048*
	Experimental Group	14	25.71	2.97	
Anti-social behavior trends	Control Group	12	23.58	3.45	0.011*
	Experimental Group	14	27.21	4.79	
Family relations	Control Group	12	18.08	4.19	0.010*
	Experimental Group	14	24.14	2.28	
Relations in educational institutes/activity clubs	Control Group	12	20.75	3.08	0.037*
	Experimental Group	14	23.64	2.65	
Relations in residential communities	Control Group	12	26.33	2.31	0.042*
	Experimental Group	14	28.93	2.79	
Total score _ SA	Control Group	12	140.08	11.52	0.026*
	Experimental Group	14	146.50	13.78	

*p<0.05

Table 4

Nonthaburi (Area 1) – SQL Post-experiment		N	Mean (\bar{x})	S.D.	Sig
SQL	Control Group	12	113.25	7.50	<0.001*
	Experimental Group	14	136.21	7.90	

*p<0.05

3.2 Research results of *Area 2*

3.2.1 The SA and SQL pre-experimental results showed **no** statistically significant differences between the control and the experimental group in all aspects.

3.2.2 The SA and SQL post-experimental results showed statistically significant differences between the control and the experimental group in all aspects, as shown in Table 5 and Table 6 below.

Table 5

Saraburi (Area 2) – SA – Post-experiment		N	Mean (\bar{x})	S.D.	Sig
The social standards	Control Group	15	23.80	3.55	0.001*
	Experimental Group	15	27.93	3.94	
The social skills	Control Group	15	23.00	7.42	0.013*
	Experimental Group	15	26.47	6.71	
Anti-social behavior trends	Control Group	15	24.65	4.75	0.046*
	Experimental Group	15	26.87	4.32	
Family relations	Control Group	15	21.40	4.01	0.039*
	Experimental Group	15	24.67	3.17	
Relations in educational institutes/activity clubs	Control Group	15	21.47	3.78	0.038*
	Experimental Group	15	23.13	3.81	
Relations in residential communities	Control Group	15	25.67	2.92	0.021*
	Experimental Group	15	29.33	1.91	
Total score_SA	Control Group	15	138.00	11.81	0.006*
	Experimental Group	15	150.93	12.01	

*p<0.05

Table 6

Saraburi (Area 1) – SQL – Post-experiment		N	Mean (\bar{x})	S.D.	Sig
SQL	Control Group	12	113.25	7.50	<0.001*
	Experimental Group	14	136.21	7.90	

*p<0.05

4. Research results in *each group* as follows:

4.1 The control group results of Area 1

The comparison of SA and SQL scores between the pre-test and post-test showed **no** statistically significant difference.

4.2 The experimental group results of Area 1

The comparison of SA and SQL results between the pre-test and the post-test found statistically significant differences in all aspects as shown in **Table 7** and in **Table 8** below.

Table 7

Nonthaburi (Area 1) – SA – Experimental Group		N	Mean (\bar{x})	S.D.	Sig
The social standards	Pre-experiment	14	25.93	3.45	0.029*
	Post-experiment	14	28.86	4.07	
The social skills	Pre-experiment	14	22.57	6.49	0.037*
	Post-experiment	14	25.71	2.97	
Anti-social behavior trends	Pre-experiment	14	25.57	5.00	0.041*
	Post-experiment	14	27.21	4.79	
Family relations	Pre-experiment	14	20.14	3.42	0.046*
	Post-experiment	14	24.14	2.28	
Relations in educational institutes/activity clubs	Pre-experiment	14	21.36	2.90	0.039*
	Post-experiment	14	23.64	2.65	
Relations in residential communities	Pre-experiment	14	26.00	3.53	0.038*
	Post-experiment	14	28.93	2.79	
Total score_SA	Pre-experiment	14	141.57	15.47	0.029*
	Post-experiment	14	146.50	13.78	

*P<0.05

Table 8

Nonthaburi (Area 1) - SQL -Experimental Group		N	Mean (\bar{x})	S.D.	Sig
SQL	Pre-experiment	14	108.43	9.64	<0.001*
	Post-experiment	14	136.21	7.90	

*P<0.05

4.3 The control group results of Area 2

The comparison of the SA and SQL scores between the pre-test and the post-test showed **no** statistically significant difference.

4.4 The experimental group results of Area 2

The comparison of the SA and SQL scores between the pre-test and the post-test showed statistically significant differences in all aspects, as in **Table 9** and in **Table 10** below.

Table 9

Saraburi (Area 2) – SA – Experimental Group		N	Mean (\bar{x})	S.D.	Sig
The social standards	Pre-experiment	15	24.73	4.82	0.027*
	Post-experiment	15	27.93	3.94	
The social skills	Pre-experiment	15	24.60	2.23	0.039*
	Post-experiment	15	26.47	6.71	
Anti-social behavior trends	Pre-experiment	15	25.60	3.33	0.048*
	Post-experiment	15	26.87	4.32	
Family relations	Pre-experiment	15	21.47	3.11	0.041*
	Post-experiment	15	24.67	3.17	
Relations in educational institutes/activity clubs	Pre-experiment	15	20.67	2.44	0.044*
	Post-experiment	15	23.13	3.81	
Relations in residential communities	Pre-experiment	15	25.72	3.33	0.001*
	Post-experiment	15	29.33	1.91	
Total score_SA	Pre-experiment	15	141.80	11.28	0.041*
	Post-experiment	15	150.93	12.01	

*p<0.05

Table 10

Saraburi (Area 2) – SQL Experimental Group		N	Mean	S.D.	Sig
SQL	Pre-experiment	15	109.80	7.16	<0.001*
	Post-experiment	15	130.14	10.23	

*p<0.05

In summary, overall results in each area and the experimental group's results showed that the post-test scores increased and were statistically significantly different from the pre-test scores from the SA assessment in all aspects. Also, SQL results are similar.

The comparative SA and SQL results between Area 1 and Area 2 of before and after trials showed **no** statistically significant differences in all aspects. Similarly, in comparison to pre-experimental results, **no** statistically significant differences were found. Also, the comparison results in each area and each group of the control group showed **no** effect of SA and SQL assessment. Differently, after the experiment and the experimental group's results found that posttest scores increased and were significantly different from pretest scores in all aspects of the SA and the SQL assessment.

In conclusion, the results showed that IBGTA effectively improves self-awareness (SA). As a result, **the research hypothesis, which suggested** that participation in the IBGTA experiment would lead to higher mean scores in overall and individual self-awareness aspects among the elderly, has been statistically confirmed.

2) Qualitative research results are as follows

According to the qualitative results of the experimental performance of IBGTA in O2, they showed that the elderly still wanted to socialize, meet other people, and stay with family. The elderly in both areas used similar solutions to SA, divided into two aspects:

2.1 *Internal adaptation* is to adjust the mind and change the way of thinking to lead to behavioral adjustment. The elderly need to live happily without causing trouble to society, family, community, or friends. SA methods have taught them the following:

2.1.1 Mindfulness: The elderly will live with a consciousness all the time. Try not to overthink no matter what because life after retirement makes the elderly not work, dormant, and have a lot of time for thinking.

2.1.2 Optimism: The elderly have a way of adjusting their way of thinking and changing their perspective if there is a problem; they do not think negatively about others. They analyze issues that arise in a positive way to live happily together with family and society.

2.1.3 Letting go: Elderly let go of problems/situations they encounter. They will not have to suffer and not be stressed about that problem and not keep it in mind.

2.1.4 Emotional control practicing: The elderly have to socialize, meet people outside the house, and participate in various activities. They may encounter situations that they are dissatisfied with and meet people with different ways of thinking or points of view. Therefore, the elderly must practice and learn to control their emotions when encountering undesirable things.

2.1.5 The friendliness in living together with family, friends, and people in the community. The elderly have to avoid conflicts, even in small or large groups. They always smile first at those around them, especially with new friends.

2.1.6 Having a Spirit helping others: the elderly share their belongings with others who do not have them. When there is something to do, they will help.

2.1.7 Not positioning themselves above others: The elderly does not stay above other who have a lower position. They stay away when they meet someone who does not like them. They do not get involved in any argument if it's not necessary.

2.1.8 Confidence with friends: When the elderly have problems and need someone to talk to. A friend can help with some issues.

2.2 *External adaptations* are physical adjustments as follows :

2.2.1 Finding a hobby or recreational task: The elderly find hobbies to do in the house, such as planting trees, watching TV, and doing various household works.

2.2.2 Finding activities outside to do: The elderly find activities to do, such as traveling or meeting with friends and joining activities of the village/community/municipality, such as aerobics, singing, dancing, or school activities for the elderly.

2.2.3 Earning extra income: The elderly want to use their spare time to earn extra income. Network organizations can help them in finding income-generating activities, which is an adjustment for the elderly in the urban community.

2.2.4 Sufficient living, economical, not extravagant: The elderly will consider spending because their income of the elderly is limited. Some of them get from the

government or their child/family, but not a lot. Therefore, they must spend sufficiently, not extravagantly, which is the main way to adapt to the elderly in rural communities.

In summary, the social adaptation of the elderly in both urban and rural communities is necessary to complete all six aspects. It must be an adjustment both within mind/thought and external physical/behavior in parallel. This will enable the elderly to live happily in their families and society, be self-reliant, and get along well with small and large groups.

3) Qualitative research results from the discussion of the elderly using the IBGTA technique to develop SA and SQL demonstrated that they had learned and gained skills from participating in activities as follows: It is a technique that

3.1 Makes happiness, enjoys theatrical activities, relieves loneliness, and is assertive.

3.2 Reflects the real problem and solves problems on the spot. They can see the problem more clearly and convey the most real life.

3.3 They can communicate the problem easily and clearly. They do not need a lot of words to communicate.

3.4 They have applied the drama approach to adjust and deal with problems.

3.5 They can learn from the reflection of the theatrical performance. Look from within their own family and others that can be applied to real life.

3.6 It is a good expression technique, helping convey emotions and gestures and make them understand immediately. Better than just talking or just telling a story in some situations, it is necessary to use a better performance.

3.7 It is a dramatic performance, a fictional role, making it more visual, seeing real events, therefore making it possible to fully understand and express opinions.

3.8 This IBGTA allows performers to release their inner feelings.

3.9 It is a technique that makes you think in terms of adaptation and get Buddhist principles to use for self-development.

All results of O2 were taken into a focus group by the research team, speakers, and experts to synthesize and improve IBGTA and create a set of lessons to promote SA and SQL with IBGTA that divides the content into four parts: 1. General information 2. Core knowledge 3. The process and use of IBGTA to enhance SA and SQL of the elderly 4. Benefits and application of other uses. After the construction is completed, it has been reviewed by experts. This set of lessons will be reviewed by a qualified person again. Therefore, it was published and disseminated to stakeholders

in both areas of research. Related agencies and schools for the elderly in both urban and rural areas for use in teaching and learning as a model and further development in work related to the elderly. In particular, the important role of the elderly school in the development of the potential of the elderly is (1) promoting lifelong learning of the elderly, (2) encouraging the elderly to have good health in terms of physical, mental, emotional, and social aspects. A learning curriculum framework integrates with Buddhist innovation to improve the quality of life for the elderly in terms of physical, mental, emotional, intellectual, social, economic, and environmental.

The results of the O3 in dissemination activities are as follows:

1) Organizing an academic seminar on “Integrated Arts and Sciences Project: IBGTA for enhancing social adaptation of the elderly” on November 26, 2022, by Zoom system and seminar evaluation results are at a very good level.

2) Research output has three completed research reports and three research articles that are :

2.1 The context of social adaptation of the elderly in urban and rural areas (Activity 1) Article published in Panyapat Social Science Journal (TCI 2), 4th year, issue 4 October-December 2022 online.

2.2 Models of Participation in Supporting Social Adaptation of the Elderly by Network Organizations Article published in the Journal of Interdisciplinary Innovation Review (TCI 2), Year 6, Issue 4, October-December 2023 online.

2.3 Integrated Science and Arts Project: IBGTA to Strengthen SA of older adults published in The Journal of International Buddhist Studies, October-December 2023 online.

Productions of the Research:

1. The IBGTA promotes the social adaptation of the elderly
2. The Assessment of social adaptation of the elderly
3. The Assessment of Quality of Social Life for the Elderly
4. The discussion forum on the use of IBGTA
5. The set of lessons for enhancing the adaptation of the elderly with IBGTA
6. Academic Seminar on Science and Arts integration project on November 26, 2022
7. Three research reports and three articles; two are published in national academic journals, and the other one is published in an international academic journal
8. Research presentation at the international academic conference on Vesak Day, May 31, 2023, at MCU (Central Center, Phranakorn Sri Ayutthaya Province)

Suggestions:

1) Suggestion for policy proposal

1. SA problems are different between living areas of elderly people; therefore, they may need different approaches to solve the problem, even if they have the same or similar problems, because each area's context, environment, or lifestyle is different.
2. Problems in family relationships may arise from age differences. Relevant agencies must increase knowledge and understanding of those involved, the elderly, and family members to reduce this problem.
3. Relevant agencies/schools must create SA for the elderly, who must gather in large groups.
4. Relevant agencies/schools must find some activities suitable for the elderly and their potentiality, such as training activities or developing local products that create extra income.
5. Relevant agencies may need to promote and provide information to male elderly who do not participate in community/elderly school/municipal activities. This may not be their interest. The male elderly may like to do other social activities such as sports, cockfighting, and fishing, which is a combination of men together.

2) Suggestions for applying research results

1. Context differences and problems of the elderly in urban and rural communities are different. It can be used as a body of knowledge applicable to both urban and rural areas.
2. Techniques of theatrical performances To avoid making mistakes in the performance of the Buddhist Gestalt performance, group facilitators must be specialists or graduates or holders of training certificates in Gestalt Psychotherapy.

3) Suggestions for policies and plans

1. Personnel/employees involved should be developed to have a public mind and understand the elderly.
2. There should be subsidies to local “nurse workers” to help take care of the health of the elderly thoroughly.
3. Some elderly people still have the potential to work. Therefore, network organizations should support their potential. Vocational training for the elderly should be continuously promoted and supported.

4. The network organization should build relationship activities in the community for the elderly and the next generation to pass the elderly's knowledge and skills to the next generation.

4) Religious Suggestion

Religion plays a very important role for the elderly. Therefore, the network organizations must focus on religious aspects as follows:

1. Organizing the activities at the temple or religious places where the elderly can make merit in various festivals with convenience and appropriateness.

2. Every time before studying at the senior school, you should have a prayer, to pray or meditate before class.

3. Using the principle of "Baworn" in conducting activities for the elderly in the community. "Baworn" consists of a Home, a Temple, and a School that is the center of the community, and the elderly can live happily.

5) Suggestions for the future research

1. SA is very necessary for the early elderly, those 60-69 years old who has just retired. They still have the potential to do various activities well, but they have to retire from various positions. Therefore, future research should concentrate on this group of elderly in various aspects.

2. Research should be done on the social adaptation methods of other groups of the elderly, such as the elderly living alone, the elderly who do not participate in social activities/elderly schools/elderly clubs, the male elderly group, or other variables that related to the elderly such as generation gap behavior, self-efficacy.

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