

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

In the past, Thailand has been an agricultural country and most of population was in the agricultural sector. They have lived a self-sufficient lifestyle and slowly developing continually for many decades. In 1957, Thailand expanded into trading so-called “Accelerated Development Era.” We have put the first National Economic Development Plan to practice as the guideline for national development from 1961. The plan gave out the accelerated development policy by which investment expansion and economic infrastructure creation, especially road and dam for expanding agriculture area. Meanwhile, the international agriculture markets also rapidly expanded due to the government capitalist policies (Punpietrat, 2006). Result in rapidly increased average income of the population. However, the average income in the agriculture section grew at a slower rate. Thus, the farmers’ income became lower than other occupations, because the income did not match with their expenditures for living and production, causing the poverty and indebtedness of the farmers. (Jarupong *et al.*, 2000)

For the past decade, His Majesty King Bhumibol has given the guideline to the Thai people to overcome the problems, so-called ‘*Sufficiency Economy Philosophy*’

(SEP). It was first included in the Ninth National Economic and Social Development Plan (2002-2006) as a principle for national development. HM the King's SEP is one of many choices that can be used as guidance for developing the country. The sufficiency economy is a philosophy that encourages people from every walk of life. In which they can follow the middle path that leads to the balance of their life, such as food sufficiency without indebtedness. The Office of the National Economic and Social Department Board of Thailand has included the SEP in the Tenth National Economic and Social Development Plan (2007-2011). The aim is to overcome the problems faced by all sectors in the country. As a result, the agricultural sector has to put this policy into practice. The Sufficiency Economy Philosophy was applied extensively in agriculture sectors called "A New Theory of Agriculture." This application was especially for Thai populations who were farmers that live in poverty and had an unpleasant life.

The SEP is believed to be the farmers' way of life enabling the farmers to eradicate poverty. Therefore to disseminate this Philosophy to farmers, but they could not understand clearly the philosophy, this led them unable to implement the philosophy and apply in their daily lives. It is clear that the farmers could not follow the government policy regarding the SEP during the Ninth Plan (2002-2006) because they cannot adopt it properly. According to a recent survey on the public understanding of SEP, it was found that they were roughly two groups of people: The first group, comprehensively understand and able to apply the SEP in their daily lives and those who did not understand this philosophy as they received inaccurate information (University, 2004). Moreover, on 4 December 1998, His Majesty King

Bhumibol said to his people in his birthday ceremony at Sala Dusidalai Suan Jitlada

Dusit Palace about the understanding of SEP as follows:

“...The word “sufficiency economy” does not exist in the text book; there are other words but not this word. My last year speech said that the word Sufficiency Economy is used because there are no other words and also said that the sufficient economy just has to be implemental one in a half or one in a quarter to apply. It is not necessary to implement all and I think this is understandable to all. In last months, there is someone who has applied this SEP for a long time said that this SEP is very good and understands that one in a quarter means one in four parts of the country. The one in a quarter does not mean the area of the country but it means one in a quarter of the practice. This has to be clear because even Ph.D. holder may not understand clearly. After reading again it is clear that the SEP do not need to implement all the principle, only one in a half or one a quarter enough. In addition, it is not possible to implement all the SEP, therefore to implement one in a quarter is enough and possible to implement. This is what I would like to explain last year...” (Puntasane and staff, 2006: page 42)

“...คำว่าเศรษฐกิจพอเพียงนี้ไม่มีในตำราไม่เคยมีระบบเศรษฐกิจพอเพียง มีอย่างอื่นแต่ไม่ใช่คำนี้ ปีที่แล้วพูดว่า เศรษฐกิจพอเพียงเพราะหากอื่นไม่ได้และได้พูดอย่างหนึ่งว่า เศรษฐกิจพอเพียงนี้ให้ปฏิบัติเพียงครึ่งเดียวคือ ไม่ต้องทั้งหมด หรือแม้จะเศษหนึ่งส่วนสี่ก็พอ ในคราวนั้นเมื่อปีที่แล้วก็นึกว่าเข้าใจกัน แต่เมื่อไม่นานเดือนที่แล้วมีผู้ที่ควรจะรู้เพราะว่าได้ปฏิบัติเกี่ยวกับการพัฒนามาช้านานแล้ว มาบอกว่าเศรษฐกิจพอเพียงนี้ดีมากแล้วก็เข้าใจว่า ปฏิบัติเพียงเศษหนึ่งส่วนสี่ก็พอนั้น หมายความว่า ถ้าทำได้เศษหนึ่งส่วนสี่ของประเทศก็พอนั้น ความหมายของเศรษฐกิจพอเพียง และทำได้เพียงเศษหนึ่งส่วนสี่ก็พอนั้น ไม่ได้แปลว่า เศษหนึ่งส่วนสี่ของพื้นที่ แต่เศษหนึ่งส่วนสี่ของการกระทำ ต้องพูดเข้าใจในเรื่องเลย เพราะหนักใจว่า แม้แต่คนที่เขาคอกเคอร์ก็ไม่ได้เข้าใจอาจจะพูดไม่ชัด แต่เมื่อกลับไปดูที่เขียนจากที่พูด ก็ชัดเจนแล้วว่าควรจะปฏิบัติเศรษฐกิจพอเพียงไม่ต้องทั้งหมด เพียงครึ่งหนึ่งก็ใช้ได้ แม้จะเป็นเศษหนึ่งส่วนสี่ก็พอ หมายความว่าวิธีปฏิบัติเศรษฐกิจพอเพียงนั้น ไม่ต้องทำทั้งหมด และขอเพิ่มเติมว่าถ้าทำทั้งหมดก็จะทำไม่ได้ ฉะนั้นจึงพูดว่าเศรษฐกิจพอเพียงปฏิบัติเศษหนึ่งส่วนสี่ก็พอและทำได้ อันนี้เป็นข้อหนึ่งที่จะอธิบายคำพูดที่พูดมาเมื่อปีที่แล้ว...” (อภิชัย พันธเสน และคณะ, 2549: หน้า 42)

Therefore, it is noticed that the SEP and HM's have put emphasis that implementing all the SEP especially when apply to agriculture are not possible. There is an application example in agriculture called “A New Theory of Agriculture.” Nevertheless, this theory does not mean that every farmer must apply the SEP as a guideline of daily lives. The degree of sufficiency of each person is different. Farmers

should apply the SEP for their suitability by using the SEP principle of three components that consist of moderation, reasonableness and self immunity. These combine with two underlying conditions that consist of knowledge and morality to apply as suitable for each person.

The most important sustainable development method for the farmers is to develop a learning process of farmers in understanding SEP, capability of application objectively and capable of self-problems solving. These are supported in learning by the government sector. This research aimed to investigate the components and factors in learning SEP of farmers in order to recognize the guideline in SEP learning management for farmers that is believed as a guideline to solve the livelihood problem of the farmers. It is also analyzed how to convert it into a good practice and reach a good quality of life. The person development report in 2007 by UNDP presented the same suggestion that have been quoted by Piboolsravut (2012) and that SEP has been found are the important philosophy in recovering from poverty and reducing risk in economics of the poor people. The researcher intends to develop a learning model which is to incorporate theories and best practices for adoption of SEP for the farmers in Phitsanulok Province, Thailand.

Phitsanulok is an interesting province in studying SEP learning model of farmers because it is the one of an important province in Thailand. Phitsanulok is the center of lower northern parts of Thailand according to the fifth Economic and social development plan. In the seventh Economic and social development plan, Phitsanulok is assigned as the center of transportation among Indochina regions known as "Indo china intersection" (Jarernmuang, 2004). Though Phitsanulok is Indochina

intersection assigned as special economics zone and is the main town in growing economics, but most of the population is farmers (Jarernmuang, 2004). The geography of Phitsanulok is a flat area. There are two important rivers called Nan River (Big Kwar) and Yom River (Small Kwar). There is about 60.1 % of the area is agricultures are used for growing rice, cassava, sugar cane and soybean (Department of Environmental Quality Promotion, Quoted by Jarernmuang, 2004) and the agricultural is the highest gross products provincials. In 2009, the agricultural products value is 16,141.7 million's Baht (Phitsanulok provincial agricultural and cooperative, 2010). Furthermore, Phitsanulok has the distinct geographical feature that was the diversity of natural because the landscape on the north, east and some of the middle areas were some high mountains, high land and slope to the central. In the west and south of the province were plain and low land that could carry out every field of agricultural such as forestry, plant, fishery and livestock. In the low land near the river at Amphoe Muang, Amphoe Phompiram, Amphoe Bangkratum and Amphoe Bangrakum were the important places for growing rice and produce a main income for Phitsanulok. Therefore, Phitsanulok consisted of variety of farmers that was interesting to do research. Moreover, in Bangrakum sub districts near Yom River was the place for water containers in rainy season and natural fish production that produce income for local people. Phitsanulok also has the provincial developing framework in agricultural strategy on agricultural extension by using SEP. The SEP extension projects for farmers have been processed since the ninth National Economic and Development plan and continuing this project until now (2548- 2554) (Co-operative, 2010). Therefore, it is interesting to study the SEP learning model for farmers in the Phitsanulok Province to be as a guideline in studying the learning model.

Although many researches have studied other learning models, but no obvious research on a learning model of SEP by HM the King (Pantasane, 2006). The SEP were a method of balancing life and were assigned to be the main sustainable development framework for Thailand. If farmers were capable in understanding SEP properly, they were able to apply SEP correctly and attain a better living. Since many people in Thailand did not understand SEP clearly, they were unable to implement SEP in their living. However, every sector of Thailand put effort to search for a good practice of SEP but they have never seen the actual learning model of SEP. Therefore, this study will investigate and develop an appropriate learning model on SEP to help farmers to understand, be able to apply this philosophy, approve for appropriateness and possibility that the developed SEP for farmers were construct validate and fit with empirical data.

1.2 Purpose of the Study

The purpose of this study was to investigate and develop a SEP learning model for farmers in Phitsanulok Province, Thailand. This study also explained the components of the SEP learning model for farmers.

1.3 Research Objective

To achieve the purpose of this study, the following objectives were proposed.

1. To investigate a learning model on SEP to practiced by farmers in the Phitsanulok Province of Thailand.

2. To develop an appropriate learning model on SEP for farmers in Phitsanulok Province of Thailand.

3. To validate the construct, validity a SEP learning model of farmers in Phitsanulok Province of Thailand by using the Confirmation Factor Analysis (CFA) models to test the hypothesis.

1.4 Research Hypothesis

An appropriate and possible SEP learning model for farmers was investigated and developed to confirm construct validity that complies with the empirical data.

1.5 Significant of the Study

1. To describe an appropriate learning model on SEP for farmers in Phitsanulok Province of Thailand.

2. Provide a guideline for government organization and other agency in Phitsanulok Province of Thailand that can disseminate and use the SEP learning model for farmers in the Phitsanulok Province of Thailand.

1.6 The Scope of the Study

The scope of the study was divided into two dimensions that are scope of population and scope of content described as follows:

1.6.1 Scope of Research Populations

The populations in this study are as follows:

1) The number of 1,757 farmers in nine districts participating in SEP project with Phitsanulok Provincial Agricultural Extension Office includes Muang District, Wungtong District, Phrompiram District, Bangrakum District, Bangkratum District, Nakhonthai District, Chartrakan District, Nuanmaprang District and Watboat District.

2) The number of 14 officers and institutes that promote and support SEP to farmers in Phitsanulok includes Phitsanulok Provincial Office of Agricultural and Co-operatives, Phitsanulok Provincial Agricultural Extension, Phitsanulok Provincial Community development, Land Development Regional Office 8, Phitsanulok Provincial Livestock Office, Phitsanulok Provincial Office of the Basic Education Commission, Phitsanulok Provincial Public Health Office, Phitsanulok Provincial Office of the Non-formal and Informal Education, National Broadcasting Services of Thailand, Pibulsongkram Rajabhat University, Rajamangala University of Technology Lanna Phitsanulok campus, Radio Thailand Phitsanulok, the Mass Media Association and Bank of Agriculture and Agricultural Co-operatives.

1.6.2 Scope of Research Content

The scope of this research content relates to investigate and develop a learning model of SEP in Phitsanulok farmers, Thailand. The learning model of SEP would be investigated according to the principle of learning theory, adult learning, innovation acceptance and promotion. These principles are covered the contents according to the components include context and background of farmers, the content of SEP, learning process, component and supporting factors in learning SEP and SEP learning output of farmers in aspect of practice and attitude. Moreover, the learning components are

used to develop SEP learning model and validate to confirm that it was fit to empirical data.

1.7 Definitions of Term

The following terms are applied throughout the study:

1) **The learning of SEP** means the understanding in content of SEP that consists of moderation, reasonableness and self immunity including the conditions of knowledge and morality. The content of SEP in application for farmer according to level 1 of the New Theory of Agriculture was level of individual sufficiency from Ministry of Agriculture and Cooperatives which means the capability in applying SEP to implement the self-reliance agriculture activity including the feeling or attitude that was output from learning process or learning methods in the carry out agriculture of farmers in Phitsanulok, Thailand.

2) **Learning model** means a model that indicates the relationship and influence components to create learning of learner in both practical and attitude.

3) **The SEP learning model** means the model that indicates the components' relationships and influence to farmers' learning that mean the learning output in both practical and attitude for farmers to be good person, intellect, happiness, seek knowledge and long life learning. These components consist of the context and background of farmers, the content of SEP, learning process, the element and factor for learning and learning output in both practical and attitude of farmers in learning SEP into practice.

4) **The SEP learning model** components mean components that effect the SEP learning that consists of factors for a farmer in learning SEP into practice that consisted of the components as follows.

4.1) **The context and background of a farmer on SEP** means component and internal factors of farmer which is the characteristics of a farmer that consists of basic information about socio – economic condition and attitude on SEP of farmers.

4.2) **The SEP learning content** means the understanding of SEP content and characteristics in terms of moderation, reasonableness, and the need for self-immunity mechanisms for sufficient protection from impact arising from internal and external changes (*National Economic and Social Development Board, 1999*). In this research, sufficiency means the understanding of a farmer in terms of moderation, reasonableness and self immunity within 2 underlying condition that is knowledge and morality of farmers in application for the way of living and production guidance in Phitsanulok Province.

4.3) **The SEP learning process** means the process of learning management that emphasis on the farmer receive the objective experience, deliberate on experience, adopt the abstract experience and implementation. This process result in farmers receive knowledge, idea, operational skill and attitude according to stage 1 of the New Theory of Agriculture of individual level from the department of agricultural extension (Jaruping, 2000) which consist of principle of SEP by experience and SEP knowledge management of the farmer.

4.4) **The SEP supporting learning component** means component and external factors of the farmer that are policy, agency, SEP extension officer and mass media which support SEP learning of farmers.

4.5) **The SEP Learning output** mean learning output of the farmer in applies SEP as a guideline in living and agriculture that consist of learning output according to stage 1 of the New Theory of Agriculture from the department of agricultural extension (Jaruping, 2000) and learning output in farmers' attitude for farmers to be good person, intellect and happiness.

5) **Model farmer** means farmer who was selected by the Phitsanulok Provincial Agricultural Extension to be a model of agricultural implementation according to SEP as the district farmers and was called SEP learning center

6) **The experts** means the person who had knowledge and experience that consisted of 1) one expert on adult learning psychology 2) one expert on SEP knowledge 3) three experts from 3 agencies of SEP extension and supporting for farmers.

7) **The construct validity of SEP learning model of farmer** mean the testing of fit and possibility of farmers' learning model investigated and developed to see the degree of fit with the empirical data (actual data in field) by using the confirmatory factor analysis in LISREL Program

1.8 Theoretical Framework

The theoretical framework of this study was based on adult learning (Andragogy) which is informal education. This basic theory leads to the development of the best knowledge extension methods. The sources of information and data were, derived from international journals, books, proceedings of conferences, magazines, newspaper and electronic media etc. to review the theory, knowledge, and empirical data that will be best link between the theory, data and the gap of knowledge.

The research will begin with adult learning theory of Malcolm S. Knowles quote by Merriam (2001) known as the father of adult learning. Then, the diffusion of innovation theory of Rogers (2005) will be studied to understand a pattern of acceptance and dissemination methods to facilitate and improve the farmer' learning. Moreover, the SEP theory is a guideline in the development of the country especially to apply for the farmers in Thailand. The content of the theory was arranged to determine the framework of learning model of farmers and put the SEP content in the component of SEP learning model for farmer. Then, carry out the Confirmatory factor analysis to recognize the SEP learning model for farmer and recommended SEP knowledge extension guidelines for the agencies relating to SEP extension for farmers

1.9 Conceptual Framework

From review of the literature and the qualitative research by the in - depth interviews from model farmers along with focus group discussion enabling the researcher to gain body of knowledge leading to conceptual frameworks. The main components of SEP learning consist of 5 components as follows.

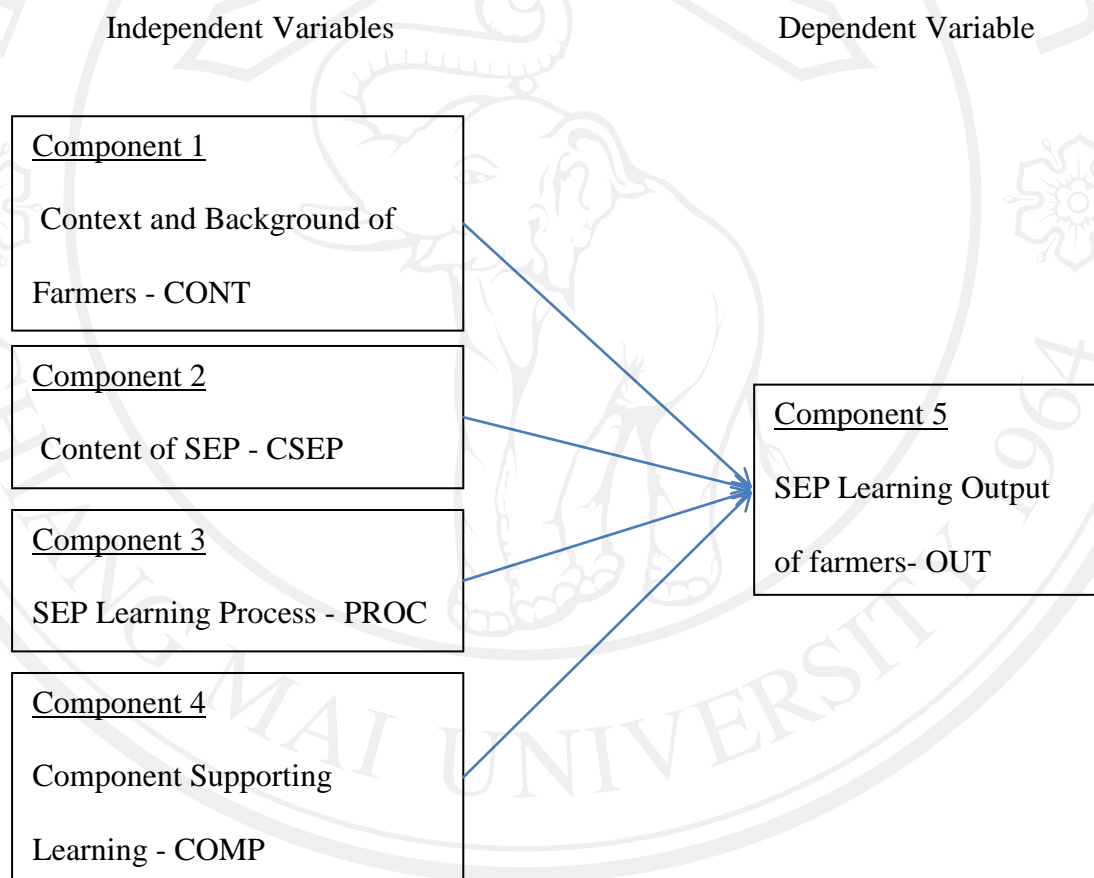


Figure 1.1 The SEP Learning Model of Farmer Classified by the Components.