

Development of media and activities to promote participatory learning for well-being among youths and farmers of Ko Pho sub-district, Nakhon Nayok Province, Thailand

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Abstract

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This study aimed to develop media and activities to promote participatory learning to well-being and study the use of media and activities to promote participatory learning to well-being through the participation of farmer leaders, farmers and youths in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province using the following steps: 1) participation in identifying problems and needs in a focus group discussion of 20 farmer leaders 2) participation in decision making to select learning promotion media and activities which were appropriate for the community 3) participation in planning, implementing and organizing a learning camp for 15 youths to produce participatory learning to well-being promotion media, as well as adopting the media and organizing participatory learning to well-being promotion activities for 30 farmers 4) participation in monitoring and evaluating knowledge of the participating farmers on well-being and their opinions on well-being both before and after the implementation, as well as evaluating the participatory learning to well-being promotion project. The statistics used for data analysis included percentage, mean, standard deviation and paired t-test. There was one media project originated from the focus group discussion, produced by youths in the community, and adopted to promote learning among the farmers, which is the manual to promote local wisdom called "Manual of Thai Local Wisdom for Health." In addition, there were five activities arising from the focus group discussion, namely 1) "Well-Being for a Happy Life" Project 2) "Growing Sunchoke for Health" Project 3) "Processing Sunchoke for Health" Project 4) community promotion project called "Livable House, Attractive Ko Pho" 5) exercise promotion and relationship strengthening project called "Sub-district Local Sports Competition."

Regarding evaluation of knowledge gained from adopting well-being promotion media and activities, the farmers had significant different levels of knowledge on well-being before and after participating in the project ($p < 0.001$). After participating in the project, the farmers had an average knowledge score of 18.43, compared to 12.53 before participating. Regarding evaluation of opinions on their own well-being, the farmers had significant different levels of opinions on their own well-being before and after participating in the project ($p < 0.001$). After participating in the project, the farmers had an average opinion score of 3.83, compared to 3.34 before participating. For evaluation of the farmers' opinions on well-being promotion project, the farmers had the overall opinion score of 3.93 which is at a high level.

The result of this study suggested that true participation to take place, the target group must be clear. The implementation must have the objectives or goals, and activities clearly identifiable. Every sector should be involved in every step such as identify problems and needs, making decision, planning and implementation, as well as monitoring and evaluation to encourage true participation.

Keywords: media, activities, participatory learning to well-being, promote

การพัฒนาสื่อและกิจกรรมเพื่อส่งเสริมการเรียนรู้ สุขภาวะแบบมีส่วนร่วมของเยาวชนและเกษตรกร ตำบลเกาะโพธิ์ จังหวัดนครนายก ประเทศไทย

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บทคัดย่อ

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การพัฒนาสื่อและกิจกรรมเพื่อส่งเสริมการเรียนรู้สุขภาวะแบบมีส่วนร่วมของเยาวชนและเกษตรกร
ตำบลเกาะโพธิ์ จังหวัดนครนายก ประเทศไทย
ว สาธารณสุขและการพัฒนา.2560;15(3):79-97

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อพัฒนาสื่อและกิจกรรมส่งเสริมการเรียนรู้สุขภาวะ ศึกษาการใช้สื่อและกิจกรรมส่งเสริมการเรียนรู้สุขภาวะ โดยใช้กระบวนการมีส่วนร่วมของผู้นำเกษตรกร เกษตรกร และเยาวชนในชุมชนตำบลเกาะโพธิ์ อำเภอปากพลี จังหวัดนครนายก ตามขั้นตอนดังนี้ คือ 1) การมีส่วนร่วมในการค้นหาปัญหาและความต้องการ จากการสนทนากลุ่มโดยผู้นำเกษตรกร จำนวน 20 คน 2) การมีส่วนร่วมในการตัดสินใจ เพื่อกำหนดสื่อและกิจกรรมส่งเสริมการเรียนรู้ที่เหมาะสมกับบริบทชุมชน 3) การมีส่วนร่วมในการวางแผนและดำเนินการ รวมทั้งจัดอบรมค่ายการเรียนรู้ให้กับเยาวชนเพื่อผลิตสื่อส่งเสริมการเรียนรู้สุขภาวะ จำนวน 15 คน หลังจากนั้นดำเนินการใช้สื่อและจัดกิจกรรมส่งเสริมการเรียนรู้สุขภาวะให้กับเกษตรกร จำนวน 30 คน 4) ร่วมกันดำเนินการติดตามและประเมินผลเกี่ยวกับความรู้สุขภาวะและความคิดเห็นต่อสุขภาวะของเกษตรกรที่เข้าร่วมโครงการ ทั้งก่อนและหลังการดำเนินการ รวมทั้งประเมินโครงการส่งเสริมการเรียนรู้สุขภาวะ สถิติที่ใช้ในการวิเคราะห์ข้อมูลประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ paired t-test สื่อที่เกิดจากการมีส่วนร่วมในเวทีสนทนากลุ่ม ดำเนินการผลิตโดยเยาวชนในชุมชน และนำมาใช้ในการส่งเสริมการเรียนรู้ให้กับเกษตรกร มี 1 โครงการ คือ หนังสือคู่มือเพื่อการส่งเสริมภูมิปัญญาท้องถิ่น “คู่มือคู่มือ ภูมิปัญญาไทยเพื่อสุขภาพ” ส่วนกิจกรรมที่เกิดจากเวทีสนทนากลุ่ม มีทั้งสิ้น 5 โครงการ คือ 1) โครงการ “สุขภาวะดี ชีวิตมีสุข” 2) โครงการ “ปลูกดินแทนตะวันเพื่อสุขภาพ” 3) โครงการ “แปรรูปดินแทนตะวันเพื่อสุขภาพ” 4) โครงการส่งเสริมสภาพแวดล้อมชุมชน “บ้านน้ำอยู่เกาะโพธิ์น้ำมอง” 5) โครงการส่งเสริมการออกกำลังกายและเชื่อมความสัมพันธ์ “แข่งขันกีฬาพื้นบ้านประจำตำบล”

ผลการประเมินความรู้ที่เกิดจากการใช้สื่อและกิจกรรมส่งเสริมการเรียนรู้สุขภาวะ พบว่า เกษตรกรมีความรู้เกี่ยวกับสุขภาวะ หลังเข้าร่วมโครงการแตกต่างจากก่อนเข้าร่วมโครงการอย่างมีนัยสำคัญทางสถิติ ($p < 0.001$) โดยหลังเข้าร่วมโครงการเกษตรกรมีความรู้เฉลี่ย 18.43 คะแนน สูงกว่า ก่อนเข้าร่วมโครงการที่มีความรู้เฉลี่ย 12.53 คะแนน ผลการประเมินความคิดเห็นต่อสุขภาวะของตนเองหลังเข้าร่วมโครงการแตกต่างจากก่อนเข้าร่วมโครงการอย่างมีนัยสำคัญทางสถิติ ($p < 0.001$) โดยหลังเข้าร่วมโครงการมีความคิดเห็นเฉลี่ย 3.83 คะแนน สูงกว่าก่อนเข้าร่วมโครงการที่มีความคิดเห็นเฉลี่ย 3.34 คะแนน ผลการประเมินความคิดเห็นของเกษตรกรต่อโครงการส่งเสริมการเรียนรู้สุขภาวะ พบว่า เกษตรกรมีความคิดเห็นโดยรวม มีค่าเฉลี่ย 3.93 คะแนน อยู่ในระดับมาก

จากผลการศึกษานี้ให้ข้อเสนอแนะว่าการทำให้เกิดกระบวนการมีส่วนร่วมอย่างแท้จริงต้องมี กลุ่มเป้าหมายต้องชัดเจน การดำเนินการต้องมีวัตถุประสงค์หรือจุดมุ่งหมาย มีกิจกรรมหรือเป้าหมายที่ชัดเจน ทุกภาคส่วนเข้ามามีส่วนร่วมในการดำเนินงาน ทุกขั้นตอน ตั้งแต่การมีส่วนร่วมในการค้นหาปัญหาและความต้องการ การมีส่วนร่วมในการตัดสินใจ การมีส่วนร่วมในการวางแผนและดำเนินการ การมีส่วนร่วมในการติดตามและประเมินผลเพื่อให้เกิดการมีส่วนร่วมอย่างแท้จริง

คำสำคัญ: สื่อ กิจกรรม การเรียนรู้สุขภาวะแบบมีส่วนร่วม การส่งเสริม

Introduction

Economic development is not consistent with social development, and environmental resources are used wastefully. As a result, the rural communities have faced loss of environment, and poverty¹. Problems have been increasing, particularly health problems caused by preventable diseases. Therefore, the World Health Organization has given importance to health in a new dimension. In other words, health does not mean just being free from sickness or disability, but it also includes how to extend the longevity of life, taking physical, mental, social, environmental and intellectual factors into consideration.² According to the concept of the year 2000 has combined forces from diverse sectors to propel the reform of the health system which led to the promulgation of the National Health Act 2007.³ The definition of "healthy" means the human's condition in complete physical, mental and social intelligence coherent holistic balance. This result in the populace sector to have channels to engage their communities to create conditions supplements and more socialize.⁴ Therefore, the populace that will have good health requires the co-operation of all sectors to realize the importance of health, whether the government or sectors of the health care, social and economy sector, private sector, voluntary organizations, local governments.⁵

A study of a network of local organizations found that the District Administrative Office has been expanding the mission of improving the quality of life. This also covers health promotion in four dimensions (physical, psychological, social and intellectual).⁶ The management by Tambon Administration Organization to achieve the good quality of people's life in the district under the limitations of personnel, academic

knowledgeable people may be caused of difficulties to reach the expectation. It's necessary to establish the involvement of the community and gain supporting and encourage to management the linkage and integration. This includes the development reinforce each other to ensure the effectiveness and contribute to high productivity.⁷ The healthy development becomes successful only when the agency and organizations forsake their thinking power, realize the value, and potential of the people in the community to get involved in the program.⁸ Sincerity and trust are the mechanism to stimulates the community's willingness to co-operation. To have the reliable agencies to support the program allow the development in community become successful.⁹ Therefore, the participation is a key factor to support and encourage the development of country in a creative way. The participation is a primary goal in the country's development and being the basis for promoting public health.¹⁰ The concept of participation in health program by the people in community starts from giving and getting information and also perceiving the information or awareness of the health problem in the community. Collaboration, planning, developing the approach model and also designing the appropriate activities among the people in community encourage them to have a healthy behavior. In addition, the co-decision from people in the community, summarization of people's opinion to organize activities, sharing the resources and having the activities together are also the concept of participation.¹¹ To strengthen community development program, the belief of having good health and being away from sickness may not be enough but it is also involved with the other factors and fundamental factors to keep life's quality

at highest level of life balancing and also be able to have the quality productivity.¹²

In order for the development to meet its goal, people need to have a better quality of life by having good health and well-being which is the basic right of humans and is the social goal. The strategy which leads to good health is “primary health care”, the system where people participate in caring their own health, and is established at a family or village level.¹³ Thus, the important goal of health promotion is to encourage people to have health promoting behavior. In other words, it is a daily practice to increase the quality of life, with an aim to increase physical, mental and social well-being.¹⁴

Most people in Ko Pho Sub-district are farmers, with only a few working as merchants or employees. The problems of Ko Pho Sub-district included shortage of water sources for utilization and consumption, as well as problems with the village water supply distribution system. Moreover, Patcharin Khwanchai et al have studied health behavior and state of health of adults in Pak Phli District, Nakhon Nayok Province. It was found that some health behavior was not satisfactory, such as annual check-up, eating, and learning health information. In addition, from the study of general condition of Ko Pho Sub-district, it was found that the villagers were stressed from family problems, economic regression, their professions, and lack of persons who could give advice or act as a leader for the community to carry out activities, since people didn't recognize the importance of their own health and well-being and didn't have knowledge about good health.¹⁵

From the above problems, the researchers aimed to promote participatory learning to well-being through

the participation of farmers and youths in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province to create true participation in developing well-being and the community, and to adopt this strategy to encourage participation in other communities.

Research objectives

1. To promote participatory learning to well-being among farmers through the participation of farmer leaders, farmers and youths in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province.

2. To develop media and activities to promote participatory learning to well-being among farmers through the participation of farmer leaders, farmers and youths in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province.

3. To evaluate the adoption of media and activities to promote participatory learning to well-being among farmer leaders, farmers and youths through the participatory process in the context of Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province.

Methods

Well-being means five aspects of life balance of the farmers in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province, including physical well-being, mental well-being, intellectual well-being, social well-being and environmental well-being.

Participatory learning to well-being means participation of farmer leaders, youths and farmers in the activities from the beginning to the end. There are four main steps of participation, including 1) participation in identifying problems, causes and needs 2) participation in decision making 3) participation

in planning and implementation 4) participation in taking part in monitoring and evaluation.

Media and activities means the media produced by youths in the community and activities which have been through the process of identifying well-being problems and needs of the farmers in Ko Pho Sub-district, Pak Phli District, Nakho Nayok Province.

Conceptual Framework

This research involves the promotion of participatory participatory learning to well-being among farmer leaders, farmers and youths by using the participation principle of Shadid et al and Abell16-17 as illustrated in Figure 1.

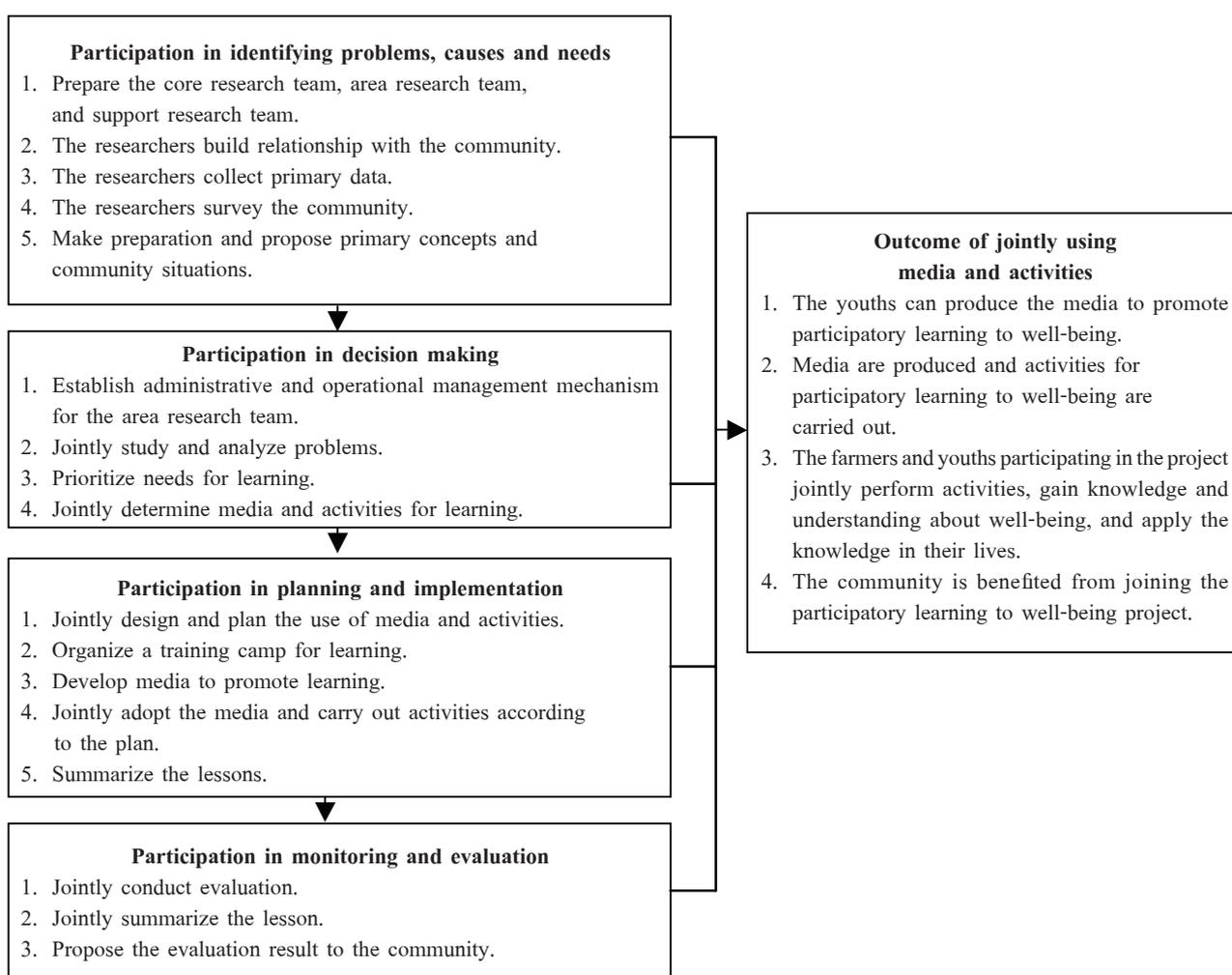


Figure 1 Conceptual Framework

Population and sample

The population participating in this study included farmers and youths in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province.

The samples included farmer leaders, farmers and youths. The samples were selected as follows:

1) Twenty farmer leaders were selected using purposive sampling. The selected farmer leaders were successful in their agricultural professions, were accepted by people in the community, and had knowledge and experience in well-being before participating in the project.

2) Thirty farmers were selected using purposive sampling. The selected farmers mainly worked in agriculture, lived in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province, and were interested and could participate in the activities to promote participatory learning to well-being throughout the project.

3) Fifteen youths were selected using purposive sampling. The selected youths had the age range between 8 – 14 years old, lived in Ko Pho Sub-district, were computer literate, and could participate in the activities throughout the project in order to be part of the learning camp and develop media to promote participatory learning to well-being.

Conducting Research

The research on promotion of participatory learning to well-being through the participation of youths and farmers in Ko Pho Sub-district, Pak Phli District, Nakhon Nayok Province was conducted as follows:

Research Design

The process of use of media and activities for participatory learning to well-being in three sample groups in Ko Pho Sub-district is illustrated in Table 1.

Table 1 Research Design

Sample group	T1(1) Input	X1(1) (Focus group discussion)	T2(1) Output	X2(2) (Learning camp) (media production)	T3(3) Pre-test	X3(3) Adoption of media/ activities	T4(3) Post-test
- Farmer leaders (1)							
- Youths (2)							
- Farmers (3)							

Measurements

T1(1) means planning before holding a focus group discussion with farmer leaders.

T2(1) means summary of focus group discussion outcome for design, planning and implementation

T3(3) means evaluation through knowledge test and questionnaire before implementation

T4(3) means evaluation through knowledge test and questionnaire after implementation

X1(1) means a focus group discussion with the community leader

X2(2) means organizing the youth learning camp and production of media for learning.

X3(3) means adoption of media and activities for learning.

Data analysis

As for evaluation of knowledge, percentage was used, while mean and standard deviation were used for the evaluation of knowledge and opinions of farmers. Finally, for the comparison of farmers' knowledge and opinions on well-being before and after learning promotion, paired t-test was used.

Results

There were four main steps for the promotion of participatory learning to well-being, including participation in identifying problems and needs, participation in decision making, participation in planning and implementation, and participation in monitoring and evaluation. The findings of each step were as follows :

1. Participation in identifying problems and needs

1.1 Community well-being problems

From the study of community well-being problems, it was found that for problems with physical well-being, sicknesses occurred from non-exercise behavior and professions. Meanwhile, for problems with mental well-being, farmers were stressed from their professions and the current economic condition. For intellectual well-being problems, farmers performed work without knowledge and didn't seek knowledge to improve their jobs. Regarding social well-being problems, participation in community activities was still limited, and sometimes there were conflicts among family members and people in the community. Finally, for environmental well-being problems, a large quantity of chemicals or pesticide was used, and local vegetables and herbs for consumption have decreased.

1.2 Needs for media and activities to promote participatory learning to well-being

From the study of needs for media and activities to promote participatory learning to well-being, it was found that the media mostly wanted to promote participatory learning to well-being was manual, accounting for 83.3% followed by well-being personal media, accounting for 40.0%. On the other hand, the least wanted media was notice boards, accounting for 10.0%. Regarding activities to promote participatory learning to well-being, the mostly wanted one was activities, accounting for 80.0%, followed by training and arrangement of Well-being Day, accounting for 66.7%. Meanwhile, the least wanted activity was exhibitions, accounting for 3.3%.

2. Participation in decision making

From the focus group discussion and idea sharing, media and activities to promote participatory learning to well-being were set as follows:

2.1 Activities to promote participatory learning to well-being

Arrangement of activities to promote participatory learning to well-being was based on appropriateness for the target group, activity objectives, activity outcome, and the capacity of the participating farmers. There

were five activities to promote participatory learning to well-being, namely well-being promotion project **“Well-Being for a Happy Life”**, health promotion project **“Growing Sunchoke for Health”**, health promotion project **“Processing Sunchoke for Health”**, community environment promotion project **“Livable House, Attractive Ko Pho”**, and exercise promotion and relationship strengthening project **“Sub-district Local Sports Competition”** as illustrated in Table 2.

Table 2 Activities to promote participatory learning to well-being

Media	Adoption Outcomes	Objectives
1. Well-being promotion project “Well-Being for a Happy Life”	1. The farmers can act as role models on well-being for other people in the community. 2. The role models can pass on correct knowledge and experience to others.	To promote health by having farmers who have correct knowledge and experience in health care as role models.
2. Health promotion project “Growing Sunchoke for Health”	1. The farmers have knowledge in growing herbs. 2. Participation in the community and good understanding are developed.	To encourage farmers to grow herbs for consumption in order to promote good health and earn extra income.
3. Health promotion project “Processing Sunchoke for Health”	1. The farmers have knowledge in processing herbs. 2. Participation in the community and good understanding are developed.	To encourage farmers to process herbs for consumption in order to promote good health and earn extra income.
4. Community environment promotion project “Livable House, Attractive Ko Pho”	1. Environmentally friendly model houses are created. 2. The community has clean, sanitary and livable atmosphere.	To encourage people in the community to recognize the importance of clean, sanitary and livable living.
5. Exercise promotion and relationship strengthening project “Sub-district Local Sports Competition”	1. People in the community do exercise together and unity is built. 2. Participation in the community and good understanding are developed.	To encourage people in the community to recognize the importance of exercise, good mental health, unity and sociability.

2.2 Media to promote participatory learning to well-being

The selection of media to promote participatory learning to well-being was based on appropriateness for the target group, objectives, adoption outcome, existing media in the community, and youths' capacity

to produce media. There is one media for promoting participatory learning to well-being, which is the manual for promoting local wisdom called "**Manual of Thai Local Wisdom for Health**" as illustrated in Table 3

Table 3 Media to promote participatory learning to well-being

Media	Adoption Outcomes	Objectives
Manual for promoting local wisdom called " Manual of Thai Local Wisdom for Health "	<ol style="list-style-type: none"> 1. Gain knowledge about local wisdom for health. 2. People in the community adopt the local wisdom to take care of their own health. 	To explore local wisdom and adopt it for health care.

3. Participation in planning and implementation

3.1 Media and activities design and adoption planning

After setting the media and activities, the research team and farmer leaders jointly designed and planned

the adoption of media and activities to promote participatory learning to well-being as illustrated in Table 4.

Table 4 Adoption of media and activities to promote participatory learning to well-being

Adoption of media/activities	Month 2013 -2014					
	Aug	Sep	Oct	Nov	Dec	Jan
1. Health promotion project “Growing Sunchoke for Health”		←————→				
2. Manual for promoting local wisdom called “Manual of Thai Local Wisdom for Health”	←————→					
3. Well-being promotion project “Well-Being for a Happy Life”		←————→				
4. Community environment promotion project “Livable House, Attractive Ko Pho”		←————→				
5. Health promotion project “Processing Sunchoke for Health”					←————→	
6. Exercise promotion and relationship strengthening project “Sub-district Local Sports Competition”					←————→	

3.2 Organizing a learning camp and developing media to promote participatory learning to well-being

After setting the media and activities, the research team and working group jointly organized a learning camp and produced media to promote participatory learning to well-being with Pakphliwittayakarn School, with the objective to encourage the youths to have

knowledge and skills, as well as to produce media to promote participatory learning to well-being, so that they can pass on their knowledge to friends, families, communities and society. The content used for the learning camp and media development to promote participatory learning to well-being is shown in Table 5 and Figure 2.

Table 5 Content used for the learning camp and media development to promote participatory learning to well-being

Topic	Content for the camp	Knowledge and skills
Printing media production It aimed to encourage the youths to have knowledge and skills to produce printing media for learning.	<ol style="list-style-type: none"> 1. Basic printing media production 2. Printing media design and page setup 3. Use of package software for printing media production 	<ol style="list-style-type: none"> 1. Have knowledge on printing media production. 2. Possess skills in printing media design and page setup. 3. Have skills in using package software for printing media production

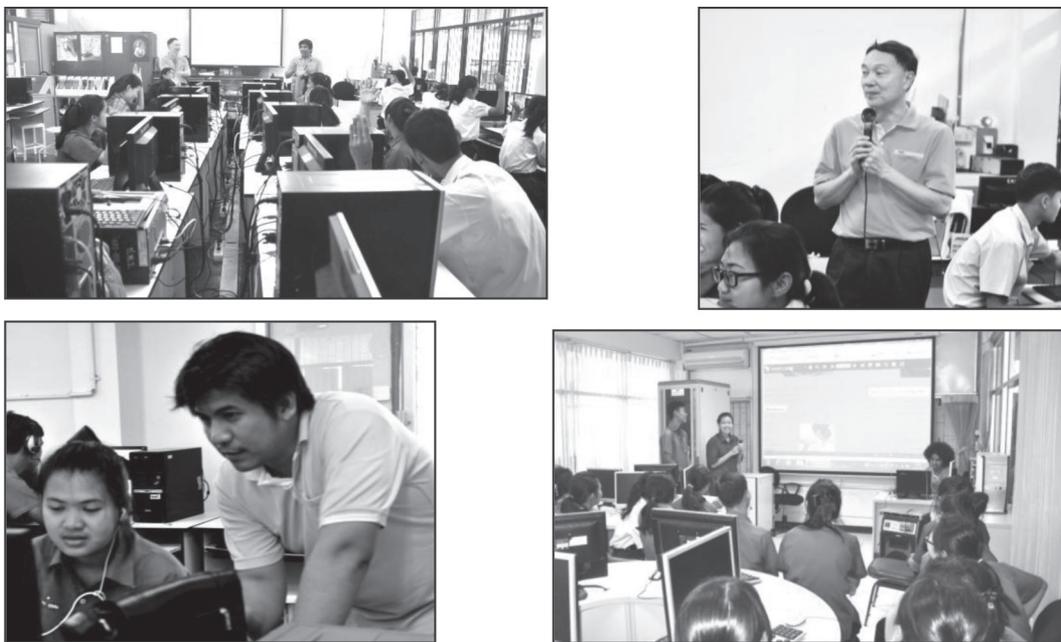


Figure 2 Organization of a learning camp and production of media to promote participatory learning to well-being

The result of comparison of knowledge on media production to promote learning of 15 youths participating in the learning camp before and after implementation revealed that after the implementation the youths had a different level of knowledge from before the

implementation at a statistical significance ($p < 0.001$). After the implementation, the youths participating in the camp had an average score of 17.07, compared to 12.73 before the implementation as illustrated in Table 6.

Table 6 Comparison of knowledge on media production to promote learning of youths before and after project implementation

Comparison Result	n	\bar{X}	S.D.	t-test	df	p-value
Before implementation	15	12.73	2.34	6.57	14	< 0.001*
After implementation	15	17.07	1.75			

*= $p < 0.05$

3.3 Adoption of media and activities to promote participatory learning to well-being

The adoption of media and activities to promote participatory learning to well-being took 6 months

from August 2013 to January 2014 as illustrated in Figures 3-8



Figure 3 “Manual of Thai Local Wisdom for Health”



Figure 4 “Growing Sunchoke for Health”





Figure 5 “Livable House, Attractive Ko Pho”



Figure 6 “Growing Sunchoke for Health”



Figure 7 “Processing Sunchoke for Health”



Figure 8 “Sub-district Local Sports Competition”

4. Participation in monitoring and evaluation

After the media and activities were adopted, a community forum was organized to share knowledge on well-being to people in the community and the communities nearby. After that, people could use the study result for planning and setting directions to promote participatory learning to well-being among farmers in Ko Pho Sub-district and other sub-districts.

5. Results of adoption of media and activities by farmer leaders, farmers and youths

5.1 Farmers’ knowledge on well-being before and after the implementation

5.1.1 Farmers’ knowledge on well-being before and after the implementation

Before implementation, most of the participating farmers had knowledge on well-being at a moderate level of 70.00%, followed by a high level of 16.67% and a low level of 13.33%. Meanwhile, after implementation, most of the participating farmers had knowledge on well-being at a high level of 93.33% followed by a moderate level of 6.67% as illustrated in Table 7.

Table 7 Level of knowledge of the participating farmers before and after project implementation

Level of knowledge	Before implementation		After implementation	
	Number	Percentage	Number	Percentage
High level (16-20 points)	4	13.33	28	93.33
Moderate level (11-15 points)	21	70.00	2	6.67
Low level (5-10 points)	5	16.67	0	0.00

5.1.2 Comparison of farmers' knowledge on well-being before and after the implementation

From the comparison of knowledge on well-being of 30 farmers before and after the project implementation, it was found that the participating

farmers had different levels of knowledge before and after the implementation at a statistical significance ($p < 0.001$). After the implementation, the average score was 18.43 compared to 12.53 before the implementation as illustrated in Table 8.

Table 8 Comparison of knowledge of the participating farmers before and after project implementation

Comparison Result	n	\bar{X}	S.D.	t-test	df	p-value
Before implementation	30	12.53	1.77			
After implementation	30	18.43	2.94	18.48	29	< 0.001*

*= $p < 0.05$

5.2 Farmers' opinions on well-being before and after the implementation

5.2.1 Farmers' opinions on well-being before and after the implementation

Farmers' opinions on well-being before and after the implementation had different average scores. The farmers' opinion was at a moderate level of 3.34 before the implementation, but at a high level of 3.83 after the implementation. When each aspect was considered individually, it was found that for physical well-being, the farmers' opinion was at a

moderate level of 3.19 before the implementation, but at a high level of 3.66 after the implementation. Regarding mental well-being, the farmers' opinion was at a moderate level of 3.31 before the implementation, but at a high level of 3.84 after the implementation. Meanwhile, regarding social well-being, the farmers' opinion was at a high level of 3.57 before the implementation, and at a high level of 4.01 after the implementation. For intellectual well-being, the farmers' opinion was at a high level of 3.62 before the implementation, and at a high level of 4.07 af-

ter the implementation. Finally, for environmental well-being, the farmers' opinion was at a moderate level of 3.02 before the implementation, and at a high level of 3.57 after the implementation. The details are illustrated in Table 9.

Table 9 Farmers' opinion on well-being by aspect before and after the project implementation

Well-being	Before joining the activities			After joining the activities		
	\bar{X}	S.D.	Opinion	\bar{X}	S.D.	Opinion
Physical well-being	3.19	0.73	Moderate	3.66	0.73	High
Mental well-being	3.31	0.88	Moderate	3.84	0.60	High
Social well-being	3.57	0.93	High	4.01	0.65	High
Intellectual well-being	3.62	0.85	High	4.07	0.56	High
Environmental well-being	3.02	0.77	Moderate	3.57	0.68	High
Total	3.34	0.83	Moderate	3.83	0.64	High

5.2.2 Comparison of farmers' opinions on well-being before and after the implementation

Regarding the comparison of farmers' opinions on well-being before and after the project implementation, it was found that the participating

farmers had different levels of knowledge before and after the implementation at a statistical significance ($p < 0.05$). The average score after the implementation was 3.83, compared to 3.34 before the implementation as illustrated in Table 10.

Table 10 Comparison of farmers' overall opinions before and after the project implementation

Comparison Result	n	\bar{X}	S.D.	t-test	df	p-value
Before implementation	30	12.53	1.77			
After implementation	30	18.43	2.94	18.48	29	< 0.001*

*= $p < 0.05$

5.3 Results of evaluation of adoption of media and activities to promote participatory learning to well-being

Regarding results of evaluation of adoption of media and activities to promote participatory learning to well-being among farmers, the overall opinion was at 3.93 on average, which is at a high level. When each aspect was considered individually, it was found that the farmers had the highest opinion score on Item 15 “well-being benefits from participating in the project” with a score of 4.10, which is at a high level,

followed by Item 11 “the project allowed opportunities for people to take part in participatory learning to well-being activities” with a score of 4.08, which is at a high level, Item 13 “the knowledge gained could be applied for maintaining well-being” with a score of 4.06, which is at a high level. On the other hand, the farmers had the lowest opinion on Item 1 “knowledge on well-being before participating in the project” with a score of 2.99, which is at a moderate level. The scores are illustrated in Table 11.

Table 11 Results of adoption of media and activities to promote participatory learning to well-being by items

Item	Questions	X	S.D.	Opinion
1	Knowledge on well-being before participating in the project	2.99	0.60	Moderate
2	Knowledge on well-being after participating in the project	4.03	0.44	High
3	The project objectives and goals are appropriate and consistent with participatory learning to well-being.	3.94	0.40	High
4.	The project procedures are appropriate and consistent with participatory learning to well-being.	3.99	0.43	High
5.	The implementation period is appropriate and consistent with participatory learning to well-being.	3.98	0.50	High
6.	The media used in the project is appropriate and consistent with participatory learning to well-being.	3.94	0.45	High
7.	The project activities are appropriate and consistent with participatory learning to well-being.	3.98	0.51	High
8.	The project content is appropriate and consistent with participatory learning to well-being.	3.94	0.47	High
9.	The project venue is appropriate and consistent with participatory learning to well-being.	3.99	0.50	High
10.	The project atmosphere is appropriate and consistent with participatory learning to well-being.	4.01	0.46	High

Table 11 Results of adoption of media and activities to promote participatory learning to well-being by items (Conts).

Item	Questions	X	S.D.	Opinion
11.	The project allowed opportunities for people to take part in participatory learning to well-being activities.	4.08	0.60	High
12.	This project created positive attitudes and behavior towards well-being.	3.95	0.53	High
13.	The knowledge gained could be applied for maintaining well-being.	4.06	0.47	High
14.	The knowledge gained could be disseminated/passed on to others.	4.04	0.56	High
15.	Well-being benefits from participating in the project.	4.10	0.51	High
Total		3.93	0.49	High

Discussion

From the comparison of farmers' knowledge on well-being before and after the project implementation, it was found that the farmers had different levels of knowledge before and after the implementation at a statistical significance ($p < 0.001$). After the implementation, the average score was higher than before the implementation as the farmers gained more knowledge, which met their needs and interests. This is in line with Knowles who said that needs and interests of learners would lead to good learning if the knowledge meets their needs and interests derived from the past experience.¹⁸

The results of comparison of farmers' opinions on well-being before and after the project implementation revealed that the farmers had different levels of opinions before and after the project implementation at a statistical significance ($p < 0.001$). After the implementation, the farmers had higher opinions on well-being. In addition, from the results of evaluation of the project to promote participatory learning

to well-being, the farmers' overall opinion was at a high level. When each aspect was considered individually, it was found that the highest score was given to well-being benefits from participating in the project, followed by the project allowed opportunities for people to take part in participatory learning to well-being activities and the knowledge gained could be applied for maintaining well-being. Since the farmers took part in the activities, they recognized the importance of the content and knowledge on well-being, and could adopt it in their daily life and professions. This is in line with Klapper who said that people tend to be interested in or open for information which is consistent with their opinions, and tend to avoid the information not in line with their knowledge, understanding or attitudes.¹⁹ James also asserted that the development of humans could occur only when such development is consistent with what they need and their potential. If not, it could never occur.²⁰

The farmers also took part in every step, from taking part in identifying problems and needs, decision making, planning and implementation, and monitoring and evaluation, allowing them a chance to share their opinions and solve problems on their own. This gave the farmers the sense of ownership and made them recognize the benefits occurred to themselves, their families and community. As a result, the participating farmers became interested, sought knowledge more, and gave more importance to well-being. Creighton said that participation is a social process which gives opportunities for stakeholders to be involved in learning information, identifying problems, expressing opinions, implementation, coordination, monitoring impacts, and taking part in solving problems of their to achieve the real needs of the people.²¹

Recommendations

The recommendations for the promotion of participatory learning to well-being are as follows:

1. In order to promote learning of people in the community, every sector should be involved in every step from identifying problems and needs, decision making, planning and implementation, as well as monitoring and evaluation to encourage true participation which is appropriate for the community context and create sustainability.
2. For the true participation to take place, the target group must be clear. As for implementation, the objectives or goals, and activities must be clearly identified, so that people can make a decision whether they should participate in such activities.

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