

## The Livelihood curriculum development for enhancing agricultural worker in self-reliance

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### Abstract

This research aims to develop curriculum for enhancing a Agricultural worker in self-reliance research was divided into four steps by employing research and development. The statistics used for analysis data were mean ( $\bar{x}$ ), percentage, standard deviation (S.D.) and t – test (dependent samples). The research was presented in the form of descriptive analysis. The research results were found that : 1. This curriculum has been consisted of 10 components, 8 learning units and consuming 19 hours' time. The contents have been based on righteous-vocation on the topic of “ Laying-chicken Raising ” . 2. The post test scores had higher than pre test scores with statistical significance at the level of .05. All agriculturists gained testing scores 80% up. The agriculturists' self-dependence was found at most level. Their satisfaction in learning accordingly to righteous-curriculum was found at most level.

**Keywords :** curriculum, self-reliance, community learning

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## Introduction

The dynamic of the Thailand's development during the 1<sup>st</sup>-7<sup>th</sup> development plan period, it can be concluded that "good economy, problem society, unsustainable development", then the 8<sup>th</sup> development plan change the concept which used to focus on the economic development as a major topic to the development which emphasized on the society at the same time. It was the start of the new concept which focused on people center development. The economy was changed as the tool to develop people for the better life and changed the procedures of the development as the holistic that connected the economic, social and environmental dimension together in balance (The Office of National Economic and Social Development Board. 2012a : 1).

However, Thai society had the economic crisis in 1997, making the conceptual change and procedure development not to be used in the concrete moving process. Then, Thai society recognized the sufficient economy philosophy which was widely responded while Thai society was facing the

country's severe crisis, called Bubble Economy, making some of Thai people labors unemployed and moved back to their hometown, and fought against the crisis and adapted themselves as the royal speech of the King who gave a royal speech that "the sufficient economy philosophy development method based on the self-dependence" (The Office of National Economic and Social Development Board. 2012b : 11).

The strategic method to make the agricultural sustainability for the self-dependence according to the sufficient economy philosophy, the government supported the lifelong learning by motivating the learning culture by making the social trend to take the learning as the duty of all Thai people, creating love-to-read habit since the childhood and promoting the cooperative learning of people in different ages together with promoting organizations, individual groups, communities, citizens, and all medias as the creative learning sources; communicating by easy-to-understand language, supporting alternative educations which matched with the learners' requirements, creating supporting factors to make the lifelong learning (The

Office of National Economic and Social Development Board. 2012b : 5)

Recently, Thailand's education reform in curriculum development was not successful because 1) the subject-center education management since to take the subjects as the achievement aim, knowledge competition, subjects as the formal curriculum plan, but the education reformation aiming to the success had to consider to the accordance with the economic, social, and cultural situations by the sufficient economy philosophy based on the Thainess and learning system that led the nation out of the crisis, accessing and being beneficial to all Thai people. It was the education for the mass which everybody had the benefit, equality, and fairness. 2) The informal, free, and lifelong educations faced the obstacles that was the government's policy that lacked of the understanding of the basic condition and the proceeding of the government sectors which was related to, and the government did not give the precedence to the informal private education management as they should (Namthe, pLamduen. 1994 : 20).

The solving method of the education reformation in the curriculum

development of the alternative education was that every sector should realize that education and learning were duties of all people who had to cooperate, and the government promoted more than controlling by creating the cooperative education between the enterprises and informal schools, making and giving more opportunities of accessing the private education service, and supporting the local wisdom learning sources, and providing the alternative education system to let the, study in their types, rely more on themselves especially supporting the schools to use the learning sources in order to create the lifelong learning for all ages, by learning problem and environment in community as a base and combining the external knowledge, and connecting to have the learning exchange in community. It was a learning that led to the right livelihood which connected to the communities' societies (Wasi, Prawet and et al. 2010 : 9-47).

The solving of the informal, free, and lifelong education according to the National Education Act 1999 and the second edition 2002 by learning the problems and environment in the community, it was found that most if the

main problems of the Thai rural area was that households made many overlapped debts. Although the government tried to help the agriculturists change the structure of the households through the Office of Farmer's Reconstruction and Development Fund, suspending the repayment and giving the loan as the production factor, it was found that the farmers had the debts at 29,000 baht per household/year: the loan of the Bank of Agriculture and Agricultural Co-Operatives, and the important informal loan sources like merchants and capitalists (Angsumalin, Sarot and et al. 2004 : 38). Angsumalin, Sarot and et al.' research result matched with the obligation of the farmers per household in the northeastern part, and it was found that the households in the northeastern part registered for the loan for 80 million baht, and in Maha Sarakham Province, it was found that each of farmer's household had the loan at 118,308 baht per year. It was the loan from the Bank of Agriculture and Agricultural Co-operatives and capitalists.

The loan problem of the farmers was a factor causing the farmers' households to migrate to work as labors. In the season of rice and cassava

harvesting, they did not pay attention in studying about their making a living, or educated by the government sectors, training them about the job promotion in households after the harvesting which was researched on the community's happiness indicator, giving the solution to the community, aiming that the community members learned together in moving the community to be able to indicate their future through the process. To have the community's potentials and pride in careers of them and their ancestors was to have a chance to inherit their ancestors' jobs to make it accepted and more recognized (Walaisathian, Patichat and et al. 2010 : 46).

About ancestors' job or right livelihood doing, Rittidet Prasopsuk found it from the research result in the adaptation of the farmer communities in Kula Ronghai area, and found that the farmers adapted by doing the agriculture in the production season, growing rice as the main job and Eucalyptus and animal raising integrated in the rice fields. There were production group assembling such as groups of organic fertilizer, natural agriculture, organic agriculture, and out of season job including government officers,

employees, merchants, capitalists. The agriculture and non-agriculture were farmers because farmers had the job to plant rice and they were rice farmers some time i.e. in the rice season. After the rice growing season, they would change to their jobs according to their financial status: rich, moderate, and poor, by indicating the farmers' lands (Rittidet, Prasopsuk. 2007 : 260), and the study result of (Natsupha, Chatthip. 2001 : 57-58) reported the developing mechanism in Thailand toward the desirable way, and it was found that many communities made a living, producing for them before producing for the trade with the various agricultural occupation activities: integrated agriculture, natural agriculture, agro forestry, and non-agricultural activities: finding other jobs or gathering communities together to make the village funds, perennial and herbal planting or gathering for the local occupation learning: weaving, interlacing, and dancing, etc.

The right livelihood is a lot of right occupations that did not exploit others, and the benefit from the right occupation that would be taken as the living factor both physically and mentally

altogether (PhraThammaPidok, Po O Payutto. 1999 : 118) The right livelihood affects body and mental, and the agricultural occupations was the main income source of most of the people in the country and was the industrial value added making base (The Office of the National Economic and Social Development Board. 2012). The importance of the occupation that would make the main income for the country was necessary to have the suitable education management system in order to match the community context. It should be the alternative education management to lead the country out of the crisis. In the topic of the right livelihood making from the finding of (Walaisathian, Parichat and et al. 2010 : 20) which arranged the learning strengthening project for the community's happiness by aiming the community members including people from many groups like developers, technocrats, and villagers to have the accompanied learning process by the community context analytical method through the farmers' loan problem surveying process, the factor of the loan, and there would be the alternative education management

project to create the right livelihood among the farmers' community by letting them learn their ancestors' occupations, community root, context surrounding, physical geography: soil, water, and forest. The basic occupation of the community that used to exist, need the additional learning, and something called, in Buddhism, intellect that could be used to solved problems in living and self-dependence.

A lot of academicians like Wasi Prawet (1987 : 33-35), Aunkham Bannathon (1987 : 5), and Sanyawiwat Sanya (1987 : 68) who gave the way of the community's self-dependence in 5 aspects: 1) production technology, suitable usage with the occupation like agricultural production group gathering, people in household's labor using 2) economic aspect, to have enough for consuming in the households and sold as the additional income 3) mental, the determination in learning, decreasing all vices, and diligence 4) natural resources, the restoration and enrichment of the soil by the local philosophical knowledge and natural resources such as temple, learning sources, village philosophy to have the benefit together and restore it as perfect

as possible 5) society, culture that had the cooperative working process, community leadership, generosity, and warm family, making community peaceful with the temple and local traditions as the center of the self-dependent community as mentioned above.

For the solution of the poverty caused by the loan and having no job after rice season, the self-dependence made the households have the sufficient living. The self-dependent community economy in the rural areas; the important activity was the occupation group activity which was the self-dependent and additional income activity for villagers together with creating the products' values. (Department of Provincial Administration. 1998 : 61-64, and Phetprasert, Narong. 1998 : 20). The product transfiguration of the occupation group in the villages, creating the occupation group network, and creating the connection between the groups, the shops in the communities, and the businesses that needed the products by focusing on the farmers' self-dependence, sufficient living, and restoration of human's spirits to the real economy which was comprised of human and

nature. By the self-dependence ability, at least, the farmers have the sufficient living and sell when there are some left for the additional income for the households. This method can be said that it is the system of one household per two ways of production, the first way for the living, and the second for the income. If everybody have enough food, the social problem will not be bad, and the conflicts in the society will be decreased. And, if there are enough products for sale, it will relieve the crisis more.

Therefore, the poverty problem solution as mentioned made the researcher interested in studying on the right livelihood curriculum development by using community as a base to strengthen the self-dependence of the farmers in order to make the farmers live, relying on themselves, according to the sufficient economy philosophy which matched with their local context.

### Objective

1) To develop the curriculum for making a living on agricultural vocations and the needs for righteous-vocation curriculum development using

community-based, to enhance self-dependence of qualitative agriculturists.

2) Try out using righteous-curriculum using community-based to enhance agriculturist's self-dependence.

3) Study the outcomes of applying righteous - vocation curriculum using community - based, to enhance agriculturists' self-dependence.

### Methodology

This research had procedures to find out and reach the objectives by conducting 4 steps

step 1 : Study fundamental information;

The sampling groups were agriculturists in Nong No Sub-district, 341 males, 335 females, totally 676 persons, gained by depending on R.V. Krejcie's & D.W. Morgan's table. The instruments used in this research were : The instruments used in this research were :

1) the surveying form of problem conditions and needs for developing righteous - vocation curriculum using community - based, to enhance agriculturists' self-dependence.

2) an interviewing form. Data analysis was done by using statistics, mean and percentage.

Step 2: Draft curriculum and find its efficiency;

The sampling groups used for finding curriculum efficiency were the agriculturists residing in GudKaen Village, Nong No Sub - district, Mueang District, Mahasarakam Province, numbering 34 persons out of all agriculturists voluntarily participated in the project.

Step 3 : Try out using curriculum;

The sampling groups the curriculum were the agriculturists residing in Hin Lad Village, WaengNong Sub - district, Mueang District, Maha sarakam Province, numbering 37 persons out of all the agriculturists voluntarily participating the project.

Step4 : Evaluate curriculum application;

This was to lead the data gained from trying out the curriculum to be evaluated for its quality.

#### Data Analysis

The statistics used for analysis data were mean ( $\bar{x}$ ), percentage, standard deviation (S.D.) and t - test

(dependent samples). The research was presented in the form of descriptive analysis.

#### Research Result

1. This curriculum has been consisted of 10 components, 8 learning units and consuming 19 hours' time. The contents have been based on righteous-vocation on the topic of “ Laying-chicken Raising”.

2. The post test scores had higher than pre test scores with statistical significance at the level of .05. All agriculturists gained testing scores 80% up. The agriculturists' self-dependence was found at most level. Their satisfaction in learning accordingly to righteous-curriculum was found at most level.

#### Conclusion and Discussion

The research in the first phase has got the recommendation as follows: The problem condition and the need in farming occupation of the farmers were, the farmers' problem condition aspect: 1) the farmers' households had loan at 100%, borrowing from the Bank of Agriculture and Agricultural Co-operatives,

private fund, and production group in community at the maximum level of mean at ( $\bar{x} = 4.97$ ). 2) Production factor (production technology), the cost of production was high due to the chemical farming that aimed to sell; chemical fertilizer, insecticide, agricultural machinery, and labors were needed at the maximum level of mean at ( $\bar{x} = 4.97$ ), conforming to the survey result of the households' expenses statistic in northeastern part was higher than other regions by 60-75%, and higher than the national level by 63% (National Statistical Office. 2008), especially the loan from farming, by 18%. Like the research result of (Ruaisungnern, Sawaeng. 2009 : 271) who summarized the occupation problem in agriculture that the farmers faced the trouble of the high rate of cost like tractor, fertilizer, insecticide, labor, etc. 3) The capital factor supporting the agricultural occupation was lacked at the maximum level with the mean at ( $\bar{x} = 4.82$ ), and The occupations that the farmers had to learn were laying hens raising, herbal food for health, and applied Ponglang local music

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