

## **Enhancing Communication Roles of the Agricultural Community Learning Centre: A Case of Lamphaya District, Thailand**

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**Abstract:** This research has two objectives: 1) to study the present and desirable communication roles of the agricultural community learning centre in Lamphaya district in providing the concept of the Philosophy of “Sufficiency Economy” in doing agricultural activities, and 2) to provide the appropriate and practical guidelines to improve the agricultural community learning centre’s communication roles in promoting the concept of doing agricultural activities based on the Philosophy of “Sufficiency Economy” as required by farmers and community people of Lamphaya district, Thailand.

The data collecting techniques used in this study are comprised of both qualitative techniques; observation, in-depth interview with 15 key informants together with community focus group meeting, and quantitative technique by using questionnaires survey with 286 respondents. . The common themes analysis technique was brought to analyze the qualitative data in order to construct and develop the questionnaire, while descriptive statistics and paired t-test were used for comparing the mean differences between the present and desirable communication roles of the agricultural community learning centre.

The results are as follows:

1. The present communication roles of the agricultural community learning centre that should be first improved is the act as learning resources for youth farmers at lamphaya district , while the most desirable one in the future that should be promote is the act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy.
2. There are the gap between the present and desirable roles of the agricultural community learning centre based on “the philosophy of Sufficiency Economy” in Lamphaya district. These show the party involved should help enhancing communication roles of the agricultural community learning centre in all aspects.

The research provides valuable insight for enhancing the agricultural community learning centre’s communication roles as required by community, especially in the context of the diffusion of innovation: the agricultural based on the philosophy of “Sufficiency Economy” provided by His Majesty the King Rama the 9<sup>th</sup> of Thailand. Moreover, the finding can be applied for the party involved in the agricultural extension services and for all kinds of the community learning centers. In addition, it can be used as a conceptual framework for future research and help generate the grounded theory of community communication in Thai context in the future.

**Keywords:** agricultural community learning center; communication role; community communication, the philosophy of “Sufficiency Economy”, agricultural activities

## Introduction

Development of communication roles of the agricultural community learning centre is essential, as many research results found that the Sufficiency Economy philosophy has not been used in agricultural practices; as research of Tiyanon (1999) which said that farmers agreed with the concept of Sufficiency Economy, while their knowledge in its concept were quite well, but their practices were still in low levels.

For Nakhonpathom Province, Thailand, the officials have set the guidelines for mobilizing the philosophy of Sufficiency Economy to all 930 community villages in 1998 in order to improve the quality of life to the villagers and to strengthen their healthy and happy life sustainability. However, data in 1997 said that, Nakhonpathom province can drive the project of the philosophy of Sufficiency Economy to only 514 village. This results in the setting of 3 concrete strategies to achieve the target objectives as follows:

1. Providing four bases of learning process to create common knowledge and understanding of the philosophy of Sufficiency Economy to publics, community groups and community organizations in each villages ; 1) the base of self-learning process such as doing self-analysis, finding the cause of their poverty, and doing household account 2) the base of teaching and learning of how to apply the philosophy of Sufficiency Economy in everyday life, such as reducing expenditures and increasing revenue and saving 3) the base of learning financial institutions and funding sources, together with know how to establish a saving groups as a capital source of the community 4) the base of learning to develop and strengthen their community sustainably with a healthy and happy life plan and community plans.
2. Finding of the good practice of the agricultural community learning centers which already exist in the community, people and households to be the prototype or successful model of living based on the sufficient economy to make a rapid extension of the application of the concept to other villages.
3. The integration of development resources: people, community, budget and team work from every sector of Nakhonpathom province for a powerful and successful driving of the philosophy of Sufficiency Economy to target villages with the 4 learning process bases as said above.

Guidelines to mobilize the philosophy of Sufficiency Economy in Nakhonpathom province as said above focus on the construction of the agricultural community learning centers based-on the philosophy of Sufficiency Economy in the village. This approach is consistent with the notices of chief executive of Lamphaya sub district administrative organization, who said that the driving of the philosophy of Sufficient Economy in Lamphaya district, is also unsuccessful for the community as a whole, particularly farmers do not pay any attention to this concept. The reasons may be the lack of understanding in the philosophy of Sufficiency Economy, the unseen of the concrete benefits of the practices based on this philosophy, the lack of prototypes or samples of success etc. Therefore, agricultural community learning center based on the Sufficiency Economy philosophy in Lamphaya district should be one of the suitable ways to provide knowledge and agricultural practices based on the philosophy of Sufficiency Economy (Narongsak

Lertsithiphan, chief executive of the sub district administrative organization, interview, May 12<sup>th</sup>, 2009).

For this reason, it is importance to do a research entitle. "Enhancing communication roles of the agricultural community learning centre: a case of Lamphaya District, Thailand to study 1) the present and desirable communication roles of the agricultural community learning centre in Lamphaya district, in providing the concept of the Philosophy of Sufficiency Economy in doing agricultural activities, and 2) to provide the appropriate and practical guidelines to improve the agricultural community learning centre's communication roles in promoting the concept of doing agricultural activities based on the Philosophy of Sufficiency Economy as required by farmers and community people of Lamphaya district, Thailand. The research result is to develop communication roles of the agricultural community learning centre in launching the more concrete promotional campaign in providing agricultural knowledge and practices based on the philosophy of Sufficiency Economy to farmers in the area and to transfer the knowledge obtained to all agricultural community learning centers that can contribute to the changing ways of doing agricultural practices for farmers and the way of life of Thai people in the future.

## **Research Objectives**

- 1) To study the present and desirable communication roles of the agricultural community learning centre in Lamphaya district, Thailand, in providing the concept of the Philosophy of Sufficiency Economy in doing agricultural activities,
- 2) To provide the suitable and practical guidelines to improve the agricultural community learning centre's communication roles in promoting the concept of doing agricultural activities based on the Philosophy of Sufficiency Economy as required by farmers and community people of Lamphaya district, Thailand.

## **Literature Review**

### ***Sufficiency economy philosophy***

“**Sufficiency Economy**” is a philosophy bestowed by His Majesty King Bhumibol Adulyadej to thai people through royal pronouncements made on many occasions over the past three decades. The philosophy provides guidance on appropriate conduct covering numerous aspects of life. After the economic crisis in 1997, His Majesty reiterated and expanded on the concept of “Sufficiency Economy” in further remarks made in December 1997 and again in December 1998. The philosophy points the way to recovery that will lead to a more resilient and sustainable economy, better able to meet the challenges arising from globalization and other changes. (Wibulswasdi, Piboolsravut, and Pootrakool, 2010)

“**Sufficiency**” means moderation, reasonableness, and the need for self-immunity to gain sufficient protection from impacts arising from internal and external changes.

“Sufficiency Economy” is an approach to life and conduct which is applicable at every level from the individual through the family and community to the management and development of the nation. (Wibulswasdi, et al, 2010)

Sufficiency Economy Philosophy, or SEP, consists of four statements. (Wibulswasdi, et al, 2010) as follows:

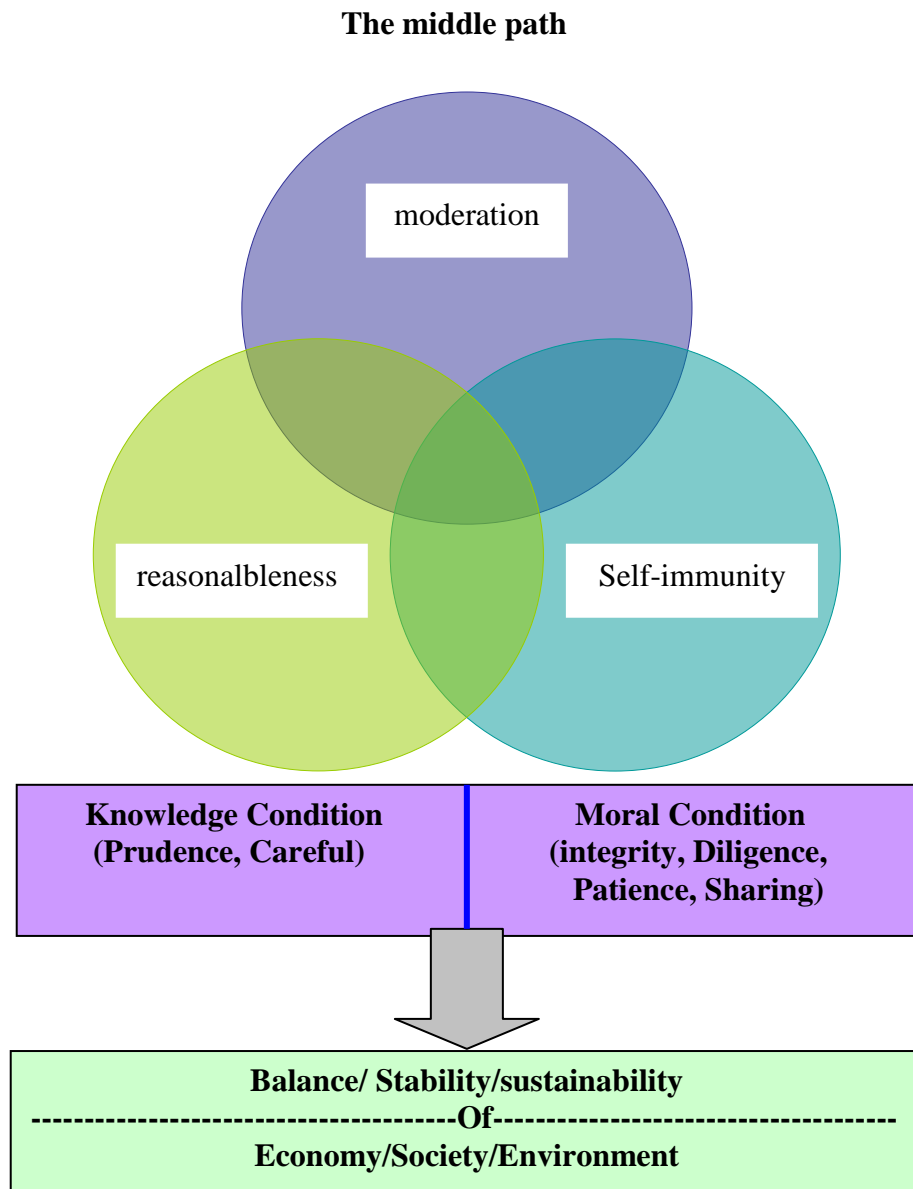
The first statement asserts that the philosophy can be applied at all levels of the economy and society: the individual, family, community, and at the organizational and national level. It stresses a middle path, especially in developing the economy to keep up with the world in the era of globalization.

The second statement introduces the concept of the middle path. In other words, we should try to avoid extreme thoughts, behaviors, and actions. The philosophy specifically urges the acceptance of the forces of globalization and using knowledge to harness the good forces and mitigate the bad forces. Sufficiency has three components: moderation; reasonableness; and the need for built-in resilience against the risks which arise from internal or external change. In addition, the application of theories in planning and implementation requires great care and good judgment at every step.

The third statement introduces the three core elements of SEP: moderation, reasonableness and built-in resilience in the face of changes. At the same time, all members of the nation – especially public officials, academics, and business people – need to develop their commitment to the importance of knowledge, integrity, and honesty, and to conduct their lives with perseverance, tolerance, wisdom, and insight, so that the country has the strength and balance to respond to the rapid and widespread changes in economy, society, environment, and culture in the world.

The fourth statement emphasizes the two conditions under which the Philosophy will work best: First, if it is based on the application of appropriate knowledge. Second, if it is enhanced by genuine values, namely honesty, perseverance, tolerance, and the desire to share with others – especially those less privileged than ourselves.

This SEP concept can be expressed graphically, featuring the three interlocking core elements (moderation, reasonableness, and self-immunity) with the two conditions (appropriate knowledge and ethics & virtues), as shown in picture1



**Picture 1** show the summary of the Sufficiency Economy ((Wibulswasdi, et al, 2010)

## **Research Methodology**

Research methods to obtain the answers of the research questions were mixed methodology; qualitative and quantitative research. The tools to collect qualitative data comprised 1) observation and informal conversation with farmers using observation and informal conversation forms, 2) in-depth interviews technique using semi-standard interview protocols and documentary analysis form, and 3) community focus group using outline of questions and documentary analysis form. The tool to collect quantitative data was questionnaire survey. The details were as follows

### ***Method***

#### **1. The qualitative research methodology**

1.1 The population and samples of observation were comprised of two groups: 1) the agricultural community learning center, and 2) the users, operators and supporters of the learning centre as follows:

1.1.1 The populations of the community learning center in Lamphaya district include the learning centre that are operated by the community people, community organization and school. The purposive sampling was brought to select the samples complied with the research criteria which is the agricultural learning centre based on the philosophy of Sufficiency Economy. However, the field observation showed that Lamphaya district has only one agricultural learning centre that is complied with the criteria which is Sathapornvittaya school-based community learning center based on the philosophy of Sufficiency Economy. Therefore, there was only one sample: Sathapornvittaya school-based agricultural learning center.

1.1.2 The populations of the people are comprised of persons who used, operated and supported the Sathapornvittaya school-based agricultural community learning centre in Lamphaya district. The purposive sampling was brought to select the samples. The samples can be divided into 2 groups: 1) persons living in the area who used and operate the Sathapornvittaya school-based community learning center comprised the representatives of farmers and the representatives of community people using the learning centre, together with the representative of teachers, and youth farmers operating the learning centre, and 2) government agencies, partners and supporters of the learning center that help running the learning centre comprised the representatives of the subdistrict administrative organization (SAO); chief executive of the SAO, chief administrator of the SAO, the representative of the community development organization; Lamphaya community development officer, the representatives of Banglanae agricultural extension office; Lamphaya agricultural extension officer, the representatives of village leaders and their assistants and the representatives of the community organization. The observation was aimed to find out their participation and support to the learning centre.

The researchers used participant observation and small talk with these 2 sampling groups. The researchers observed the community context and the Sathapornvittaya community learning center, participated the annual meeting of the young farmers, participated the administrative and staff meeting of the learning centre to collect data and to gain all parties' viewpoints that can help develop the management of the learning centre and the

idea that subdistrict administrative organization, (SAO) and community organization can brought to drive the project of the philosophy of Sufficiency Economy in the future.

To collect data from the sources as said above, the author contacted and ask for their favor to help go survey and observe the Sathapornvittaya school-based agricultural community learning centre, and record data involved. After that , the record data was transcribed in order to design semi-structured interview protocols for an in-depth interview, develop the questionnaire, and discuss of research finding in the next step.

1.2 The populations for in-depth interviews were comprised into 2 groups: 1) persons living in the area who used and operated the Sathapornvittaya school-based agricultural community learning center and 2) officers of the government agencies, partners and supporters of the learning center that help running the learning centre. The purposive samples were brought to select 15 key informants. The first group was comprised of 4 key informants ; a representative of community people, two farmers and a teacher who operated the learning centre, while the second group was comprised of 11 persons of the organization and parties involved; chief executive of the SAO and Lamphaya community development officer, together with 9 village leaders or their assistants.

To collect data from these 15 key informants, the researchers contacted them by telephone and make them the appointments to interview, asked them a permission to take photos, recorded video and audio files. After that, the researchers transcribed the tape and analyzed data with the common theme analysis technique to see the consistency of their answers. The final results then was brought to create and develop questionnaires and to discuss the research finding in the next step.

1.3 The populations and samples for community forum. The researchers asked for a permission of the school director to use Sathapornvittaya school meeting room as forum place. Then the researchers asked for a favor to 11 village leaders to help coordinate the representatives of two major groups including 1) representatives of farmers, community people living in each villages and the founders of Sathapornvittaya school-based agricultural community learning center and 2) the representatives of the public organization, parties and agency supporting Sathapornvittaya school-based agricultural community learning center. There were 21 persons willing to attend the forum. The researchers conducted the meeting by present the findings gained from observation, interview and questionnaires survey, raised some questions and open the chance for community people to give some comments together with their viewpoints and recommendations to the development of communication roles of the Sathapornvittaya school-based community learning center. The data collecting tools were comprised of the note-taking of any comments obtained from the community forum, recording audio and videotapes and photo-taking the atmosphere of the community forum from the start to finish in order to have a complete data for further analysis. Then the researchers transcribed the tapes and analyzed data with the common theme analysis technique to see the consistency of their opinions. The final results then was brought to summarize the guidelines to develop communication roles of the learning center and to discuss the research results in the next step.

## **2. The quantitative research methodology**

The researchers used a questionnaire survey research developed from the data obtained in the field observations and in-depth interviews of 15 key informants as a tool to collect data from the respondents. The volunteer sampling that was the suitable method in the case of non exact population frame, were brought to find out farmers and community people living in 11 villages of Lamphaya district who were willing to be samples. The researchers asked the 11 village leaders to distribute and collect 350 questionnaires from the volunteer respondents. The 286 complete questionnaires were obtained from the village leaders. The return rates were 81.71 percent. The questionnaires were comprised of rating scaled questions: 28 items for current and desirable communication roles of the Sathapornvittaya school-based agricultural community learning centre and 66 items for the guidelines to develop its suitable and practical communication roles

The researchers investigated the content validity of the questionnaire by consulting the committees of the Sathapornvittaya school-based agricultural community learning center for the accuracy of the content, the coverage of the items to gain for the answers of research purposes, and the appropriate of language used. Then the revised version were brought to check for its reliability or the internal consistency using the formula Cronbach Alpha. by trial them with 30 farmers and community people in Lamphaya. The reliability coefficient in each segments were as follows: the current communication roles of the learning center were 0.9826, the desirable communication role of the learning center were 0.9831, the suitable guidelines for the development of communication role of the learning center are 0.9920, and the practical guidelines for the development of the communication roles of the learning centers were 0.9898. This meant that the questionnaires were appropriate for data collecting.

To collect questionnaires from the farmers and community people who were willing to be respondents, the researchers contacted and made an appointment with 11 village leaders, brought them questionnaires, described the elements and items in order that they could explained the respondents before doing questionnaires. Then the researchers asked them a favor to distribute, collect and bring all questionnaires back to us after two weeks of distribution.

The quantitative data analysis obtained by the questionnaire were analyzed with descriptive statistics; mean and standard deviation together with paired t-test inferential statistics. The mean and standard deviation was brought to describe the level of agreement on questionnaire items with five-levels of rating scales: 1) present and desirable communication roles of Sathapornvittaya school-based agricultural community learning centre and 2) suitable and practical guidelines of its communication roles, the researchers used the criteria proposed by (Kannasuttra, 1994:77) The criteria to describe the level of their attitude are as follows; 4:51 to 5:00. mean the maximum level, 2:51 to 3:50 mean much level, 3:51 to 4:50 mean the average level , 1.51 to 2.50 mean little level, 1.00 to 1.50 mean the minimum level. After that, the pair-t-tests was brought to test each pair of the mean differences of the respondents' opinion between the present and desirable communication roles and the suitable and practical guidelines of its communication roles of the Sathapornvittaya school-based agricultural community learning center



## Results

The findings presented here is divided into two parts: 1) the present and desirable communication role of Sathapornvittaya school-based agricultural community learning centre and 2) the suitable and practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center to convey the philosophy of Sufficiency Economy to Lamphaya community, Banglane district, Nakhonpathom province, according to their needs.

### **1. The present and desirable communication roles of the Sathapornvittaya school-based agricultural community learning centre**

The analysis of mean and standard deviation in each 28 items of present communication roles of Sathapornvittaya school-based agricultural community learning centre identified that the respondents agreed on the whole of 28 present communication roles at a moderate level (mean = 3.42). The tops three items of the communication roles that the respondents agreed with are at the following orders: 1) being a learning source and place for the practice of agriculture based on the concept of the philosophy of Sufficiency Economy for the youth farmers that can cause a collaborative learning and the unity among them all (mean = 3.42), 2) being a study visit place of the agricultural practices based on the philosophy of Sufficiency Economy (mean = 3.38) and 3) being a place for transfer the knowledge needed by farmers, youth farmers and general publics both inside and outside the learning center, such as the demonstration of the organic farm, organic fertilizer. (mean = 3.37) The items that were agreed at the minimum level is the invitation of external specialists to give knowledge of agricultural practices based on the “philosophy” of Sufficiency Economy to the youth farmers and the interested farmers (mean = 3.15) However, when considering the 11 groups of present communication roles, data showed that the samples agreed with the tenth and eleventh groups of communication roles at the highest mean scores; being the learning source of the youth farmers and place of learning for the subject involved ,and knowledge transfer of how to do agricultural activities based on the philosophy of Sufficiency Economy from generation to generation (mean = 3.33), while, the groups that had the least mean scores is the efficiently update or solve the agricultural problems based on the philosophy of Sufficiency Economy. (mean = 3.21).

The analysis of mean and standard deviation in each items of desirable communication roles proposed in the research identified that the respondents were agreed with the whole 28 items of communication roles of Sathapornvittaya school-based agricultural community learning center at a much level (mean = 3.83). The tops three items of the desirable communication roles that the respondents were agreed with are the following: 1) knowledge transfer of agriculture from generation to generation by senior and successful youth farmers (mean = 3.92), 2) Being as a media to present of how to do the agricultural practices based-on the philosophy of Sufficiency Economy comprehensively and easily at every stages of the processes; farming preparation, planting, fertilizing, harvesting, processing and distributing of goods (mean = 3.91) and 3) a knowledge transfer of the production of organic fertilizers to farmers and other interested parties both inside and outside the learning center with the same mean scores (mean = 3.91). The items that were agreed at the minimum level is the annual meeting of youth farmers at

least once a year in order to summarize the operation results of Sathapornvittaya school-based agricultural community learning centre (mean = 3.72) However, when considering the groups of its desirable communication roles, data showed that the samples agreed with the third group of communication roles at the highest mean scores; to act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy. (mean = 3.86), followed by fifth roles; to strengthen and develop of farmers knowledge of farming based on the philosophy of Sufficiency Economy (mean = 3.85), and the seventh roles; to be the agricultural community learning center that opens for community to participate in every aspects whether in the roles of planner of media use, content, presentation format, or the roles of actors and developers etc, as possible.( mean = 3.85). The groups of desirable communication role that had the least mean scores is the fourth group; efficiently update or solve the agricultural problems based on the philosophy of Sufficiency Economy. (mean = 3.21).

The analysis of the mean difference between the 28 present and desirable communication roles of Sathapornvittaya school-based agricultural community learning center with paired-samples t- test showed that the mean scores of its present communication roles were statistically different from the mean scores of its desirable communication roles at the .05 level in each pairs. Moreover, the data shows that mean scores of its present communication roles were lower than mean scores of its desirable communication roles in all items. This means that all 28 present communication roles should be reinforced more.

It's consistent with the results as said above, the analysis of the mean difference between the 11 groups of present and desirable communication roles of Sathapornvittaya school-based agricultural community learning center with paired-samples t- test showed that the mean scores of all 11 groups of its present communication roles were statistically different from mean scores of its desirable communication roles at the .05 level in each pairs. Moreover, the data shows that mean scores of its present communication roles were lower than the mean scores of its desirable communication roles in all items. This means that all 11 groups of desirable communication roles proposed in the research were approved and should be promoted as shown in Table 1.

**Table 1 shows the analysis results of the mean differences between the present and desirable communication roles of Sathapornvittaya school-based agricultural community learning center with pair t-test**

	Communication roles of Sathapornvittaya school-based agricultural community learning centre	Present comm. Roles		Desirable comm. roles		t	P
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	Provide knowledge, idea, beliefs culture, wisdom, and the traditional way of farmers in doing agricultural activities based on the philosophy. of sufficient economy	3.25	.811	3.80	.869	-11.963	.000
2	Create sense of the "sufficient			3.76	.955	-8.995	.000

	economy” community to farmers and parties involved	3.28	.953				
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**Table 1 (continue)**

	<b>Communication roles of Sathapornvittaya school-based agricultural community learning centre</b>	<b>Present comm. Roles</b>		<b>Desirable comm. roles</b>		<b>t</b>	<b>P</b>
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
3	Act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy	3.30	.931	3.86	.854	-10.730	.000
4	Efficiently update or solve the agricultural problems based on the philosophy of Sufficient Economy	3.21	.875	3.21	.875	-13.336	.000
5	Strengthen and develop of farmers knowledge of farming based on the philosophy of the sufficient economy	3.27	.928	3.85	.8465	-12.092	.000
6	Being a medium that lamphaya community can easily access at any time, together with being a medium to provide contents that are easily understood , interesting, noticeable, and ear liking	3.24	.921	3.24	.922	-12.786	.000
7	Being the community learning center that opens for community to participate in every aspects whether in the roles of planner of media use, content, presentation format, or the roles of actors and developers etc, as possible	3.24	.934	3.85	.865	-8.708	.000
8	Transmit of knowledge and being a place for community to exchange their idea , knowledge and experience of farming in accordance with the philosophy of Sufficient Economy	3.23	.959	3.78	.823	-10.276	.000
9	Being the role model or prototype of doing agricultural activities base d on the philosophy of Sufficient Economy	3.31	.880	3.83	.838	-12.428	.000
10	Being the learning source of the youth farmers and place of learning for the subject involved	3.33	.887	3.83	.865	-11.523	.000
11	Knowledge transfer of how to do the agricultural activities based on the philosophy of Sufficient Economy from generation to generation	3.33	.901	3.83	.840	-10.868	.000

## **2. The suitable and practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center**

The analysis of mean and standard deviation of the 66 suitable guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center proposed in the research concluded that the respondents agreed on the whole 66 items at a moderate level (mean = 3.37). The top three items of the communication roles that the respondents agreed with are the following: 1) providing of the training and demonstration activities to educate farmers and youth farmers according to their needs (mean = 3.59), 2) providing of the farming courses based on the philosophy of Sufficiency Economy in the curriculum (mean = 3.52), and 3) promoting the contest or exhibition that show an agricultural farming creativity based on the philosophy of Sufficiency Economy to pride the farmers, youth farmers and all followers (mean = 3.51). The items that were agreed at the minimum level is the design of public relations website to release update information about doing agricultural practices based on the philosophy of Sufficiency Economy (mean = 3.20. ) However, when considering the groups of suitable communication roles, data showed that the samples agreed with the tenth group of communication roles at the highest mean scores; being a learning resources of the youth farmers and youth studying in the subjects related (mean = 3.46), followed by the ninth and the fifth role that had the same mean scores; strengthening and developing of farmers's knowledge in farming based on the philosophy of the Sufficiency Economy and being the role model or prototype of doing agricultural activities based on the philosophy of Sufficiency Economy (mean = 3.39), while, the groups that had the least mean scores is the third group: act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy. (mean = 3.29)

The analysis of mean and standard deviation of the 66 practical guidelines for the development of communication roles proposed in the research identified that the respondents agreed on the whole 66 items of practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center at a much level (mean = 3.62 ). The top three items of the practical guidelines for the development of communication roles that the respondents agreed with are the following: 1) use Sathapornvittaya school-based agricultural community learning center as a medium to launch a campaign to promote the ways of doing agricultural practices and living based-on the philosophy of Sufficiency Economy (mean = 3.77), 2) design the database of the wisdoms of doing agricultural activities in Lamphaya district; farming, cultivation of fruits and vegetables, livestock and fishery and then distribute these wisdom knowledge to farmers, youth farmers and other interested parties (mean = 3.74), and 3) the distribution of the scholars and expertises in an area of agriculture in order that anyone can study and learn from their experiences and wisdoms of doing agricultural activities (mean = 3.73). The items that were agreed at the minimum level is to design a manual for farming based-on the philosophy of Sufficiency Economy (mean = 3.47)

However, when considering 11 groups of the practical guidelines for the development of its communication roles, data showed that the first group has highest mean scores;

providing of knowledge, idea, beliefs culture, wisdom, and the traditional way of farmers in doing agricultural activities based on the philosophy of Sufficiency Economy (mean = 3.70), followed by the seventh communication roles; being the agricultural community learning center that opens for community to participate in every aspects whether in the roles of planner of media use, content, presentation format, or the roles of actors and developers etc, as possible. (mean = 3.67), and the sixth communication roles; being a medium that lamphaya community can easily access at any time, together with being a medium to provide contents that are easily understood , interesting, noticeable, and ear liking (mean = 3.66) The groups of the practical guidelines for the development of its communication roles that had the least mean scores is the eleven group; knowledge transfer of how to do the agricultural activities based on the philosophy of Sufficiency Economy from generation to generation (mean = 3.58).

The analysis of the mean difference between 66 pairs of the suitable and practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center with paired-samples t- test showed that the mean scores of all these 66 pairs is statistically different at .05 level. Moreover, the data shows that mean scores of the suitable guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center are lower than the practical guidelines in each 66 pairs. This means that all 66 guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning centre proposed in the research are practical.

It's consistent with the results as said above, the analysis of the mean difference between the 11 groups of suitable and practical communication roles of Sathapornvittaya school-based agricultural community learning center with paired-samples t- test showed that the mean scores of all 11 groups of its suitable communication roles were statistically different from mean scores of its practical communication roles at the .05 level in each pairs. However, the data shows that mean scores of its suitable communication roles were lower than the mean scores of its practical communication roles in each pairs. This means that all 11 groups of the practical guidelines for development of its communication roles proposed in the research were approved as shown in Table 2

**Table 2 shows the analysis results of the mean differences between the suitable and practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center with pair t-test**

	Communication roles of the agricultural community learning centre	suitable comm. roles		practical comm. Roles		t	p
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	Provide knowledge, idea, beliefs culture, wisdom, and the traditional way of farmers in doing agricultural activities based on the philosophy. of sufficient economy	3.40	.825	3.70	.8135	-7.166	.000
2	Create sense of the “sufficient	3.35	.751	3.60	.806	-5.413	.000

	economy” community to farmers and parties involved						
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	Communication roles of the agricultural community learning centre	suitable comm. roles		practical comm. Roles		t	p
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
3	Act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy	3.29	.847	3.61	.809	-6.394	.000
4	Efficiently update or solve the agricultural problems based on the philosophy of Sufficient Economy	3.35	.8176	3.59	.825	-4.963	.000
5	Strengthen and develop of farmers knowledge of farming based on the philosophy of the sufficient economy	3.39	.8619	3.62	.8185	-4.401	.000
6	Being a medium that lamphaya community can easily access at any time, together with being a medium to provide contents that are easily understood , interesting, noticeable, and ear liking	3.36	1.026	3.66	.829	-4.903	.000
7	Being the community learning center that opens for community to participate in every aspects whether in the roles of planner of media use, content, presentation format, or the roles of actors and developers etc, as possible	3.35	.780	3.67	.8546	-6.560	.000
8	Transmit of knowledge and being a place for community to exchange their idea , knowledge and experience of farming in accordance with the philosophy of Sufficient Economy	3.35	.760	3.61	.833	-5.688	.000
9	Being the role model or prototype of doing agricultural activities base d on the philosophy of Sufficient Economy	3.39	.7845	3.59	.824	-4.159	.000
10	Being the learning source of the youth farmers and place of learning for the subject involved	3.46	.8837	3.61	.778	-2.668	.008
11	Knowledge transfer of how to do the agricultural activities based on the philosophy of Sufficient Economy from generation to generation	3.38	.826	3.58	.785	-4.138	.000

## Research Discussion

The discussion of the research results will be divided into two sections: 1) the present and desirable communication roles of Sathapornvittaya school-based agricultural community learning center based on the philosophy of the Sufficiency Economy and 2) the suitable and practical guidelines of the development of communication roles of Sathapornvittaya school-based community learning centers based on the philosophy of the Sufficiency Economy. The details of discussion are shown respectively.

### **1. The present and desirable communication roles of Sathapornvittaya school-based agricultural community learning centre**

Finding of the research results showed that the respondents were agreed with the present communication roles of Sathapornvittaya school-based agricultural community learning centre at a moderate level (mean = 3.42). The group of communication roles that had the highest mean scores is being the learning source of the youth farmers and place of learning for the subject involved, and knowledge transfer of how to do the agricultural practices based on the philosophy of Sufficiency Economy from generation to generation (mean = 3.33). This finding can be explained that almost of farmers in Lamphaya district nowadays are 40 years olds up, so it is hard to change their behaviors and the ways of doing agricultural activities though most of them perceive the benefits of the philosophy. Therefore, if the philosophy of Sufficiency Economy is continuously transferred to the youth farmers and student from generation to new generation, it can be easily and sustainably brought in to practices.

For the desirable communication roles proposed in the research, the results showed that the respondents were agreed with them all at a much level (mean = 3.83). The groups of desirable communication roles that had the highest mean scores is to act as the centre or service provider of agricultural technology, information and knowledge of doing agricultural activities based on the philosophy of Sufficiency Economy (mean = 3.86). This finding can be explained that farmers nowadays lack of information sources for studying and learning of the update agricultural information so they firstly depend on community leaders as personal media to provide for update information, however, the personal media themselves can't serve their needs for the reason of rapid change of information so they expect for the action of the agricultural learning center.

However, the groups of suitable and desirable communication role that had the same least mean scores is that the agricultural learning center should efficiently update or solve the agricultural problems based on the philosophy of Sufficiency Economy (mean = 3.21) may be explained that farmers and parties involved are never trial on using the philosophy of Sufficiency Economy in all processes of farming so they can't think of the upcoming problems, then the communication role is rated at the least mean scores as such.

Findings above are consistent with the data derived from the observations, in-depth interviews and community forum that proposed the same viewpoints that Sathapornvittaya school-based agricultural community learning center should be the place

for training the philosophy of Sufficiency Economy as well as the learning resources for doing agricultural activities and living based on the philosophy of Sufficiency Economy for farmers, youth farmers, Lamphaya community people and publics. It should start with design of the courses to provide a deeply understanding of the philosophy of Sufficiency Economy to students and youth farmers in lamphaya district so that they can apply the knowledge into practices concretely, communicate this idea to their families, and help transfer the philosophy to young generations in the future. Then the next targets that should be slowly be trained are the farmers and people in the community who are really interested in the philosophy of Sufficiency Economy. Moreover, the finding is consistent with the study of (Sotethum, 2007) which identified that the input factor: the concrete demonstration had the highest-level scores of assessment by samples, whereas the process factor which is the explanation and knowledge transfer of the philosophy of the Sufficiency Economy had a highest-level score of assessment.

For the finding of the analysis of the mean difference between the 11 groups of present and desirable communication roles of Sathapornvittaya school-based agricultural community learning center with paired-samples t- test showed that the mean scores of all 11 groups of its present communication roles were statistically different from mean scores of its desirable communication roles at the .05 level in each pairs. Moreover, the data showed that mean scores of the 11 groups of present communication roles were lower than mean scores of its desirable communication roles in all items. This means that all 11 desirable communication roles that were proposed in the research should be enhanced and taken concrete action by public agencies and all parties involved.

The results as said can be explained with the psychological aspect that it's the nature of human being who always expect to see a much better change or a better future. Therefore, the founders, public agencies, teachers, youth farmers and parties involved should pay more attention to the mobilizing of the concept of the philosophy of Sufficiency Economy and continuously launching the campaign to their target groups, especially for farmers and community.

## **2. The suitable and practical guidelines for the development of communication roles of Sathapornvittaya school-based agricultural community learning center**

Finding of the research results of the top three groups of the suitable guidelines for the communication roles of Sathapornvittaya school-based agricultural community learning centre that were agreed by the respondents are being a learning resources of the youth farmers and student in the subjects related (mean = 3.46), followed by the fifth and ninth roles that had the same mean scores; strengthening and developing of farmers knowledge of farming based on the philosophy of Sufficiency Economy and being the role model or prototype of doing agricultural activities based on the philosophy of Sufficient Economy (mean = 3.39) The item that has highest mean scores is consistent with that of the suitable communication roles. This finding can be explained as said in the passed discussion that almost of farmers in Lamphaya district nowadays are 40 years olds up, so it is hard to change their behaviors and the ways of doing agricultural activities though most of them perceive the benefits of the philosophy. Therefore, if the philosophy of Sufficiency Economy is continuously transferred to the youth farmers and student, it can easily and sustainably bring into practices.



The top three groups of its practical communication roles that were agreed by the respondents are being the place to express of knowledge, thought, belief, cultural ways of farming of Lamphaya community in accordance with the philosophy of Sufficiency Economy (mean = 3.70), followed by being the agricultural community learning center that opens for community to participate in every aspects whether in the roles of planner of media use, content, presentation format, or the roles of actors and developers etc, as possible. (mean = 3.67), and being a medium that lamphaya community can easily access at any time, together with being a medium to provide contents that are easily understood, interesting, noticeable, and ear liking (mean = 3.66) This findings are consistent with Tanawatserree (2007) that studied the Management and communication strategy to mobilize the philosophy of Sufficient Economy of the public committee and found that communication strategies that were used for target people are providing the information to create understanding of the philosophy of Sufficient Economy, using of various media and activities, presenting of concrete examples together with making a participatory communication among publics involved.

For the finding of the analysis of the mean difference between the 11 groups of suitable and practical guidelines of the communication roles of Sathapornvittaya agricultural learning center with paired-samples t- test showed that the mean scores of each pairs were statistically different at the .05 level. Moreover, the data showed that mean scores of its 11 groups of suitable communication roles were lower than those of practical communication roles in each pairs. This means that all 11 groups of guidelines for the development of communication roles to promote the philosophy of Sufficiency Economy to farmers and community people that were proposed in the research are practical. The results can be explained that the respondents agree that the guidelines offered should bring into practice for a long time ago and can easily do because of the readiness of the community and school resources together with the intentions of the founders, the committees of the agricultural community learning centre and the youth farmers. Moreover, they have seen the concrete sample of the Bang-rakam community learning center that is located nearby. However, the reason that the suitable guidelines are lower than the practical ones may be that the offered guidelines are new and different from the ways of life of community so farmers and parties involved aren't sure if it will be suitable for their contexts or not.

## **Conclusion and recommendations**

The research results shows that Sathapornvittaya school-based agricultural community learning center is still need to build a community participation in order to get their supports in many aspects together with the development of its communications systems and public relations management to provide the concrete information and activities to internal community and general publics continuously. Moreover, it should act as the center of update agricultural information and technology, the center of learning and sharing of interesting knowledge of farming and living based on the philosophy of Sufficient Economy. The proactive roles as said will make value-add to the community learning center itself. Moreover, these will persuade farmers, youth farmers and community people to use it as a community learning resources, and concretely apply of the philosophy of Sufficient Economy in doing agricultural activities and daily life that

can solve agricultural problems in Lamphaya district while developing the quality of life of farmers, community members and general publics in the future.

In addition, to achieve in building an awareness and mobilizing of the philosophy of the Sufficiency Economy, Sathapornvittaya school-based agricultural community learning center should also focus on the communication roles as follows: being a primary source of learning for youth farmers and students studying an agriculture subjects, being a knowledge provider of farming based on the philosophy of Sufficiency Economy from generation to generation, and being a knowledge transfer of farming and living based on the philosophy of Sufficient Economy to farmers and community people. Moreover, the community learning center should disseminate of the correct knowledge in the use of chemicals and fertilizer, demonstrate of how to produce use of organic fertilizer and biological materials correctly in every steps of farming process in order to reduce the most of expenditures in purchasing of chemical fertilizers and insect killers continuously and concretely. However, the demonstrate should be clearly with a concrete samples that farmers and community members can easily and actually understand and apply in order that it can helps indeed solving all of the agricultural problems in Lamphaya. In addition, Sathapornvittaya school-based agricultural community learning center should concentrate on the order of the learning-bases and activities that are related to the understanding of farming based-on the philosophy of Sufficiency Economy, and focus on being the center of demonstration, and model of farming and living based-on the philosophy of Sufficiency Economy in order to create understanding, insight knowledge and trust of farmers, community people and general publics.

## **Suggestions for future research**

The results leads to the issue of research problems that are still be the gaps especially for the patterns and processes of creating participatory communication between the agricultural community learning center, farmers and parties involved, together with network building among the school-based agricultural community learning centers in Nakhonpathom province to ensure the efficiency and effectiveness in mobilizing the concept of the philosophy of Sufficient Economy in doing agriculture activities to farmers, community people and youth farmers who is actually the key targets to implement the philosophy of Sufficiency Economy.

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