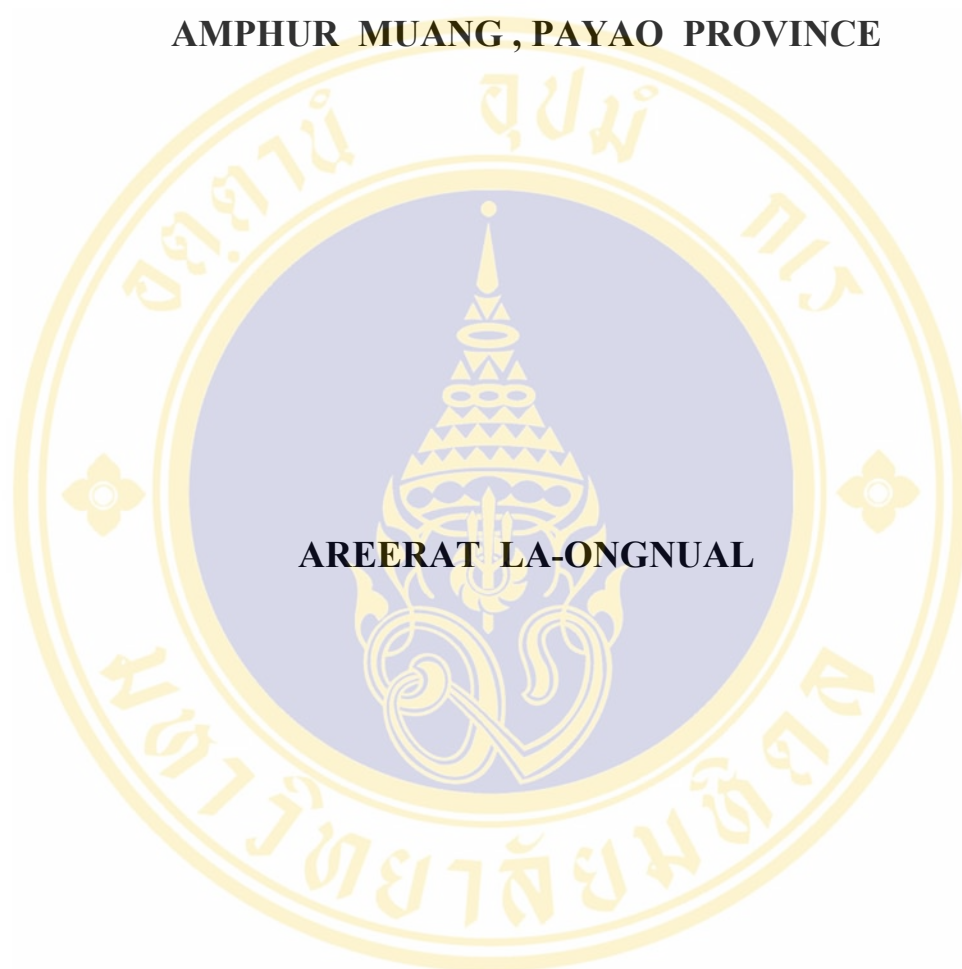


**A STUDY ON TRAINING PROCESS OF THE WATER- HYACINTH
HANDICRAFT VOCATIONAL TRAINING GROUPS :
AMPHUR MUANG ,PAYAO PROVINCE**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(ADULT AND CONTINUING EDUCATION)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2004**

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AMPHUR MUANG , PAYAO PROVINCE**

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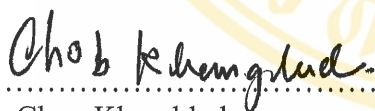
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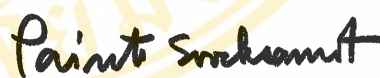
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ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor, Assoc.Prof.Dr.Naranan Suriyamane, for her patient guidance, ceaseless support, insightful ideas and generous encouragement in all aspects throughout several years of my M.Ed. study. I am very grateful to have her as my advisor. Moreover, I am proud of being her student, now and forever.

I also would like to thank my co-advisors, Assoc. Prof. Dr.Prapaphan Un-ob and Dr. Pairote Sooksamrit for their invaluable comments. I thank my M.Ed. advisory committee members Assoc. Prof. Dr.Bencha Yoddumnern-Attig and Assoc. Prof. Chop Khemklad for sharing their knowledge and insightful discussions in my research.

I would like to thank Mrs. Mulika Khunawat and Ms.Areeya Rojwithee for helping and suggesting in my instrument construction.

In particular, I would like to thank many people from the Phayao Water-Hyacinth Handicraft Vocational Groups that I have had the pleasure to interact with. Without their valuable information and cooperation this thesis will never appear.

Last and by no means least, I would like to thank my dear family their support, encouragement and understanding.

Areerat La-ongnual

A STUDY ON TRAINING PROCESS OF THE WATER - HYACINTH HANDICRAFT
VOCATIONAL TRAINING GROUPS : AMPHUR MUANG, PAYAO PROVINCE

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ABSTRACT

The main purposes of this research were to study; 1) the training process of the water-hyacinth handicraft vocational group 2) the participation level of vocational group members in the training process 3) the comparison of participation in the training process which consisted of five factors ; age, marital status, education level, member status and income. Other purposes were, 4) a comparison of participation in training processes organized by the three organizers; vocational group, government sector and non-government organization 5) the impact of the training process on community. The sample size consisted of 150 members of water –hyacinth handicraft vocational groups from three villages in Payao province; Maesaitung, Tumlao and Sanbuaboke village, and 15 officers from government and non-government organizations who participate in the vocational groups, by using purposive sampling. The research instruments were questionnaires and interviews that the researcher had developed. The collected data were analyzed through percentage, mean, standard deviation, t-test and one-way ANOVA analysis.

The research findings revealed that 1) there are three main components of the training process which are planning, operating and evaluating. 2) The participation level of vocational group members was at a middle level. 3) The comparison of participation in the training process affected by five factors, age, marital status, education, income and member status showed no difference. 4) A comparison of participation in the training process organized by the three training organizers found no difference. 5) An effect of training indicated that training could develop the community economy and solve community social problems.

The benefits of this research are that it illustrates an understanding of the successful framework that could be adapted as a guiding principle for community development and management in other communities in the future.

KEY WORDS : TRAINING PROCESS / PARTICIPATION / VOCATIONAL GROUP

104 pp. ISBN 974-72-4442-2

การศึกษากระบวนการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวา อ.เมือง จ.พะเยา (A STUDY ON TRAINING PROCESS OF THE WATER-HYACINTH HANDICRAFT VOCATIONAL GROUPS : AMPHUR MUANG ,PAYAO PROVINCE)

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) กระบวนการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวา อ.เมือง จ.พะเยา 2) ระดับการมีส่วนร่วมในกระบวนการฝึกอบรมของสมาชิกกลุ่มอาชีพ 3) การเปรียบเทียบการมีส่วนร่วมในกระบวนการฝึกอบรมของกลุ่มอาชีพตามตัวแปร อายุ สถานภาพสมรส ระดับการศึกษา ระยะเวลาที่เข้าเป็นสมาชิกกลุ่มอาชีพ และรายได้ 4) การเปรียบเทียบการมีส่วนร่วมในกระบวนการฝึกอบรมของกลุ่มอาชีพตามหน่วยงานที่จัดฝึกอบรม ได้แก่กลุ่มอาชีพ ภาครัฐ และภาคเอกชน 5) ศึกษาผลกระทบของการฝึกอบรมของกลุ่มอาชีพต่อคนในชุมชน กลุ่มตัวอย่างประกอบด้วยสมาชิกกลุ่มอาชีพหัตถกรรมผักตบชวาบ้านแม่ใสทุ่ง ต.แม่ใส บ้านต้าเหล่า ต.ท่าจำปี และบ้านสันบัวบก ต.บ้านสาง อำเภอเมือง จังหวัดพะเยา จำนวน 150 คนและ ผู้ที่มีบทบาทสำคัญเกี่ยวข้องให้การสนับสนุนการฝึกอบรม ผู้จัดหรือผู้ประสานงานการฝึกอบรมซึ่งเป็นเจ้าหน้าที่ของภาครัฐ ภาคเอกชน จำนวน 15 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แนวคำถามประกอบการ สัมภาษณ์ (Interview Guide) และแบบสอบถาม (Questionnaire) สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ค่าร้อยละ ตัวกลางเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t-test และการวิเคราะห์ความแปรปรวนทางเดียว (One-way ANOVA)

ผลการวิจัย พบว่า 1) กระบวนการฝึกอบรมประกอบด้วยส่วนสำคัญ 3 ส่วน คือ การวางแผน การดำเนินการ และการประเมินผล 2) ระดับการมีส่วนร่วมในกระบวนการฝึกอบรมของสมาชิกกลุ่มอาชีพหัตถกรรมผักตบชวาอยู่ในระดับปานกลาง 3) ไม่พบความแตกต่างของการมีส่วนร่วมในกระบวนการฝึกอบรมของสมาชิกกลุ่มอาชีพตามตัวแปรที่ศึกษา 4) หน่วยงานที่จัดฝึกอบรมให้กับกลุ่มอาชีพแตกต่างกัน ไม่มีผลต่อการมีส่วนร่วมของสมาชิกกลุ่มอาชีพ 5) การฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวามีผลต่อคนในชุมชน ด้านเศรษฐกิจ ทำให้คนในชุมชนมีงานทำและมีรายจ่ายในชุมชนเพิ่มมากขึ้น ส่วนผลกระทบด้านด้านสังคมทำให้คนในชุมชนเกิดความสัมพันธ์ที่ดีต่อกัน เกิดเครือข่ายการเรียนรู้ภายในชุมชน และปัญหาสังคมลดลง

ผลการวิจัยครั้งนี้ สามารถนำไปเป็นแนวทางในการพัฒนากระบวนการฝึกอบรมที่มีประสิทธิภาพให้กับกลุ่มอาชีพอื่นๆ และเป็นประโยชน์สำหรับหน่วยงานและผู้ที่เกี่ยวข้องในการพัฒนากลุ่มด้วยกระบวนการฝึกอบรม

CONTENTS

	Page
ACKNOWLEDGEMENT	iii
ABSTRACT (ENGLISH)	iv
ABSTRACT (THAI)	v
LIST OF TABLES	ix
LIST OF CHARTS	x
CHAPTER 1 INTRODUCTION	
1.1 Background and significance of the problems	1
1.2 Objectives of the research	3
1.3 Research questions	4
1.4 Research hypotheses	4
1.5 Scope of the research	5
1.6 Definition of terms	6
1.7 Expected results	8
CHAPTER 2 LITERATURE REVIEW	
2.1 Concepts on group and group formation	9
2.2 Concepts on participation	16
2.3 Concepts on training	22
2.4 Related research studies	25
CHAPTER 3 METHODOLOGY	
3.1 Qualitative Research Method	30
3.2 Quantitative Research Method	32

CONTENTS (cont.)

	Page
CHAPTER 4 RESEARCH RESULTS	
4.1 Demographic information of the sample group	38
4.2 Training process of the vocational group	41
4.3 Level of participation of group members in the training process	50
4.4 Comparison of participation in the training of group members by independent variables	54
4.5 Comparison of the participation in the training process by the organizers	59
4.6 Impacts of the vocational training on community members	59
CHAPTER 5 DISCUSSION	
5.1 Training process of the vocational group	66
5.2 Level of participation of the group members in the training process	68
5.3 Comparison of the participation of group members in the training process by independent variables	70
5.4 Comparison of the participation in the training process by training organizers	72
5.5 Impacts of vocational training on the community Members	73
CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS	
6.1 Conclusions of the research results	76
6.2 Recommendations	77

CONTENTS (Cont.)

	Page
BIBLIOGRAPHY	79
APPENDIX	85
BIOGRAPHY	104



LIST OF TABLES

Table	Page
1 Number and percentage of members of water-hyacinth handicraft vocational groups by demographic information	38
2 Number and percentage of level of participation in the training process organized by the vocational group	50
3 Number and percentage of level of participation in the training process organized by the government sector	51
4 Number and percentage of level of participation in the training process organized by the non-government sector	51
5 Number and percentage of level of participation in the training process organized by the vocational group in particulars	52
6 Number and percentage of level of participation in the training process organized by the government sector in particulars	53
7 Number and percentage of level of participation in the training process organized by the non-government sector in particulars	53
8 Comparison of the participation in the training process organized by the vocational group by the independent variables	57
9 Comparison of the participation in the training process organized by the government sector sector by the independent variables	58
10 Comparison of the participation in the training process organized by the non-government organization by the independent variables	58
11 Comparison of the participation in the training process by the Organizers	59

LIST OF CHARTS

Chart	Page
1 The training system of Gordon	24



CHAPTER 1

INTRODUCTION

Background and significance of the problems

Progressive and stable national developments depend on many essential factors. Among these factors, it is generally accepted that human resource factor is the most important (Dusanee Liamphan, 1994:1). This means that quality population contributes to national development and progress. Hence, the 8th National Social and Economic Development Plan (1997-2001) had shifted its focus from solely economic development to human-oriented development, since man is an absolute factor for developmental successes. The 9th Development Plan has also advocated the holistic people-centered development, with an emphasis on the balance of human, social, economic and environmental development. Furthermore, it also sets up a strong and stable internal economic foundation that is self-reliant and immune to external changes (Office of the National Social and Economic Development Board, 1996:E).

Rural development is fundamental to national development because the majority of the population resides in rural areas and is encountering many problems, e.g., economic, health and/or environmental, generating more social problems. The most important problem is poverty (Santisuk Thetprasit, 1994:1). Livelihood based on ignorance could not enable them to solve daily problems. Consequently, many have led an aimless life, unable to help themselves and relying on state assistance (Oranut Hiranyakhup, 1994:1). The 1st 4th National Development Plans had employed the top-down and centralized development process (Achara Phothiyanon, 1996:132). The government sector played the role of a giver, while people were mainly takers (Thasanai Phiriyasaisanti, 1994:1). The more actively the government played, the less role in development people took (Buaphan Phakthing, 1989:1). Therefore, rural development was a top-down process, with people having no participation in problem-solving planning. They were waiting for outsiders to solve their problems, which might not meet real needs of rural people or it might be a development that was

contradictory to their ways of life (Oranut Hirunyakoo, *ibid.*:2). Centralized rural development generates plethora of problems because there is no real participation from rural people and they are indirectly forced to accept whatever development is given. People are not given a chance to think, initiate and plan for the projects or make decisions. Moreover, there is no continuous process to motivate the popular sector to evaluate their and community's needs. Saengrawee Anantaphanit (1998:3) gives a comment on previous rural developments by state agencies that they failed to distribute incomes, resources and power. In addition, they overlapped and did not promote equality and self-sufficiency. It seemed that the more they were developed, the more they relied on external factors. Thianchai Wongchaisuwan (1999:141-146) expresses similar comments. He cites that current problems of development include poverty, lack of liquidity balance, income, resource and asset generation and overlapping of development. The problems are expressed in the form of differences between rural and urban society, industry and agriculture and the rich and the poor. The 5th National Social and Economic Development Plan (1982-1986) shifted the concept and method of development by focusing on more popular participation and more attempts to implement the concept. The government also reorganized rural development policies by using the bottom-up approach to provide more opportunities for people to participate in solving their own problems. Academics and developers from both private and government sectors brainstormed to find out guidelines for rural development. The focus was on area-based development and participation of rural people. Rural people were direct beneficiaries from the development and took part in defining policies and working guidelines so that rural development and solving local problems could be efficient (Chuleeporn Wimuktanon, 1989:2). Area-based development brings about formation of local interest groups, such as, occupational groups, farmers groups, women groups, housewives groups and youth groups. The purpose of group formation is to cooperate and work together. Group formation is based on interests and needs of communities, which may be driven by external agencies from state or non-government organizations (Preeya Wanarit, 1993:3).

Ban Maesaithung Water-Hyacinth Handicraft Vocational Group is located in Tambon Maesai, Muang district of Phayao province. It is a vocational group carrying out career-based activities that generate extra incomes for oneself, family and

community as a whole. The group has been producing handicraft products of quality that could be sold in local and international markets in addition to extending its development activities, which leads to community empowerment and self-reliance. It began from human and community development, equipping them with knowledge and skills to analyze their need for production, capital, administration and management, production process, material transformation, capital utilization, and skill development of group members. Education and training enable people to learn of existing problems and circumstances, so that suitable alternatives could be chosen to solve the problems. Operation in the form of a group or organization is a mechanism in learning, exchanging experiences as well as collective thinking and analysis of group members.

Training of the vocational group gets supports from different organizers, namely, vocational groups, government sector and non-government organization. Thus, it could be interesting to investigate how the training process of each training agency is like, and what level of participation in the training process of group members is. It is also of particular interest to compare the participation of group members according to age, marital status, educational level, income and duration of membership, and according to types of training agencies, i.e., vocational group, government sector and non-government organization. The investigation would also delve into the impacts of the training on community members. The results would be used as a guideline in developing other vocational groups so that they would become stronger and dependent on themselves.

Objectives of the research

1. To investigate the training process of the Water-Hyacinth Handicraft Vocational Group.
2. To study level of participation in the training process of the group members.
3. To compare the participation of group members according to age, marital status, educational level, duration of membership and income.

4. To compare the participation of group members according to types of training organizers, namely, vocational group, government sector and non-government organization.
5. To investigate the impacts of training on community members.

Research questions

1. How is the training process of the group like?
2. What is the level of participation in the training process of the group members?
3. Whether and how different is the participation according to age, marital status, educational level, duration of membership and income?
4. Whether and how different is the participation according to types of training organizers?
5. What are the impacts of the training on community members?

Research hypotheses

1. Members of different ages participate in the training process differently.
2. Members of different marital statuses participate in the training process differently.
3. Members of different educational levels participate in the training process differently.
4. Members of different duration of membership participate in the training process differently.
5. Members of different incomes participate in the training process differently.
6. Different training organizer makes the participation of group members differently.

Scope of the research

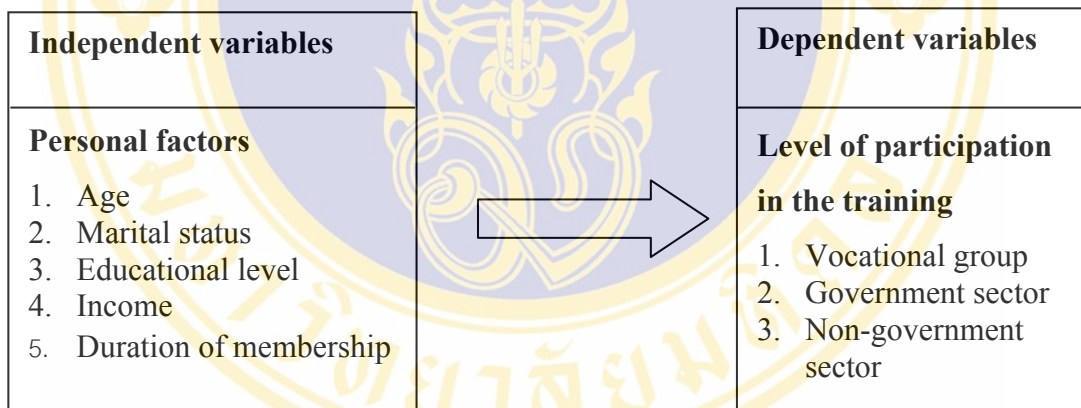
The scope of the research is defined as follows:

1. Scope of contents

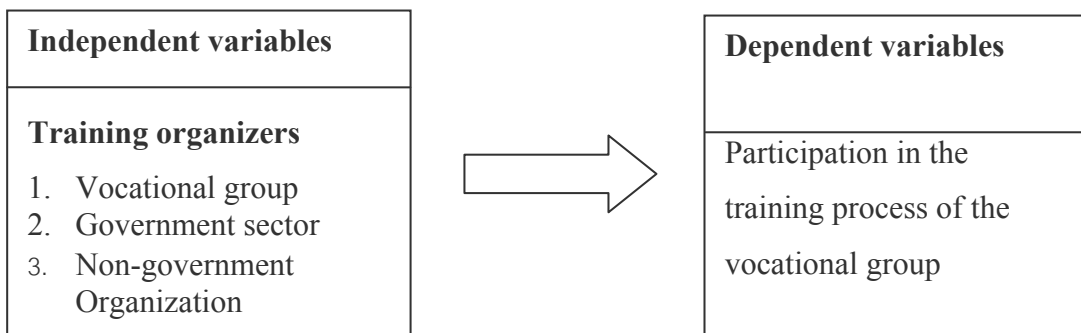
The contents under this investigation include:

- 1.1 The training process
- 1.2 Level of participation in the training process in terms of
 - problem identification and decision-making
 - operation
 - benefits
 - evaluation and follow-up
- 1.3 Comparison in terms of the participation of group members according to age, marital status, educational level, duration of membership and income, which could be summarized in the following conceptual framework.

1.4 Comparison of participation in the training process according to the three training organizers could be summarized as follows:



1.5 Impacts of the vocational training on community members.



2. Scope of area

The area of investigation is Muang district, Phayao province, which includes Ban Maesaithung, Tambon Maesai, Ban Tamlau, Tambon Thachampi and Ban Sanbuabok, Tambon Bansang. They are medium communities with convenient transportation and easy access to investigating.

3. Scope of time

This investigation focuses on the phenomena of the training process of the vocational groups and impacts of the training on community members in retrospective from the time of the group formation until the time of this investigation. Data on level of participation and factors related to the level were from 1999 to 2001.

Definition of terms

Vocational group is the formation of two individuals and more in the community with a purpose of carrying out income-generating activities by collectively producing products for sale. The vocational group in this investigation is the water-hyacinth handicraft vocational groups in Ban Maesaithung, Ban Tamlau and Ban Sanbuabok, Muang district, Phayao province.

Government sector is the organizers in the government sector mean state organizers coordinating and organizing vocational training for the water-hyacinth handicraft vocational group in Muang district of Phayao province, for instance, the Phayao Skill Development Center, Lampang Institute for Skill Development Region 10, Office of Provincial Public Welfare and Office of Provincial Community Development.

Non-government sector is organizers in the private sector mean non-government organizers providing vocational training to the water-hyacinth handicraft vocational group in Muang district of Phayao province, for instance, Phayao for Development Project.

Training process is a training activity designed to transfer knowledge of the group in order to generate knowledge, skills and positive attitude toward income development. The process is continuous and interconnected to every step from training needs analysis, planning, implementation to evaluation. The steps in this investigation include planning, implementation and evaluation.

Participation in the training process refers to group members participating in the training process for vocational development in the following areas: problem identification and decision-making, operation, benefit reception, and evaluation and follow-up.

Participation in problem identification and decision-making is the participation in training needs analysis, ranging from defining, considering to sequencing problems of the vocational groups.

Participation in operation refers to participation in supporting resources, administration and cooperation in carrying out training of the group.

Participation in benefit reception refers to participation in receiving benefits from training of the group, regarding material, social or personal benefits.

Participation in evaluation and follow-up refers to participation in evaluating and following-up of training of the group, ranging from defining quality of work, specifying proto-types of work, attending meetings to criticizing works of individuals or groups of individuals.

Potentiality is the ability of the group in carrying out income-generating activities for the community or group, satisfying their needs, solving poverty problem of most community members and coordinating with external agencies or individuals in enhancing knowledge and labor skills of group members.

Self-sufficiency is a condition where community members are able to use their potential or ability for their occupation or income generation so that the community could subsist happily.

Age is the number of years from birth to the present of a group member.

Marital status is the marital status of group members, dividing into single, married, divorced or widowed.

Educational level is the highest educational level of group members, dividing into lower than primary school, primary school, lower secondary school and high school.

Duration of membership is the number of months and years for being members of the vocational group.

Income is the amount of money per month that a group member receives from other sources, excluding that related to producing water-hyacinth products.

Expected results

1. It could be a guideline in developing an efficient training process for other vocational groups.
2. It could be beneficial to agencies or individuals interested in developing groups by means of a training process.

CHAPTER 2

LITERATURE REVIEW

In an investigation on the training process of water-hyacinth handicraft vocational groups in Muang district of Phayao province, the following topics will be discussed in this chapter.

1. Concept on group and group formation
2. Concept on participation
3. Concept on training
4. Related research studies

Concept on group and group formation

Definition of group

Mills (1967:2) defines group as a unit consisting of two individuals or more who communicate meaningfully to achieve a specific goal.

Shaw (1981:454) defines group as two individuals or more who interact in a way that influences one another.

Sociology Dictionary, the Royal Institute (1982:164) defines group as a unit consisting of two individuals or more who have created psychological interaction among themselves. It is accepted that group is a state by group members and others because it has a unique common behavior of its own.

Dusit Thepphathun (1987:59-60) comments that to form a group, there must be clearly defined objectives so that members know what group formation is for. A group must have members and administrative committee. Members carry out activities for the benefits of the group. They must have a common agreement and a system of accounting and documentation as a guideline of practice. Activities of the group must take place after the training.

It could be summarized from the above definitions that group is a formation of two individuals and more carrying out activities together. In addition, group atmosphere must exist to coordinate, communicate among group members. They must pay attention to activities which would be beneficial to their group and themselves.

Reasons of group formation

Group formation of people may be a success or failure, depending on whether plans and criteria of group development and formation are suitable for the environment of the group. Concepts of group formation and development are crucial for considering development and components of groups.

Decenzo et al. (1997:196) explain the reasons for joining a group as follows:

1. Liking the work or activities of the group. O'Brien and Gross (1981:78) reveal that the more communication individuals have, the more powerful the participation of group members would become.
2. Liking individuals in the group. The main factor for deciding to join the group is that there are similarities in terms of personality or attitude of group members. It is the most powerful driving force for one to become a member of the group.
3. Group formation could directly satisfy certain needs of an individual or it could satisfy one's needs outside of the group.

Jaronchai Wanthong (1994:10) states that some reasons of group formation or participation in group activities are as follows:

1. A person could not exist in the society alone, therefore, he/she has to find others with the same or similar characteristics, e.g., concepts, attitude, motivation, practices or values. They carry out activities together in order to satisfy their social and psychological needs.
2. People form or join a group because of personal interests. The interests could be related to business, work or personal goals.

From the above concepts, it could be summarized that the main reason for group formation is to satisfy internal and external needs of individuals and it could involve personal interests, which could be both material and spiritual.

Steps of group formation and development

There are criteria for efficient group formation and group development. Bass (1965:197-198) proposes three steps of group formation as follows:

1. **Acceptance.** In the initial stage of group formation, members do not communicate with one another well and may not wish to express their opinions and attitude openly. This is a natural phenomenon for group members with different backgrounds to first participate in group activities. However, later on more communication would transpire and ultimately they would accept one another that they are in the same group.

2. **Communication and decision-making.** After having accepted one another, member would communicate more openly, leading to more confidence and internal interactions. Discussions within the group involve job-related problem solving and development of working steps for the success of the group.

3. **Motivation and outcomes of the group.** In this stage, norms of the group are set up as regulations and guidelines for members to connect and practice in the same direction. The goals of the group have become more important than personal goals. The group would create mechanisms to enforce members to follow the norms or regulations. Any deviation would be punished by resistance or termination of membership.

To develop a strong and independent group, state agencies could play a vital role besides the group itself. Kowit Phuang-ngarm (1994:37-38) proposes the steps in developing popular organizations by the government sector as follows:

1. In group formation, unity and efficiency of an organization must be the main consideration. A group must stem from needs of community, with clear objectives, relation and cooperative atmosphere of group members. Responsibilities of group members must be clearly defined. Members must be trained to put group

benefits ahead of personal ones. They must also be disciplined, carrying out activities and meetings regularly.

2. The government sector is required to understand philosophy and principles for developing popular organizations rather than aim at benefits of the sector. It needs to lay out working foundation based on needs and participation of the people through popular organization. An emphasis should be put on the importance of a group, providing it an opportunity to practice and work by itself. The organizations have to initiate and evaluate themselves, while the government sector merely provides academic assistance.

3. The government sector needs to integrate training and knowledge provision to the popular organizations periodically to enhance efficiency, quality and skills of the organizations.

A similar concept is proposed by the Agricultural Promotion Department (1998:2), which posits 3 steps of group development as follows:

1. Preparation. This involves investigating community problems by household, motivating target individuals to form a group and showing your ability so that they could accept.

2. Learning. The target individuals start to carry out group activities together based on their problems and needs. State officials gradually increase the role in transferring knowledge and coordinating with the target group, with an aim to provide careers that are related to their problems.

3. Group activities. A group has already been formed and members understand what their group activities are, how to do them and what their responsibilities are. After they have carried out their duties, it is regarded that the group has been developed. At this point, state officials provide them more knowledge about administration and management as well as more external supports.

In addition to the previously mentioned steps of group formation and development, there are other factors involving the success of group's operations. Phairat Dechaphairin (1983:12-14) states that for the success of a popular organization

for rural development, it also depends on good and skillful community leaders or outsiders who are sincere and honest to the people and understand the importance of a popular organization. They should be able to provide them advice and make them understand the objectives and goals of their organization. A provincial organization should be a mentor in organizing activities beyond the capability a village organization. More importantly, it should never interfere an existing economic organization of the villagers.

Yuwat Wuthimethee (1991: 3-4) further comments about factors that strengthen the success of a group. The group should be powerful with strong members devoting to group work and happily working together. Their opinions should not be in constant conflict and they should be unified and in regular contact. Their unity would be increased if the group could meet demands of its members. Members would be cooperative and respect one another if their membership is stable and secure.

In addition to the above factors and steps of group formation, there is another important and fundamental topic to understand mechanisms and behaviors of groups. It is the group syntality theory devised by Cattell, which consists of two closely related parts.

Part one is concerned with different dimensions of a group, consisting of:

1. Population traits. They are idiosyncratic characteristics of individuals forming into a group, for instance, level of intelligence, attitude, thinking, belief or value.

2. Syntality traits. They are power or outcomes that a group creates and the power may influence neighboring groups or environment. An overall behavior of the group reflect how personality of the group is like as well as its decision-making process.

3. Characteristics of internal structure are the relationship of group members, such as, a role and position of each member, smaller groups and internal communication network.

Part two is the syntality of the group. Cattell uses a major concept to analyze the synergy of the group, which refers to the overall power of each member toward the group.

Cattell also mentions that in general group work or activity is divided into two types: maintenance and effective synergies. When this happens, some parts of the power would be used for carrying out missions of the group (Kamol Raksasat, 1998:9).

From the concepts and theories above, the aim of group formation and development is for a group to become successful in its operations, which depends on principles, steps and patterns of group formation. If they are correctly implemented and meet the needs of group members, it would result in better rural development.

Vocational groups

Group formation of villagers or people in the Thai society has been going on for a long time, but the formation is informal and loose, such as, kinship group, neighbor group, labor group or funeral group. These kinds of groups are not very significant to politics and economy (Kamol Khongsat, 1998:4). When urbanization has increased, it is necessary for rural people to develop themselves in compliance with new changes.

Since community development for rural development is a joint operation of people, they thus know their own problems and needs. To carry out activities together, they are in regular contact and convince one another to form a group until their mission is complete. They would realize the benefits of thinking and working together, particularly self-sufficient economy for their own and their community's survival. Phianphak Thasdorn (1987:55) finds that economic development of people is the core of national stability. When economic situation of the population is not sufficient for a decent livelihood, seeking for new things and new hope to raise their standard of living will be endless. The main income from farming in the past is no longer sufficient for present expenditure in the village. Farming generates an income only

once a year, therefore, farmers should have supplementary careers to have regular earnings all year round. For economic distribution and career promotion, fundamentals for production must be strong so that producers could function efficiently. Forming a career group in the rural area is one of the best ways for human resources development.

Establishing a vocational group in the country is a new hope for rural people to protect their benefits, promote income distribution and train members to know and understand the system of group activities correctly. Such an undertaking generates vocational changes, affecting folk economy in that they have more jobs and more income. Their livelihood would be better with more knowledge and skills. Changes in economy, society, culture and positive perspective would occur (Jarawan Thammawat, 1989:70). This is in line with Kamol Khongsat's (1998:21), stating that a vocational group is a social phenomenon happening naturally in the community. Or it might be initiated by outsiders seeking or providing an alternative to people who are skillful or interested in that particular occupation. They would form into a group voluntarily, carry out activities together and make decisions via their leaders or the group's administrative board. The main purpose is to increase their earnings and the by-product is the unity of community members.

Phisan Chuangcham, a NGOs developer with over ten years of experience in the northern and northeastern Thailand, proposes group formation in the community as follows:

1. Formal groups are folk groups set up by the government or non-governmental organizations to accommodate concepts of development, e.g., credit system activities, activities to increase marketing and production technology, and capital mobilization in the community. The objectives of the formal groups are usually in line with the central policy of the state, which is to increase production. The operations have been undertaken according to the national social and economic development plans for the last twenty years (Chuleeporn Wimuktanon, 1989:99-100).

2. Local groups stem from the cultural system of the community and social changes. There is also adaptation of patterns and methods in compliance with

community contexts. The aim of the group is that everyone becomes members and accepts conditions of the groups (Suratsawadi Hoonphayon, 1986: 20-23).

It could be summarized that an occupational/vocational group is derived from the formation of community members with similarities in occupation, income, education, preference, culture or free time. They form into a group to produce products for sale in order for extra income and supplementary career for themselves and their families.

Concepts on participation

Definition of participation

To carry out development work in local areas, community members have to participate in every step of the developmental process. The fundamental process of development is “to help people help themselves”. If people participate in the entire process of development, the results would be more efficient and cover the needs of the majority. Until then, people would be real beneficiaries of development.

Nowadays participation is widely used in development works. However, the meaning of participation is usually used as a tool for people to take part in activities or projects designed by the government rather than the true meaning of participation, which is a process of human resources development.

Erwin William (1976:138) defines participation as a process for people to be involved in carrying out developmental work, thinking, making decisions and solving their problems, with an emphasis on active participation, creative thinking and skills of people in conjunction with a proper use of trainers. It also follows up the operations of concerned organizations and officers.

Turton Andrew (1987:10) defines popular participation as a collection of individuals' interests related to feelings toward activities in the form of cooperation and coordination until a group is formed.

Phumtham Wechayachai (1984:34) defines a real popular participation as people or community developing their potential to manage, control and distribute resources and production factors for the benefits of economic and social livelihood

according to their needs with dignity as members of the society. Members develop their perception and local wisdom in the form of decision-making to define their destiny. In addition, practical guidelines for popular participation in development works are also proposed.

Thanongsak Khumkhainam (1991:76) comments that popular participation is a process where people take part in an activity in a way that they collectively think, make decisions, plan, operate, receive benefits and evaluate the activity. The target group has and use an opportunity to express their opinions to solve their problems and needs with minimal assistance from external agencies.

Pairote Sooksamrit (1988:25-28) refers to the meaning of popular participation given by the United Nations that it must cover the following topics.

1. Participation in receiving benefits from a development program
2. Participation in assisting in the operations of a development program
3. Participation in the decision-making process throughout a development

program

He further divides popular participation into 7 levels as follows:

Level 1	forced	= no participation
Level 2	procured	= little participation
Level 3	convinced	= little participation
Level 4	interviewed their needs	= fair participation
Level 5	having an opportunity to express opinions	= fair participation
Level 6	having an opportunity to propose a project	= high participation
Level 7	having an opportunity to make a decision	= ideal participation

Most of the definitions and concepts of participation do not vary much. It could be summarized that a popular participation for rural development is that people carry out development activities by themselves. Their actions could be manifested by expressing opinions, monetary donations or other aspects related to development, such as, cooperation and responsibility for activities beneficial to themselves, their community and society. In this investigation, participation is divided into 3 levels : high, medium and low.

Aspects and steps of participation

There are several types of popular participation, depending on purposes and needs of individuals and localities. However, the ultimate aim is to develop their communities in a more progressive way. Aspects of popular participation could be elaborated as follows:

1. Aspects of participation

The United Nations (1981:8) explains aspects of participation as follows:

1.1 Voluntary participation or participation to solve one's own problems. This is done without external assistance, which is an ideal model.

1.2 Convinced participation is carried out with approval or support from the government. This is general found in developing countries.

1.3 Forced participation is the one under the state policy under direct supervision of state officers. Results would be immediate but in the long run, it would not be effective because there would be no support from the people.

Bagnall (1989:23-28) states that there are 3 aspects of participation.

1. Presence. This means participating in a program organized by an institution or agency. The participation is merely "to be present" in the program to a more or less extent depending on motivation and other social factors.

2. Involvement. This means actively participating in and implementing a program or activity, with a focus on participants, not an institution or organization.

3. Control. Individuals or participants define or control the study process, e.g., controlling learning components (contents, goals and outcome) or a learning process (how to study).

Ampornphan Jansawang (1982:13) indicates aspects of popular participation in programs as follows: participating in meetings, interviews, contributing materials or money, leadership, being members, initiators and consumers.

It could be seen that there are several aspects of popular participation, depending on contexts of activities or programs, places, roles of organizing individuals and operations. It could be summarized that popular participation involves developmental activities, particularly group formation of people. This is the most important part of community development. In this study, it means members forming into a group to produce products for sale to generate incomes for the group and its members, which is a direct participation.

Steps of participation

For a success of popular participation for development, the operation must be systematic. Cohen and Uphoff (1980:219-222) propose 4 steps of popular participation as follows:

- 2.1 Participation in decision-making, consisting of three stages, i.e., beginning, carrying out and making decisions.
- 2.2 Participation in operations, consisting of supporting resources, administration and coordination
- 2.3 Participation in benefits, be it material, social or personal
- 2.4 Participation in evaluation

Chermsak Pinthong (1982:272-273) defines 4 steps of popular participation.

1. Participation in identifying problems and their causes of rural people
2. Participation in planning the activities
3. Participation in mobilizing members to work
4. Participation in evaluating their work

Akhin Rapheephat (1984:107-111) divides stages of popular participation in communities as follows:

1. Identifying problems and their causes as well as solution guidelines
2. Deciding to choose guidelines and problem-solving plans
3. Carrying out development activities according to the plans
4. Assessing the developmental activities

Anuphap Thiralap (1985:21-22) states that popular participation is based on 4 fundamentals of people.

1. People must have knowledge, understanding and skills to participate. They must have a potentiality to take part in activities. For instance, they must be able to identify their needs, plan, manage, administer and use their existing resources.

2. People must be ready to participate. This means that they must possess enough physical, cultural and economic conditions to provide them an opportunity to participate.

3. People must have an intention to participate. They must be willing to and perceive the benefits of participation. They must not be coerced or driven to participate without their consent.

4. There must be a possibility for people to participate. People must be provided an opportunity to partake, which empowers people to make decisions and define activities at a suitable level. It should be feasible to manage by themselves based on important political systems.

Phumtham Wetchayachai (1984:36) proposes participation strategies of people as follows:

1. Developmental mechanism must be moved from the state to the public, with people playing a vital role in development.

2. The ultimate goal of development is developing potentiality of people to become independent, not depending on the state or external organizations.

3. The developmental process must be based on the bottom-up, not the top-down approach.

To enable people to actively and effectively participate, Phairot Suksamrit (1987:15) states the following conditions.

1. People must have freedom to participate (Choice).
2. People must have ability to participate (Power).
3. People must form systematically (Group formation).

4. People must be willing to participate (Non-coercion).

In conclusion, various aspects and steps of popular participation could be summarized as follows. People must be able to (1) identify problems and make decisions; (2) operate ; (3) receive benefits ; and (4) evaluate and follow-up. The four parts are the main components of a participatory process of development by people. In this investigation, group members participate in the training process by (1) identifying problems and making decision ; (2) carrying out the operations ; (3) receiving benefits; and (4) evaluating and following-up.

Benefits of participation

In developing a participatory process, it is crucial to make the development reach its goal because participation would lead to correct decisions, effective communication and satisfactory outcomes, which would create a better change (Russell and Rus, 1991:17).

Banthorn Ondam, cited in Wanpen Woklang, (1991:35), summarizes the benefits of participation as follows:

1. Popular participation puts an emphasis on human resources development, particularly its quality.
2. Popular participation yields facts and opinions from people at the grass-roots level, which is beneficial and crucial to development.

For the benefits of popular participation in terms of development, Phairot Suksamrit (ibid., 24-30) comments as follows.

1. People would accept projects more because they are in line with their needs and problems.
2. People would feel more related and belonging to the projects.
3. Implementing the projects would be smooth because people cooperate.
4. The projects would be more useful to people and there would be resource mobilization for development.
5. Potential of people would be more developed.

Yongyuth Burasith (1990:71) adds that participation would better folks' way of life and strengthen unity of villagers. When people genuinely participate in community development, it would affect the progress of communities and the country as a whole.

To conclude, benefits of popular participation are that people learn and develop positive attitude and value of themselves and their community. They feel belonging to the community, independent and cooperative, working as a group and defining their ways of life in order to carry out the developmental process as desired. As for vocational groups in this study, their participation, communication and exchanges of opinions would bring about unity within their groups and efficiency of their work and production, which would be useful to improving and increasing their products. Therefore, their incomes would be raised, strengthening and empowering their groups, resulting in the success in developing their communities.

Concepts on training

Training is a learning activity and an important tool for human development. It is thus important to understand the meaning of training, which is given by various academicians.

Definition of training

Goldstein (1992:3) defines training as an approach to gain skills, practices, principles or attitude, which affect the improvement of operations in different environment.

Matis and Jackson (1997:282) define training as a learning process that an individuals uses to obtain skills or knowledge to achieve his goals or objectives.

Sanor Tiya (1992:127) defines training as a process for individuals to learn and become skillful for a particular purpose with a focus on a particular topic and a change of behavior in a desirable way. Consequently, training is a way for trainees to gain new knowledge and skills to improve work, problem-solving efficiency and attitude according to what the organization defines.

Nathaphan Khajoranan (1998:137) defines training as a process for trainees to learn or improve their competence as well as behavior, which would lead to expressions in compliance with the objectives.

Suntharee Sripthloy (1999:9) defines training as a systematic process to develop skills, knowledge, competency and attitude related to work, which would lead to a change of working behavior that directly affects working efficiency, the ultimate goal of an organization.

It could be summarized from the above definitions that training is a process to enhance knowledge, skills and attitude of trainees so that behavioral changes could be in a desirable way. This includes an improvement of job performances. The water-hyacinth handicraft vocational groups in this investigation employ training as an important process for increasing efficiency and effectiveness of the groups, so that a working standard could be established, which would result in the groups having regular and stable incomes as well as being strong and independent.

Objectives of training

When the objectives of training are mentioned, the focus is usually on increasing knowledge and skills and a change of behavior (Denphong Pholakhorn, 1988:21).

1. Knowledge enhancement. This means developing existing knowledge for better application and increasing knowledge, technology and working methods so that personnel could work more efficiently.

2. Skill enhancement. Three types of skills must be appropriately developed, namely, thinking, human relationship and practical.

3. Attitudinal change. The change greatly affects working efficiency of personnel. As a consequence, a major goal of training is to change and enforce positive attitude toward work.

It could be summarized that the main objective of training is to increase knowledge, skills and positive attitude of personnel for better work efficiency.

The training process

Training is a systematic process, therefore, an efficient training must be organized and systematic. Steps of training could be summed up as follows:

Casio (1992:236) states that there are 3 steps of training and development, namely, training needs analysis, implementation and evaluation.

Gordon (1994:92) defines 4 steps of training as follows:

- Step 1 identifying training needs
- Step 2 planning according to the needs
- Step 3 carrying out the training
- Step 4 evaluating the training

The following chart summarizes the training system:



Chart 1 The training system of Gordon (1994:92)

Chuchai Smithikrai (1994:19-23) states that there are 6 steps of training process.

Step 1 Training needs analysis

It is the first step of a systematic training, enabling to obtain necessary information for designing and developing a training program, so that training should be in line with need of the organization with maximum benefits. It includes organizational analysis, mission and qualification analysis and personnel analysis.

Step 2 Defining objectives of the training

The data from needs analysis would be used to define the objectives, which are the guidelines for designing and developing the training curriculum as well as evaluating the training program. A good objective should be a behavioral one, which specifies what a trainee should have or express after the training program.

Step 3 Selecting and designing a training program

Step 4 Constructing evaluation criteria

Evaluation criteria should be constructed in simultaneity with selecting and designing the training program, and be in line with the objectives.

Step 5 Carrying out the training program

Step 6 Evaluating the training program, which indicates whether the training has achieved its objectives or needs. When the objectives are achieved, the training is regarded as successful.

Naranan Suriyamane and Pheerasak Buranasophon (1997:204-205) divided a training process into 5 steps as follows:

Step 1 Conducting the training needs

Step 2 Planning and defining the objectives

Step 3 Designing a training program and developing a curriculum

Step 4 Carrying out the training program

Step 5 Evaluation

From the above concepts, it could be seen that training is a systematic process with clear and sequential operation steps. In this investigation, the conceptual framework is defined in compliance with the vocational groups. It could be summarized that a training process is composed of 3 important steps: planning,

implementing and evaluating. If a training is carried out step by step, efficiency of human development will be maximal.

Relate research studies

It could be said that studies concerning activities of vocational groups are relatively few. Most are concerned with popular groups or organizations established in villages and sub-districts in terms of evaluation. The focus is mostly on members or committees, such as, group administration, process of group formation, formation of vocational groups, or pre-and post-evaluation of group formation. In particular, investigations on the training process of vocational groups are non-existent. Related works are as follows:

Chuleeporn Wimuktanon (1989) investigates participation in rural development of Huay Meng villagers in Tambon Wiang, Chiang Khong district, Chiang Rai province. It is summarized that bureaucratic system was a major mechanism of development. The success of developmental strategies was on popular participation. Therefore, it depended on favorable bureaucratic system and culture within the system in addition to policies, strategies and operation system. Furthermore, the success also depended on people or their community. External development agencies should play a role of supporting existing local groups to become more stable and efficient and maintaining their identity. They should remain self-sufficient and independent with regard to concepts and operations so that their goals could really be achieved.

Phaethaya Kaewphuang (1990:abstract) investigates factors influencing the participation of village committee in administering local development. It is revealed that committee members with older ages, higher education, more frequent contacts with officials and higher standard of living participated more than those with the opposite traits.

Panya Thanasamban (1992) investigates factors affecting popular participation in community and rural development projects proposed by members of parliament : A case study of Prathum Thani province. It is found that the participation was at the medium level in terms of expressing opinions, planning, implementing the project, and evaluating and following-up. The factors clearly affecting the participation were income, contact with local leaders and state officials, knowledge about the projects and benefit expectations. Problems of non-participation included occupational burdens and lack of public relations from local leaders, officials and state officials.

Wanna Rasamithat (1992:abstract) investigates a process of training developers: A case study of a training curriculum on natural resources management. The project on participation of people in natural resources management was supported by the Ford Foundation (Thailand). It is revealed that the training process was efficient in providing knowledge to the trainees. It was also inter-related to every step. That is, (1) in the planning step, there was a needs analysis, definition of objectives, contents, techniques and evaluation. (2) During the training session, learning motivation was conducted by reinforcing trainees before, during and after the training. This included orientation, ice-breaking, adjustment of expectations, classroom organization to motivate curiosity, small group, and facilitation with regard to accommodation, food, venue, equipment, audio-visual aids, training documents and instruments. Learning atmosphere was favorable, with trainers and organizing committees having a good relationship. Various training techniques were used in line with the principles of adult education. Site visits were organized and trainers were professional. (3) Evaluation of the training was pre-determined and the instruments were pre-and post-tests, observation forms for external trainers and trainees, and evaluation was conducted during and after the training.

Pornthip Angkuldee (1996:abstract) investigates participation of women leaders in promoting and preserving environmental quality in Ratchaburi province. It is revealed that the women leaders participated at the medium level. Aspects of

participation from high to low included implementing, identifying problems, planning, evaluating and preserving. It is further found that income and duration of residency did not affect the participation.

Jintana Sema-ngern (1996:61-63) investigates factors affecting popular participation in carrying out Tambon development programs: A case study of Prathum Thani province. It is found that 42.86% of the people participated in the programs while 57.14% did not. Level of education, income, communication with local leaders and state officials, understanding the programs and expectation of the benefits from the programs were positively related to the participation. However, family burden and earning a living were cited as reasons for non-participation. Non-participating residents would donate money for labor and material costs.

Nada Damrilert (1999:abstract) investigates participation in development of community environment of Ban Khrua residents in Bangkok. It is found that participation of the residents was at the medium level, regardless of age, educational level, occupation, duration of residence, status of residence possession and status in the community, which significantly rejected the hypotheses at the 0.05 level. Reasons for their participation were love and bond to the community, and a desire to see their community to progress in a positive direction. Reasons for non-participation included lack of time and seeing no benefits from participating in the activities.

From investigating theories, concepts and previous studies, it could be stated that the success of rural development should start from community members by forming them into a vocational group to generate more incomes. The vocational groups in Muang district, Phayao province are an example of rural development beginning from people in the community, which would be a foundation for national development.

The formation of the water-hyacinth handicraft groups brings about participation in developmental activities, empowering the groups to the point of

independence. Thus, the vocational groups carry out learning activities for members, which could be organized by the groups themselves, state or private agencies. Such knowledge and skill enhancing activities enable members to produce products of quality with acceptable standard. They could also expand their markets at the local and international level. It is believed that training plays a major part in their capabilities. It would be interesting to investigate how the training process organized by the groups, government sector and non-government organization is like. The framework of this investigation includes planning for, implementing and evaluating the training.

For effective group development by training, members must participate to a certain extent in some aspects. As the focus is on participation, the investigation on level of participation in the training process by members cover 4 domains, namely, identification of problems and decision-making, implementation, benefit reception, and evaluation and follow-up. There are 3 levels of participation: high, medium and low. A comparative study on participation would be conducted based on age, marital status, educational level, duration of membership and income. Moreover, another comparative study would be carried out based on types of training agencies, namely, vocational group, government sector and non-government organization.

Providing training to vocational groups is an effective approach of community development because it starts from developing human beings who are the most important factor of development. In addition to members being direct beneficiaries, training of vocational groups also affects other individuals within the community variously. It is therefore necessary to investigate what impacts the training has on community members.

The results of this investigation would be beneficial to community development. They could be used as a guideline and applied to various contexts of other communities.

CHAPTER 3

METHODOLOGY

The objectives of this research are to investigate the training process of the water-hyacinth handicraft vocational groups; level of participation in the process of group members, comparison of the participation according to age, marital status, educational level, duration of membership and income; comparison of the participation according to types of training organizers, namely, vocational group, government sector and non-government sector; and impacts of the training on community members. Both qualitative and quantitative research methods are used as follows:

Qualitative research method

The objective is to investigate the training process of the vocational group and impacts of the training on community members. The steps are as follows:

1. Data sources

The data sources include villagers from Ban Maesaithung, Ban Sanbuabok and Ban Tamlau, who have played a vital role in founding the vocational groups, In addition, there are officers from government and non-government sectors, who organize or coordinate the training project, as well as individuals having connection with outsiders who have supported the group and its developmental activities. Furthermore, there are also 15 people who have contributed knowledge sources for this investigation.

2. Research instrument

The research instrument is an interview guide based on reviewing related concepts, theories and documents. Details are as follows:

2.1 Topics on investigating the training process of the vocational group are as follows:

2.1.1 Contexts of the vocational group

- Background of the group
- Operations of the group from the past to the present

2.1.2 Topics on the training process are as follow:

- Planning
- Operation
- Evaluation

2.2 Investigating the impacts of the vocational training group on community members was carried out by using the interview guide with those playing an important role to the vocational group and knowledgeable people in the villages. Important topics are as follows:

2.2.1 Economic impacts

- Production
- Career
- Income and expenditure

2.2.2 Social impacts

- Dissemination of knowledge
- Relationship with family
- Relationship with community

3. Verification of the research instrument

3.1 Questions in the interview guide are verified by the research committee and three specialists for their content accuracy and coverage.

3.2 The questions are improved according to the comments and suggestions.

3.3 The improved questions are tried out with five samples who have similar aspects to the actual samples. They include the village headman of Ban Pong, Tambon Ban Mai, two administrative officers of the Labor Skill Development Center

in Phayao province, a rural development academic from Rural Development Academic Assistance Center, Region 5, Lampang province, and the village headman of Ban Thungkiw, Tambon Tun.

3.4 The results from the try-out are examined to see whether or not they could answer the research questions and are sufficient for analysis and conclusion.

3.5 More improvement and correction are conducted to obtain the final instrument.

4. Data collection

The steps of data collection are as follows:

4.1 A letter requesting a permission to collect data, issued by Faculty of Social Sciences and Humanities, was sent to the governor of Phayao province.

4.2 The researcher coordinate with community leaders and contacted the sample group for interviewing.

4.3 Interviews are carried out on the appointed times and places. The interview guide is used and conversations are recorded during the interviews.

5. Data analysis

The data are collected and checked for their accuracy and completeness.

Quantitative research method

The objectives of the quantitative research are to study the level of participation in the training process of group members; to compare the participation according to age, marital status, educational level, duration of membership and income of group members; and to compare the level of participation according to types of training organizers, namely, vocational group, government sector and non-government sector. The steps are as follows:

1. Population and sample groups

The population is composed of members of the water-hyacinth handicraft vocational groups in Muang district of Phayao province. The purposive sampling

method is used according to the criteria for developing vocational groups of the Community Development Department, Interior Ministry, as follows:

- Producing and selling products all the time
- Increasing members all the time
- Expanding markets locally and internationally
- Providing annual benefits to group members
- Having a network of vocational groups

Apart from the above criteria, additional criteria of the sample group are as follows:

- Having trained by vocational group, government sector or non-government sector
- Cooperating in providing the data for this research

After the criteria are applied, three vocational groups are selected with the total members of 154, which could be elaborated as follows:

- 53 members from Ban Maesaithung, Tambon Maesai
- 50 members from Ban Tamlau, Tambon Thachampi
- 51 members from Ban Sanbuabok, Tambon Bansang

In this investigation, 150 samples are involved, while four members who are chairmen and vice-chairmen of the groups are used as a data source for qualitative research.

2. Research instrument

A questionnaire is used to collect the data from the vocational group members, dividing into 2 parts as follows:

Part 1 is general information of a respondent, which includes age, marital status, education, duration of membership, occupation, income and social status.

Part 2 is the information about level of participation in the training process of group members, which is organized by the group, the government sector and the non-government sector. Aspects of participation include identifying problems and decision-making, operating, receiving benefits and evaluating and following-up. The five-point Likert Scale is used as follows:

Highest participation means carrying out all the time, with the scales of 5
 High participation means carrying out often, with the scales of 4
 Medium participation means carrying out sometimes, with the scales of 3
 Low participation means carrying out a few times, with the scales of 2
 Non-participation means never carrying out, with the scales of 1

After the questionnaire has been tried out to 30 members of Ban Sanpamuang vocational group in Tambon Sanpamuang, Muang district, Phayao province, the highest scale is deleted because nobody gave the answer to this scale. Therefore, the scales have been adjusted to four levels: high, medium, low and non-participation.

In interpreting the scores of levels of participation, the following formula is applied (Rawiwan Chinatrakul, 1995:164)

$$\text{Range of scale} = \frac{\text{maximum score} - \text{minimum score}}{\text{number of scale}}$$

In this investigation, participation is divided into 3 levels: high, medium and low, which is based on criteria-orientation. Levels of participation by aspects could be detailed as follows:

Identification of problems and decision-making, there are 8 items, with the score range of 8-32.

8-16	scores	low level of participation
17-24	scores	medium level of participation
25-32	scores	high level of participation

Operations, there are 10 items, with the score range of 10-40.

10-19	scores	low level of participation
20-29	scores	medium level of participation
30-40	scores	high level of participation

Reception of benefits, there are 8 items, with the score range of 8-32.

8-16	scores	low level of participation
17-24	scores	medium level of participation
25-32	scores	high level of participation

Evaluation and follow-up, there are 9 items, with the score range of 9-36.

9-18	scores	low level of participation
19-27	scores	medium level of participation
28-36	scores	high level of participation

For overall levels of participation, the number of items for each aspect is not the same, therefore, it is necessary to adjust the scores of each aspect so that they could be in the same baseline, by using the following formula:

$$\frac{\text{Total scores of each aspect}}{\text{number of items of each aspects}} \times (\text{weight of each aspect})$$

In terms of weight, each aspect is equally allocated the scores of 25 and the overall levels of participation are as follows:

25-49	scores	low level of participation
50-74	scores	medium level of participation
75-100	scores	high level of participation

3. Verification of research instrument

The instrument is verified for its validity and reliability. Therefore, pre-test of the instrument is carried out.

1. The questionnaire is verified by the research committee and specialists for its content accuracy and coverage.
2. After the improvement, the questionnaire has been tried out to 30 vocational group members, who are not the sample group, at Ban Sanpamuang. The questionnaire is then tested for its reliability by using the Cronbach's Alpha Coefficients as follows: (Phuangrat Thawirat, 1995:125-126)

$$\alpha = \frac{n}{n-1} \left\{ \frac{1 - \sum S^2_i}{S^2_t} \right\}$$

Given, α = reliability coefficient

n = number of items

S^2_i = variance of each item

S^2_t = variance of total test

In this investigation, SPSS for Windows program is used and the validity of the questionnaire is as follows:

- For level of participation in the training process organized by the group, validity of problem identification and decision-making, operation, benefit reception, and evaluation and follow-up is 0.91, 0.89, 0.87 and 0.92 respectively.

- For level of participation in the training process organized by the government sector, validity of problem identification and decision-making, operation, benefit reception, and evaluation and follow-up is 0.95, 0.91, 0.89 and 0.95 respectively.

- For level of participation in the training process organized by the non-government sector, validity of problem identification and decision-making, operation, benefit reception, and evaluation and follow-up is 0.90, 0.91, 0.90 and 0.92 respectively.

4. Data collection

The steps of data collection are as follows:

4.1 A letter requesting a permission to collect data, issued by Faculty of Social Sciences and Humanities, Mahidol University, was sent to the governor of Phayao province.

4.2 The researcher coordinated with chairman of the group in each village, introducing herself, explaining the research objectives and asking him to make an appointment with his members for interview and filling up the questionnaire.

4.3 The data were personally collected in the sample communities, explaining the detail of the questionnaire to the members, distributing the questionnaires to them until 150 sets of questionnaire were completed.

5. Data analysis

The SPSS for Windows program is used to analyze the data and the following statistics is also applied.

5.1 Descriptive statistics is used to analyze of participation in the training process of the vocational group members in order to obtain percentage, frequency and arithmetic mean.

5.2 To compare the difference between two groups of variables, t-test is used and the variables are age, marital status and duration of membership. One-way Analysis of Variance is used to analyze independent variables with more than two groups and the variables are educational level and income.

5.3 One-way Analysis of Variance is used to analyze the differences of participation in the training process organized by vocational group, government sector and non-government sector.

Analysis results are presented in the form of tables with detailed description.

CHAPTER 4

RESEARCH RESULTS

The analysis results of the study on training process of water-hyacinth handicraft vocational groups in Muang district of Phayao province are presented in the following format.

1. Demographic information of the sample group
2. Training process of vocational groups
3. Participation level in the training process of vocational groups
4. Comparison of participation in the training process of vocational group members by age, marital status, educational level, duration of membership, occupation and income
5. Comparison of participation in the training process by training organization agents
6. Impacts of the vocational training on community members

Demographic information of the sample group

The sample group consisted of 150 people and all of them were females. As for their ages, 35.53% were in the age range of 41-50 years, 30.7% in the range of 31-40 years and 27.3% in the range of 50 years and over, with the average age of 45 years. Regarding their marital status, 82% were married, 12.7% were divorced or widowed and 88.7% were holding the status of family members. Most of them, 72%, had an elementary education and 10.7% had an education lower than primary school and lower secondary school. With regard to number of family members, 61.3% had 3-4 members, 24.7% had 5-6 members and 12.7% had 1-2 members, averaging four members per family. The majority of them had resided in their villages for 41-50 years or 31.4%, followed by over 50 year or 26.0%. In terms of group membership, it is found that 40% were members of two groups and 33.3% were members of three groups. With respect to income, 48.7% had an income between 1,001 – 2,000 baht,

28% below 1,001 baht, averaging 1,804 baht. For membership, 76.7% were members of the group between 1-5 years and 17.3% between 6-10 years, averaging five years. The details are shown in table 1

Table 1 Number and percentage of members of water-hyacinth handicraft vocational groups by demographic information

Demographic information	Number (N = 150)	Percentage
Age		
20 – 30 years	10	6.7
31- 40 years	46	30.7
41 – 50 years	53	35.3
50 years and over	41	27.3
$\bar{x} = 44.79$ S.D. = 10.36 min = 21 max = 74		
Marital status		
Single	8	5.3
Married	123	82.0
Divorced/ Widowed	19	12.7
Family status		
Head	17	11.3
Members	133	88.7
Educational status		
Lower than primary school	16	10.7
Primary school	108	72.0
Secondary school	16	10.7
High school	10	6.6
Number of family numbers		
1 - 2 persons	19	12.7
3 - 4 persons	92	61.3
5 – 6 persons	37	24.7
7 persons and over	2	1.3
$\bar{x} = 3.87$ S.D. = 1.24 min = 1 max = 8		

Table 1 Number and percentage of members of water-hyacinth handicraft vocational groups by demographic information (Cont.)

Demographic information	Number (N = 150)	Percentage
Number of group membership		
1 group	18	12.0
2 groups	60	40.0
3 groups	50	33.0
4 groups	22	14.7
$\bar{x} = 2.52$ S.D. = .93 min = 1 max = 6		
Duration of residence in the villages		
Less than 11 years	5	3.3
11 – 20 years	4	2.7
21 – 30 years	17	11.3
31 – 40 years	38	25.3
41 – 50 years	47	31.4
50 years and over	39	26.0
$\bar{x} = 42.17$ S.D. = 13.05 min = 8 max = 74		
Monthly income		
Less than 1,001 baht	42	28.0
1,001 – 2,000 baht	73	48.7
2,001 – 3,000 baht	29	19.3
3,001 – 4,000 baht	3	2.0
4,001 – 5,000 baht	3	2.0
$\bar{x} = 1,804.00$ S.D. = 887.26 min = 0 max = 5,000		
Duration of membership		
1 – 5 years	115	76.7
6 – 10 years	26	17.3
10 years and over	9	6.0
$\bar{x} = 4.84$ S.D. = 2.65 min = 2 max = 13		

Training process of the vocational group

The data for analyzing the training process of the vocational group were derived from interviewing 15 individuals playing an important role in establishing and developing the vocational groups and officials from both government sector and non-government organizations coordinating and cooperating in providing training to the groups. The presentation of the analysis results is divided into two topics as follows:

1. Context of the vocational group
2. Training process of the vocational group

1. Context of the vocational group

Background of the water-hyacinth handicraft vocational group

The group was formed due to the hyacinth problem of Phayao Lake. The weed was difficult to eliminate, obstructing waterways and uglifying the scenery. Later, local government sector organizers encouraged residents living around the lake to produce hyacinth-based woven utensils and promoted them to form into vocational groups producing products from hyacinth. Groups formed during this period were those supported by government sector organizers and those initiated by villagers.

Ban Maesai Thung, Tambon Maesai, Muang district formed its vocational group in 1983 with training assistance from villagers of Ban Pamuang. Later on, the group joined with Ban Hua Khua group, which received supports from the Industrial Promotion Department and in 1993, the group separated itself from Ban Hua Khua group to operate vocational activities by itself. In the initial stage, there were 40 member, but due to financial problems and weak group structure, the number of its members was decreasing until only eight members were left. In 1998, Mrs. Charoensri Chaikhat, chairperson of the group, had an opportunity to participate in vocational group network of the province. She was invited to display the group's hyacinth products at Kad SuanKaew Convention Hall in Chiang Mai, where the products caught attention of Japanese businessmen. They went to visit the village to see the operations of the group. From then on, hyacinth products of the group have been popular among Japanese customers. Orders have been regular and the group has

increased variety of the products and supplemented the income of workers, their families and community. More product lines have been regularly produced and developed until they could be sold locally and internationally. In 1999, the group could earn over two million baht (Somsak Hemthanon, 1999: personal communication) and during August 2000 to January 2001, the group received orders worth five million baht (Charoensri Chaikhat, 2000: personal communication). This indicates that the quality of the products is acceptable, generating monthly income to each member between 2,000 to 6,000 baht. At the present time, membership has been expanded to 18 other vocational groups in other sub-districts, with a total of 521 members. Administration of the group is done through the operational board with members selected from knowledgeable and skillful individuals within the network. The structure of the group consists of chairman, vice chairmen, secretary, administrative, vocational development and marketing, and other members.

Operations of the group

In the initial stage of group formation, no budget was involved. Interested villagers formed into a group and trained one another to produce the products. The objectives of the group are:

1. To promote a supplementary career and income for the family
2. To create unity in the congregation
3. To make productive use of free time

The group provides benefits to its members as follows. After one year of operation, members would receive dividends according to the products sold to the group. In addition, a savings account is established with members depositing on the fifteenth of each month. Until now, the saving is worth 75,000 baht.

2. Training process of the vocational group

The group was officially formed in 1996 and in the initial stage, there were few organizers providing training. Most of the time, it was in-service training, therefore, it was unable to clearly distinguish training organizers. Until 2000, the group was strong enough with certain number of members and clearer development

goals. Training was crucial to strengthen and empower the group. Furthermore, training has been expanded to increase vocational groups within the network. Most of the groups were founded in 2000. In addition to in-service training, several organizers from government sector and non-government organizations have supported the training. The presentation of the training process is divided into 3 parts, namely, planing, operating and evaluating of the training as follows:

2.1 Planning for the training

2.1.1 Training organized by the vocational group

Before the formation of the group, around 1977, villagers in Tambon Sanpamuang, Muang district of Phayao province started the hyacinth handicraft individually and sold their products through middlemen. The products were of various shapes, forms and quality, depending on skills and expertise of producers. In 1983, the villagers trained the craft to Ban Maethungsai residents until they produce beautiful pieces. The problem arose when the middlemen lowered their prices. As a consequence, each village went on their own ways to form their vocational groups in 1996.

In the initial stage of group formation, there were few organizers coming to develop the groups by providing training activities. The government sector organizers supporting the group formation were Office of the Provincial Industry and Office of the Provincial Community Development. Training was not distinct and villagers becoming the members wanted to produce the products for sale as fast as possible. Therefore, they overlooked some learning fundamentals, such as, group empowerment, product refinement and quality of the products. Thus, chairman of the group had to play a significant role in coordination to organize development activities by seeking knowledge sources and data on development as well as contacting organizers to obtain advice on developing vocational groups. In addition, she had to attend training courses from various places and transfer the skills and knowledge to her members so that there would be regular product development, creating community trade and enabling members to have a major career.

The chairperson and board members were in charge of planning training contents and activities by discussing with group members and implementing what had

been obtained from training sessions, seminars and site visits. When the contents and activities were agreed upon, members would be informed of the training organization. In the beginning, the focus was on producing hyacinth handicraft to lay a foundation for members to produce desired products.

Members and board members informally discussed the needs to enhance knowledge by training. There was no need to set up a date and time for everyone to assemble. The informal talk was on who would lead the training and what topics they wanted to know. When the chairperson or board members got the topics, a formal meeting was held to find out the conclusion of the training, contents, training guidelines, date and time, and responsibility of members. Some topics were based on what they had seen from site visits and thought that the group should be able to do. And if it could be done, it should sell well also. What they had seen was recounted to other members so that conclusion could be drawn and training could be carried out. Members must unanimously agree on the topics and they must be important and could be implemented for the benefits of the group and its members. After that, a date and time was set up and board members played an important role in leading the meeting until the agreement was reached. Then, a trainer or trainers who were skillful in the topics were contacted. Most of them were individuals in the community or neighboring areas. Trainers would prepare the contents, teaching methods and media.

Topics for future training depended on what members wanted to know and they had to inform the chairperson or board members. In addition, the latter could propose what should be trained that they found beneficial to the group, as the following statements indicate.

“When there is an order from abroad and some items and patterns we have never done before, we would call a meeting to find out if we want to do them or not. If we want to, we have to consider the number of pieces. We must find somebody to train us until we can do them.” (Mrs. Sangworn Jaila, Chairwoman of Ban Tamlau Vocational Group)

“Members would inform us of what they want to learn. Sometimes they have seen a new thing and want to try. We also have to see what is in trend at the moment, such as, bags or shoes. When we have the information, a training would be

organized.” (Mrs. Charoensri Chaikhat, Chairwoman of Ban Maesaithung Vocational Group)

“When group members could not do the work, they would inform the chairwoman to find someone to train them.” (Mrs. Mukda Phanpanya, a board member of Ban Sanbuabok Vocational Group)

“We have to see the skills of group members and whether the products are sellable. If members are not skillful and the products are not pretty, a meeting would be held to discuss what needs to be trained so that members could work better, faster and up to the standard.” (Mrs. Jithiwa Inin, Chairwoman of Ban Pong Vocation Group)

2.1.2 Training organized by government sector organizers

Planning for government sector organizers must be done one year in advance because the plan and budget have to be approved before training could be carried out. Some parts of the plan were proposed by the vocational group while others were predictions of officials about topics they thought that would be beneficial to the group sometimes when the plan was approved and implemented. However, the group might not need such training at that moment. It seems thus that the government sector had asked the group to attend the training while the group did not need. As a consequence, training needs were not in line with those of trainees. The training by the government sector was thus a waste of budget. Moreover, the course and contents were from academics with specific fields of specialization. The contents were carefully considered by specialists in curriculum development and could be used nationwide. In fact, during the implementation, the curriculum should be adapted to suit particular vocational groups, such as, reducing theoretical contents while increasing actual practicality and doing a real work.

2.1.3 Training organized by non-government organizers

The non-government sector conducted a needs analysis of vocational groups to obtain the groups' needs. Therefore, planning did not take a long time because the budget had already been allocated. When a training project was ready, budget could be instantly approved. With such an undertaking, training was in line with the group's needs with professional trainers who were competent in transferring knowledge and techniques. They were also from organizers specialized in training and

topics. Additionally, they were accepted by government sector and non-government sector sectors and communities. Each curriculum was derived from participation of villagers or from trainers themselves who were informed of what trainees needed to know.

2.2 Operations of training

2.2.1 Training organized by the vocational group

Every group member contributed to the training operations. Each time, everyone had to coordinate by informally dividing their duties according to their keenness or ability. For instance, a member living in the same area with the trainer was assigned to contact and take care of the trainer. A member with spacious house area could provide it as the training venue and utilities bills. Therefore, the operations were mutual and trainers were experts in weaving residing in the community. They were also exceptionally skillful. Learning was through the exchange of knowledge between members and specialists in the community. These specialists played a role of both teachers and learners at the same time. An instance was Mrs. Taem Jaikla, Chairwoman of Ban Sangnua Vocational Group, recounting her experience in exchanging knowledge among group members, “We were given a new pattern that we had never done before. We then untied it and practiced together.” Sometimes, trainers were from outside the community, who prepared the contents and taught them in chronological order. Teaching techniques included providing advice, trial and error, and actual practice. If members could not master the skill, they could ask trainers to teach them one by one. Knowledge was not confined only in the classroom and trainers were regarded as individuals providing occupational activities to the group.

Various training methods were employed as follows.

Lecturing

Lecture or recounting is an old teaching method. Recounting, explanation, advising and criticism were used to teach group members. Specialists in the village provided the contents step by step until trainees mastered the skills intended.

Demonstration

It is a crucial technique in the training since it enables trainees to understand what they are doing clearly and concretely. They could be skillful in using tools and equipment.

Resource persons or Trainers

Most of the basic knowledge that vocational members obtain is derived from family members passing down from generation to generation, ranging from preparing raw materials to patterning. Many of them learn the skills unconsciously from daily life, learning from nature, environment informally. Although some of them might live in a handicraft family, they are familiar with activities in the village. Consequently, the family plays an important part in transferring knowledge to members. With more practice, they are able to produce products according to orders. When they become more skillful and are able to do more complicated work, the expertise is disseminated to their relatives or neighbors before being provided to others in the community. Therefore, members could change their role into trainers providing expertise and skills to others in and outside the group.

Training media

The training media are realia that exists in the community and members have seen in their daily lives, such as, water hyacinth in the lake, which is used as a training material.

2.2.2 Training organized by the government sector organizers

Such training is formal and government officials would supervise from the beginning to the end and many people are involved. The administrator of the training agency has to preside over the opening, closing and certificate-conferring ceremonies. Vocational members just attend and sometimes lunch is provided. During the training, it is the responsibility of trainers and they have to report what is going on to the government officials from the organizing agency as they could not be present at the training site all the time. Trainers have been through the training and selection process and are from both government sector and non-government sector. Their teaching techniques are efficient with support from academic principles and contents are the combination of theory and practice. The training venue is usually a convention hall

with full training equipment. If the venue is in the community, it is usually at the temple or school, depending on what coordinators find suitable.

2.2.3 Training organized by the non-government organizers

When the training is organized by the non-government sector, it would be like a joint venture. If the coordination were dealt with outsiders, the organizing agency would be in charge of coordination, such as, inviting trainers, opening ceremony chair or documents. If the coordination were done with the vocational group, the chairperson of the group would be asked to carry out what is required, e.g., training venue and supervising trainees. During the training, officers would be present throughout and the training venue is usually a convention hall. Sometimes, the school or temple or a house of a member is used, which must be coordinated with community leaders and the group's chairperson.

2.3 Evaluation of the training

2.3.1 Training organized by the vocational group

The evaluation focuses on what has been practiced by the instructors and trainers. Each step of practice would be assessed, pointing out strengths and weaknesses of the work in comparison with the sample. Furthermore, suggestions for improvement are also made.

Evaluation during the elementary training would emphasize on the completeness, refinement and beauty of the work. When trainees become more skillful, the assessment would involve the quantity and refinement of the products.

The assessment process of the vocational group is not formal, done by observing working steps of practitioners. Other members could provide criticisms of the finished products. After that, specialists and board members would assess the performance of the group. As for self-assessment, members could participate or it could be the ones with the highest skills in the group. There would be constructive criticisms and encouragement to those who are not so skillful yet. The board members would also monitor and supervise first timers to find out how they are doing and

whether there is any improvement. If they see members still lack certain dexterity and knowledge, training could be organized.

2.3.2 Training organized by the government sector organizers

The assessment focuses on learning achievement and skill changes of trainees by observing from the products, cooperation of trainees, interviewing trainers and trainees. However, document-based evaluation is hardly carried out. Although evaluation form does exist, it is not used because there is no clear report and follow-up. In addition, the document is out of date.

2.3.3 Training organized by the non-government organizers

The evaluation is based on document and observation of reactions of trainees to see whether their knowledge and skills have increased. Trainers are also evaluated on their performance to find out if training objectives have been achieved and what should be enhanced in order that the goals and objectives of the training could be attained.

It could be summarized that the training process of the water-hyacinth handicraft vocational groups in Muang district of Phayao province is composed of three main components, namely, planning, implementing and assessing. Each training organizers has a different way of practice as follows:

Vocational group. Training curriculum and contents are in line with the needs of the group, but long-term planning, budget and knowledgeable trainers are insufficient or non-existent.

The government sectors. There is a long-term planning with budget allocation. However, training is sometimes not organized in an appropriate time and in accordance with the group's needs. Additionally, there is no continuous evaluation of the training.

The non-government organizations. Planning is laid out before training is conducted, with up-to-date evaluation. In addition, training needs analysis is carried out, therefore, topics are in accordance with the needs of trainees. Furthermore, training is organized at an appropriate time.

Level of participation of group members in the training process

1. Level of participation in general
2. Level of participation in particulars

1. Level of participation in general could be categorized into 3 types according to organizing organizers as follows:

- 1.1 Level of participation organized by the vocational group
- 1.2 Level of participation organized by the government sector
 - 1.2.1 Level of participation organized by the non-government organization

1.1 Level of participation in the training process organized by the vocational group

It is revealed that most of the members participated in the training process at the medium level (81.7%), as shown in table 2.

Table 2 Number and percentage of level of participation in the training process organized by the vocational group

Level of participation in general	N = 150	Percentage
Low	21	14.0
Medium	124	81.7
High	5	3.3

$$\bar{x} = 61.02 \quad S.D. = 9.68$$

1.2 Level of participation in the training process organized by the government sector

It is found from the study that most of the members participated in the training process at the medium level (78.0%), as shown in table 3

Table 3 Number and percentage of level of participation in the training process organized by the government sector

Level of participation in general	N = 150	Percentage
Low	27	18.0
Medium	117	78.0
High	6	4.0

$\bar{x} = 60.44$ S.D. = 10.82

1.3 Level of participation in the training process organized by the non-government organizations

The study finding reveals that the majority of the members participated in the training process at the medium level (76.0%), as shown in table 4.

Table 4 Number and percentage of level of participation in the training process organized by the non-government sector

Level of participation in general	N = 150	Percentage
Low	30	20.0
Medium	114	76.0
High	6	4.0

$\bar{x} = 60.21$ S.D. = 11.10

2. Level of participation in the training process in particulars could be categorized into 4 aspects according to the three types of training organizers

2.1 Level of participation in the training process organized by the vocational group

2.2 Level of participation in the training process organized by the government sector

2.3 Level of participation in the training process organized by the non-government sector

2.1 Level of participation in the training process organized by the vocational group

The study finding reveals that most of the members participated in problem identification and decision-making at the medium level (76.7%), in operations at the low level (74.7%), in benefit reception at the high level (65.3%), and in evaluation and follow-up at the medium level (68.7%), as shown in table 5.

Table 5 Number and percentage of level of participation in the training process organized by the vocational group in particulars

Level of participation	Low		Medium		High	
	N	%	N	%	N	%
Problem identification and decision-making	21	14.0	115	76.7	14	9.3
Operations	112	74.7	34	22.7	4	2.6
Benefit reception	1	0.7	51	34.0	98	65.3
Evaluation and follow-up	40	26.7	103	68.7	7	4.6

2.2 Level of participation in the training process organized by the government sector

It is revealed that most of the members participated in problem identification and decision-making at the medium level (74.6%), in operations at the low level (73.4%), in benefit reception at the high level (63.4%), and in evaluation and follow-up at the medium level (63.4%), as shown in table 6.

Table 6 Number and percentage of level of participation in the training process organized by the government sector sector in particulars

Level of participation	Low		Medium		High	
	N	%	N	%	N	%
Problem identification and decision-making	28	18.7	112	74.6	10	6.7
Operations	110	73.4	35	23.3	5	3.3
Benefit reception	2	1.3	53	35.3	95	63.4
Evaluation and follow-up	44	29.3	95	63.4	11	7.3

2.3 Level of participation in the training process organized by the non-government sector

It is found from the study findings that most of the members participated in problem identification and decision-making at the medium level (70%), in operations at the low level (72%), in benefit reception at the high level (63.4%), and in evaluation and follow-up at the medium level (64.7%), as shown in table 7.

Table 7 Number and percentage of level of participation in the training process organized by the non-government sector in particulars

Level of participation	Low		Medium		High	
	N	%	N	%	N	%
Problem identification and decision-making	29	19.3	105	70.0	16	10.7
Operations	108	72.0	37	24.7	5	3.3
Benefit reception	5	3.3	50	33.3	95	63.4
Evaluation and follow-up	45	30.0	97	64.7	8	5.3

It could be summarized from the study findings that, in general, the level of participation in the training process of the vocational group members, organized by the three organizers was at the medium level. When the aspects of participation were

identified, it is revealed that participation in benefit reception was at the high level while participation in the operations was at the low level.

Comparison of participation in the training of group members by independent variables

From the preliminary analysis, it is revealed that the independent variables including age, marital status, educational level, income and duration of membership. Each sub-group of the samples is vastly different, resulting in different or unequal variance of the data. This violates the thesis of mean comparative principles, which may distort the conclusion (Boontham Kitpreedaborisuth, 1988:7). As a consequence, the variables were being regrouped so that they could be in a similar size as follows.

Age. It was first divided into 4 groups as follows.

- 20 - 30 years
- 31 – 40 years
- 41 – 50 years
- 50 years and over

It was then merged into 2 groups as follows.

- Younger than 41 years
- 41 years and over

Marital status. It was first divided into 3 groups as follows.

- Single
- Married
- Divorced/widowed

It was then merged into 2 groups as follows.

- Single/divorced/widowed
- Married

Educational level. It was first divided into 4 groups as follows.

- Lower than primary education
- Primary education
- Lower secondary school

- High school

It was then merged into 3 groups as follows.

- Lower than primary education
- Primary education
- Lower secondary school and higher

Income. It was first divided into 5 groups as follows.

- Lower than 1,001 baht
- 1,001 – 2,000 baht
- 2,001 – 3,000 baht
- 3,001 – 4,000 baht
- 4,001 – 5,000 baht

It was then merged into 2 groups as follows.

- Lower than 1,700 baht
- 1,700 baht and over

Duration of membership. It was first divided into 3 groups as follows.

- 1 – 5 years
- 6 – 10 years
- Over 10 years

It was then merged into 2 groups as follows.

- Lower than 6 years
- 6 years and over

After then, t-test is used to compare the mean of the independent variables, which were divided into 2 groups, including age, marital status, income and duration of membership. One-way Analysis of Variance is utilized to test the variable, which had more than two groups, including educational level.

1. Comparison of the participation of group members in the training process organized by the vocational group by the independent variables

The study finding reveals that there is no difference of the participation in the training process by the independent variables, which is against the study's hypothesis, as shown in table 8.

Table 8 Comparison of the participation in the training process organized by the vocational group by the independent variables

Independent variables	N	x	S.D.	F/t	P
Age					
Lower than 41 years old	61	81.98	13.03	-1.388	.167
41 years old and over	89	85.17	14.31		
Marital status					
Single/divorced/widowed	27	85.59	9.83	.910	.367
Married	123	83.50	14.58		
Educational level					
Lower than primary school	16	79.63	10.98	2.175	.117
Primary school	108	83.44	14.48		
Secondary school and higher	26	88.31	11.84		
Income					
Lower than 1,700 baht	80	84.14	16.47	.257	.798
1,700 baht an over	70	83.57	10.15		
Duration of membership					
Lower than 6 years	115	88.92	12.59	-1.533	.127
6 years and over	35	87.00	17.79		

2. Comparison of the participation of group members in the training process organized by the government sector by the independent variables

It is found that there is no difference of the participation in the training process organized by the government sector sector, which is also against the study's hypothesis, as shown in table 9.

Table 9 Comparison of the participation in the training process organized by the government sector sector by the independent variables

Independent variables	n	x	S.D.	F/t	P
Age					
Lower than 41 years old	61	80.74	14.55	-1.598	.112
41 years old and over	89	84.82	15.90		
Marital status					
Single/divorced/widowed	27	83.04	16.04	.201	.841
Married	123	83.70	12.64		
Educational level					
Lower than primary school	16	80.19	15.59	.595	.553
Primary school	108	83.04	15.34		
Secondary school and higher	26	85.50	16.07		
Income					
Lower than 1,700 baht	80	83.84	17.46	.584	.560
1,700 baht an over	70	82.39	12.85		
Duration of membership					
Lower than 6 years	115	81.89	14.08	-1.844	.067
6 years and over	35	87.34	81.91		

3. Comparison of the participation of group members in the training process organized by the non-government sector sector by the independent variables

It is revealed that there is no difference in the participation in the training process organized by the non-government sector sector, which is also against the study's hypothesis, as shown in table 10.

Table 10 Comparison of the participation in the training process organized by the non-government organization by the independent variables

Independent variables	n	x	S.D.	F/t	P
Age					
Lower than 41 years old	61	80.67	14.88	-1.383	.169
41 years old and over	89	84.29	84.29		
Marital status					
Single/divorced/widowed	27	82.93	13.85	.038	.969
Married	123	82.80	16.25		
Educational level					
Lower than primary school	16	79.56	16.32	.926	.398
Primary school	108	82.51	15.70		
Secondary school and higher	26	86.12	15.92		
Income					
Lower than 1,700 baht	80	83.44	17.87	.521	.603
1,700 baht an over	70	82.11	13.12		
Duration of membership					
Lower than 6 years	115	81.68	14.51	-1.613	.109
6 years and over	35	86.57	19.20		

From the study findings, it could be summarized that there is no difference in the comparison of participation in the training process organized by the three organizing organizers according to the independent variables, which included age, marital status, educational level, duration of membership and income.

Comparison of the participation in the training process by the organizers

When the One-way Analysis of Variance (ANOVA) was applied to test the mean difference of the participation in the training process by the organizers, which included the vocational group, the government sector and the non-government sector, it is revealed that there is no difference, as shown in table 11.

Table 11 Comparison of the participation in the training process by the organizers

Independent variables	n	x	S.D.	F/t	P
The vocational group	150	83.87	13.84	.191	.826
The government sector	150	83.16	15.45		
The non-government sector	150	82.82	15.80		

Impacts of the vocational training on community members

1. Economic impact is the results from attending the vocational training, which cause economic changes in the community. It could be divided into 3 categories.

- 1.1 Production
- 1.2 Occupation
- 1.3 Income and expenditure

1.1 Production

After the formation of the water-hyacinth handicraft vocation group, training has been used as a means for group development, enabling members to produce the handicrafts efficiently in accordance with the needs of customs. In addition, they could reduce waste during the production process and the products are in time for the order deadline. Moreover, the production is in trend, making it an

industrial product. Furthermore, community members with permanent jobs could join the group, expanding production base and changing the venue into a medium-sized factory.

1.2 Occupation

Most of the members are paddy farmers and during the off-farming seasons, they become economic migrants looking for work in big cities. After joining the group and attending vocational training until they have become more skillful and produced the work up to the standard and satisfaction of customers, water-hyacinth based weaving has become a steady occupation. When the production volume has been steadily increasing due to an ability to find more market, raw material demands have become a problem. Previously, the raw material could be obtained from the lake and members could get it by themselves. When they are involved in their work, they have no time to get the material. Consequently, they have to buy it from other communities. A new job is then created, selling dried hyacinth strips, which reduces the number of the unemployed in the community.

1.3 Income and expenditure

Due to the vocational training, members could produce quality and sellable products. The income depends on individual's hard work, skills and quantity & quality of the finished products. Housewives who are not group members could generate extra income to their families by selling dried hyacinth strips. In addition, daily expenses like bus fare, lunch or petrol are reduced for those taking up the craft as their permanent job since they could work at home. More consumers' goods are purchased within the community.

The impacts of the vocational training on the community in economic terms could be summarized as follows:

- Unemployment in the community is reduced. Anyone having undergone the vocational training could sell their products to the group without becoming members.

- New jobs are created, such as, selling dried hyacinth strips as raw material, transporting the products or selling souvenirs.

- There is more cash flow in the community. Some community members do not have to work in town, therefore, there is more trade in consumers' goods within the community.

- A community shop is established to sell hyacinth handicraft products to visitors coming to see the operations of the group.

- The vocational group is also a tourist attraction, generating more incomes to the community from selling the handicraft products to visitors.

- Debt problems have been partially decreased. Loans can be made from the group's savings. When members use the loan to pay off their debts, the problems could be reduced.

- When the group receives training supports from organizing organizers, incomes could be generated from these activities. For instance, training equipment is bought, trainers in the community are paid and foods could be sold.

2. Social impacts from the vocational training could be divided into 3 categories.

2.1 Dissemination of knowledge

2.2 Family relationship

2.3 Community relationship

2.1 Dissemination of knowledge

After the formation of the group, their status has been changed from housewives or ordinary villagers to group members, enabling them to have an opportunity to gain more knowledge to develop themselves, their families and community. Forming into a group facilitates government sector organizers to carry out training on relevant topics. For instance, public health organizers have launched campaigns on HIV/AIDS prevention. Members are able to learn about its causes, dangers, preventive measures and how to live with infected victims. They could disseminate this knowledge to their family members in order for mutual understanding

and raising awareness among the young to prevent and solve the problem so that the community could be free from the disease.

Other organizers, such as, the Departments of Labor Development, Community Development, Non-Formal Education and Provincial Public Welfare, have provided knowledge and skills relevant to the group, e.g., modern weaving patterns or handicraft product designs, enabling their products to become of both quality and quantity. Learning is no longer a trial-and-error, which wasted time, material and labor in addition to defective and faulty products. When they are trained by specialists, they gain modern and interesting techniques for effective production. They could also transfer this acquired expertise to their family members and neighbors who have not joined the group yet so that they are able to make good and constructive use of their free time without involving in useless and illegal activities. As Mr. Noi Thaengya, Ban Thungkiew Village Head, said, “During the off-planting season, villagers would involve in drinking and gambling, causing debt problems. Some had to flee the village to avoid paying debts and look for jobs elsewhere until they had enough money to pay back the debt. This indicates that when villagers have more free time, more social problems would arise. Therefore, free time activities should be created and if the activities could generate more income, they would be more interesting.”

Besides skills-oriented training, training on group formation and administration is also organized, enabling group members to realize their roles and responsibilities for the success of the group. Additionally, they could spread this notion to other villages and communities and help them form into vocational groups so that they could be empowered and dependent on themselves.

After having undergone training sessions and been equipped with knowledge, expertise and ability to disseminate to others, group members have more social opportunities to obtain new information by interacting with others outside their community, changing their ways of life and consuming values. From a simple lifestyle

with awkwardness and lack of confidence, they have developed themselves to become confident, independent and daring to express their opinions publicly, enthusiastic in presenting the group's products to important personalities at the district, provincial and national levels. A new community culture is created since not only group members but also every community members have to meet and welcome outsiders. They have to learn how to dress up so that they are able to participate in social events confidently. Furthermore, the present government has put an importance on grassroots communities and government sector organizers have paid more special attention to them than in previous governments. As Mr. Wanchai Chaiwong, Ban Tun Village Head, said, "In the old days, it took a long time for each project to get approval and we didn't know where to apply. It's much better during Taksin's government since there are many organizers supporting grassroots projects."

2.2 Family relationship

Group members could transfer and disseminate knowledge, skills and expertise they have obtained from the training to their family members, relatives and neighbors when everyone is free from their personal or routine work, increasing closer relationship in the family. They work and practice the craft together. In addition to handicraft skills, they also share knowledge and information about education, politics, society, community changes as well as health care.

Besides warmth and close relationship, everyone in the family is focusing on vocational activities, producing handicrafts and generating more income. More importantly, there is love and unity in the family. An instance is the case of Mrs. Sopha Phakphian. She said, "Previously I was only a housewife looking after the family. After my husband had gone to work and the children to school, I literally had nothing to do. I turned to gambling with other housewives. Sometimes I gained and sometimes I lost. In addition, housework was not done since I was addicted to the vice. When my husband learned about it, we started arguments and nobody was happy in the family. Then I joined the vocational group. I had less free time, focusing on the craft because I wanted to master the skills. There was no time for gambling and my family relationship was getting better. Now, after returning from school, my children

ask me to teach them. They love it because of the monetary incentive. I am happy that they have less free time to engage in vicious activities.”

2.3 Community relationship

Community relationship means participation in community activities. After undergoing the vocational training, members are actively involved in the activities, such as, welcoming visitors and development activities. They are proud to be a part of their society and their collective relationship and social status are better. When they are more involved in collective activities, more people know them and they gain more respect in their society.

When a training course is organized, group members have to coordinate with other community leaders, such as, village headman, sub-district chief, village intellectuals and monks. These individuals must be informed in addition to other community members because everyone must be involved in such an activity for the success and face of the community.

When members are more skillful and able to produce quality handicrafts, they could earn more and contribute more to their community as well. For instance, they could provide scholarship to needy students or donate money during the festivals.

In conclusion, the impacts of the vocational training on the community in terms of social effects could be summarized as follows:

- The community has become a tourist attraction and more tourists come to visit.
- It facilitates different organizers to organize activities in the community.
- When the group learns about benefits of water hyacinth and spreads its value to the community, it raises awareness on environmental management in the community.
- Community members have been exposed to more information from outsiders, e.g., coordinators, tourists and business people.

- Age gap could be reduced by participating in community and family activities.
- More people interested in the craft could be increased and the handicraft could be existent in the community.
- There are close relationship and unity among community and family members.
- When there are warmth, love and better relationship in the family, social problems, such as, gambling and drinking could be reduced.



CHAPTER 5

DISCUSSION

The objectives of this investigation are to study the training process of the water-hyacinth handicraft vocational group and level of participation in the training process, to compare level of participation according to age, marital status, educational level, income and duration of membership, to compare the participation in the training process according to organizing agencies, and to investigate effects of vocational training on the community. The discussions of the analysis results are divided into 5 topics as follows:

1. Training process of the vocational group
2. Level of participation of the vocational group in the training process
3. Comparison of the participation of group members in the training process according to the independent variables
4. Comparison of the participation of group members in the training process according to organizing agencies
5. Impacts of the training on the community

Training process of the vocational group

The study reveals that the training process is composed of three main components: planning, implementation and evaluation of the training. The finding is in line with that of Wanna Ratsameethat (1992), revealing that the process of training community development officials was composed of the same components. However, details and steps of each component are different, which could be elaborated as follows:

1. Planning for the training

It is found that in planning for the training by the vocational group, the chairperson and board members defined time, place and contents by discussing what they had seen from training, seminars and site visits with one another. When an agreement was reached, group members would be informed to attend the training.

This indicated in planning and academic. Some training sessions were not successful due to lack of planning and preparation, e.g., trainers, materials, time and place. This could not make all group members to attend the training. Moreover, needs analysis of the training was not conducted, making it difficult for training objectives to be in accordance with trainees' needs. On the contrary, state agencies had a long-term planning to organize training sessions for the group members, based on previous data and current policies. There was coordination with the group about contents, number of trainees, time and place. Nonetheless, there was no prior needs assessment before planning, making some training curricula not in line with needs of the vocational group. As for training organized by the private sector, planning and preparation were relatively current and up-to-date. Representatives from the group were invited to brainstorm to find out training needs. When the needs was obtained, it was integrated into the project for budget allocation. Such a training program was thus in line with needs of trainees. Consequently, needs assessment should be conducted prior to carrying out the training. The finding is in accordance with the concept of Gordon (1994:92) and Chuchai Smithikrai (1994:19-23), stating that training needs assessment is a pre-requisite for a systematic training program, enabling planners to obtain data necessary for designing and developing a training project so that it could be in line with needs of the organization and maximum benefits.

2. Training Operation

It is revealed that contents of the training organized by the vocational group were in accordance with needs of trainees, since everything was organized according to what group members wanted to know and learn. Thus, learners could acquire the skills quickly and develop their work effectively. The finding is in line with that of Suwat Wathanawong (1990:160-161), stating about learning fundamentals of adults according to Malcolm S. Knowles' that adults learn better when what they learn is in line with their needs and interests. The finding is also in compliance with that of Wallop Kansap (1998:99), who found that for actual practicality, an individual must have an opportunity to see and witness what others had done. The more often he had seen, the more motivation he would get to carry out the actual task.

For training organization held by the government sector, there was readiness in budget, coordinators, equipment, venue and well-trained trainers who professed in training techniques and teaching methods. Group members attended many training sessions because they needed materials or budget as well as being a group with specific activities so that group could be known and provided supports from the sector.

Regarding training organized by the non-government sector, it was more in line with trainees' needs and trainers were professional, knowledgeable and well trained. Training contents were derives from the involvement of villagers and what they needs.

3. Training evaluation

Evaluation conducted by the vocational group was informal by observing trainees to find out whether they could do the task before and after the training. There was no paper involved since the group did not have any specialists in training evaluation. Therefore, evaluation on the training, curriculum and trainers was rarely existent. This was contrary to the evaluation carried out by the government and non-government sectors, as it was document-based. However, evaluation by the government sector was not regular, making it difficult to implement evaluation outcomes for development.

Training program evaluation was emphasized by the non-government sector because financially supporting agents required the outcomes of the operation and cost-effectiveness of their investment. This is in line with Chuchai Smithikrai's (1994:19-23), stating that training evaluation would indicate whether training needs and objectives had been achieved. If they had, the training was considered successful.

Level of participation of the group members in the training process

1. Level of participation in the training process in general

The study findings reveal that group members participated in the training process organized by the vocational group, the state sector and the private sector at the medium level. This may be because the members have participated in the group's activities for a period of time and they are long-time residents in the area. They knew

and clearly understood the group's activities through formal and informal communication. When there were expectations from joining the vocational group, they needed to be involved in the training process. The finding is in line with Anuphap Thiralarp's, stating that popular participation was based on a fundamental, that is, people must be willing to participate without coercion or force against their will. The finding is also in line with that of Pornthip Angkuldi (1996), who found that women's leaders participated in promoting and maintaining the quality of the environment at the medium level. The same finding is also revealed in Wimonrat Srising's (1995), indicating that participation of women's group in Kanchanaburi Province in conserving natural resources was at the medium level.

2. Level of participation in the training process in particulars

The finding on the participation in the training process organized by the three agencies in particulars reveals that the results were in the same direction. In terms of benefit reception, the level of participation was at the high level since group members expected the consequences from their projects. The main reason for their group formation was the benefits endowed to them, their families and community. Therefore, benefits have become the main issue for the existence or collapse of the group. When members could apply their knowledge and skills from the training until they could bring about more income, they would be satisfied with the benefits. They would also provide better cooperation and support to the group's activities. When the group becomes more successful and famous, more supports would be provided from external organizations and agencies. The finding is in accordance with that of Chuleeporn Wimuktanon (1989: 111), revealing that more villagers would participate in activities relevant to their daily lives because their participatory behavior usually stemmed from interests in issues revolving around their lives. The finding is also in compliance with that of Jintana Sema-ngern (1996:61-62), revealing that expectation in benefits from Tambon development projects was positively related to popular participation in those projects.

It is noticeable from the study findings that level of participation in training organization was at the low level. This may be because all of the group members were

females, married and living in a rural area. In the rural society, women were housewives and looking after the families, making them unable to fully take part in the training organization process. Moreover, most of them had only a primary education, so they dare not express their opinions and the channels for them to participate in the process were limited. The finding was in line with the concept of Theeraphon Suwanrungruang (1995:12), stating that villagers themselves should solve their own problems and external agencies only support or motivate them because perception levels of the villagers in some problems might be limited, making problem-solving unclear and deviant. Therefore, popular participation must cover disseminating and communicating information to develop their problem-solving perception and potential.

Comparison of the participation of group members in the training process by age, marital status, educational level, duration of membership and income

Comparison of the participation of group members in the training process by the above independent variables reveals that there is no difference.

Age

It is found that members of different age groups did not differ in the participation in the training process. Since the training focused on skill development with an emphasis on actual practice, members of this rural society helped one another during the practical activities. Furthermore, everyone had an equal opportunity to take part in the training process from leaders of the group and community. The purpose of the participation was to generate income. Due to mutual assistance during the practice sessions, different ages of members did not make any difference in participation in the training process. The finding is in line with that of Wararat Banasak (1993:abstract), revealing that age was not related to vocational participation of women in agricultural areas near and far from the city center.

Marital status

In comparing the different marital status of group members, it is revealed that members of different marital statuses did not differ in the participation in the training process. This may be because in the rural society, the family is extended. Although they were not living under one roof, they usually lived in the same area, sharing family burdens for both the single and the married. Consequently, marital status did not make any difference in the participation in the training process of group members.

Educational level

It is found that members of different educational levels did not differ in the participation in the training process. Whatever their educational level was, the main purpose of joining the vocational group was to increase their and their family's incomes. Taking part in the training process was another way of income generation. The finding is in line with that of Sanchai Sutiphanwiharn (1996:abstract), revealing that educational level was not related to popular participation in every step of the water treatment and sewage systems projects. It is also in accordance with that of Anusorn Suwansathiskorn (1986:abstract), revealing that educational level was not related to participation of the Board of Tambon Council in the Rural Job Creation Projects in Chonabot district of Khon Kaen province. However, Jaronchai Wanthong (1994:abstract) found that educational level was related to the participation of women's groups in the educational process in organizing educational organizations and roles that affected community development, which is against the finding of this investigation.

Duration of membership

Duration of membership did not make any difference in the participation of group members in the training process since all of them had resided in the community for a long time. The residents knew all about the information and movements of the group from family members, neighbors and group and community leaders. In such a small village, everyone knew about everyone else through words of mouth even though they were not officially members of the vocational group. Consequently,

different duration of membership did not make any difference in the participation. The finding was in line with that of Somphong Anuyuthaphong (1991:61), revealing that different duration of residence of Tambon Board members did not make any difference in participating in community development.

Income

It is found from the study that group members with different incomes did not differ in the participation in the training process because most of them were low-income earners and did not have regular jobs. They took part in the vocational activities because they expected to obtain benefits from their participation, which was their major motivation. No matter how much they earned, they participated in the training process because of personal benefits. The finding is in line with that of Surajit Utapao (1997), revealing that income was not related to participation of women's silk weaving groups in Thewa district of Kalasin province. However, the finding is contrary to that of Prisada Boonchua (1993), revealing that income was related to popular participation in community development.

Comparison of the participation in the training process by training organizers

The result of comparing participation of group members in the training process by the water-hyacinth handicraft vocational group, agencies from the government sector and non-government sector reveals that there was no difference in the participation of group members. This is because the training process was not so much different. The main objective of the training, regardless of organizing agencies, was to develop vocational knowledge, expertise and attitude of group members. In order for their progress, success and self-sufficiency, group members readily accepted supports and assistance from these agencies, which would be beneficial to themselves, their families and community. The finding is in accordance with that of Yongyuth Burasith (1990:71), stating that participation would better livelihood of villagers and enhance their relationship and unity. Whenever people actually participate in community development, it would positively affect the progress of the village and the country as a whole.

Impacts of vocational training on the community members

The impacts of the training on community members could be elaborated in the following issues.

1. Economic impacts

After having attended training sessions, members were able to produce handicrafts with standard and quality according to market needs. Members were more skillful and expertise, using more state-of-the-art production techniques. The group's chairwoman and board members were in charge of production administration, marketing and distribution, which created more jobs in the community. The finding is in line with that of Woranan Bunnak (1990), revealing that the formation of women's groups for community development had changed different aspects of livelihood of its members. For instance, they could solve economic problems of their family at a certain level. Roles and status of family and community had been more acceptable, increasing the potential of the community to develop other aspects, which ultimately led to its self-dependency.

2. Social impacts could be categorized into 3 issues as follows:

2.1 Knowledge dissemination

The water-hyacinth handicraft vocational group was formed to carry out vocational activities and provide members and opportunity to enhance their knowledge and skills through training from external agencies and informal learning from specialists in the community. Kowit Woraphiphat (1990) states that education from life does not have any curriculum or fixed teaching methodology. Learning occurs naturally through self-directed instruction from different knowledge sources relevant to their ways of life, which naturally exist or are created by humans to motivate learning. The statements are in line with that of Jarun Fudemwong (1994), revealing that an educational process affecting the maintenance of the savings group for production was from learning from group members, activities of the village, interactions with outsiders and site visits to successful villages.

Group members could disseminate their vocational knowledge and expertise to their family members, neighbors and relatives until a learning network was created, which supported competency and learning between one another (Phuphong Phuaphorn, 1998:27).

2.2 Family impacts

Working at home created warmth and closeness in the family institution since members could carry out more family activities together, resulting in more work, more income and more happiness. Furthermore, economic condition of the family was getting better. Husbands accepted the roles of their wives as a result from them participating in the vocational activities. More family income was generated, raising the economic status of the family. An evidence was from Mrs. Sopha Phakphian, a board member of Ban Maesai Water-Hyacinth Handicraft Vocational Group, saying, “Family life is getting better. Conversations with my husband are in good terms. After school, my children would ask me to teach them, realizing that the handicraft could earn them money. I am happy that they have no free time left to engage in vicious activities.” The finding is also in line with that of Buapha Faipheth (1994), revealing that textile handicraft of Ban Lawa village in Ban Phai district of Khon Kaen province could earn villagers more income. They were able to pay for educational expenses of their children. Additionally, labor movement to other places was less and family relationship was better.

2.3 Impacts on community members

Group members could participate in community activities very well since they could feed themselves and their families without having to work elsewhere. Moreover, they could receive information about their community very quickly and participate in activities without sacrificing their work. Mr. Chatree Sarnrew, chairman of Maesai Tambon Administration Organization, said, “When villagers have work and money, they are happy and could make religious merits. Our village is getting better and everyone could save their face without being ashamed of ourselves.” The finding is also in accordance with that of Suphot Sribunjom (1991), revealing that textile handicraft of Ban Nong Khuang Chang villagers in Muang district of Maha Sarakham province could lessen their economic migration, social and burglary problems in their community because the villagers had better income.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The investigation on the training process of the water-hyacinth handicraft vocational group in Muang district of Phayao province aims at studying the training process and level of participation of the group in the process, comparing the participation according to age, marital status, educational level, income and duration of membership and according to training organizers, and investigating the impacts of the vocational training on the community members.

The sample group was composed of 150 group members and people from Mae Sai Thung, Sanbuabok and Tamlau villages, who played an important role in establishing the group and 15 training organizers or coordinators who were officers of government and non-government organizers.

The research instrument was 150 sets of constructed questionnaire and an interview guide. Cronbach's Alpha Coefficient was used to verify the reliability of the instrument. The data were collected from the vocational group members and all of the questionnaires were completed and returned. The data were then analyzed to obtain percentage, frequency, arithmetic mean and standard deviation. One-way Analysis of Variance (ANOVA) and t-test were used to compare the participation in the training process according to the independent variables and training organizers.

During the data collection by using the interview guide, the researcher interviewed main informants and a participatory observation was utilized in order to obtain the most complete data from the community.

Conclusions

1. Demographic information of the sample group

All of the samples were females, aged between 41-50 years (35.3%), married (82%) and holding the status of family members for 88.7%. The majority of them (72%) had a primary education and 61.3% had 3-4 members in their families. Most of them or 31.1% had resided in the community between 41-50 years. In terms of group membership, 40% were members of two vocational groups and 48.7% had an income between 1,001-2,000 baht. Additionally, 76.7% had the duration of membership between 1-5 years.

2. Training process of the vocational group

The study findings reveal that the process was composed of 3 main parts, namely, planning, operation and evaluation of the training. The process of each training organizer was different as follows:

Curriculum or contents of the vocational group were in line with trainees' needs, but there was no long-term planning, budget and individuals specialized in training.

Organizers from the government sector had a long-term planning and sufficient budget. However, training organization was not suitable in terms of time and trainees' needs. Furthermore, there was no constant training evaluation.

Organizers from the non-government sector were well planned with modern and current training operations and evaluation. Needs analysis was conducted before training was held. In addition, time was appropriate and training contents were in accordance with trainees' needs.

3. Level of participation of group members in the training process

The study finding reveals that level of participation in the training process organized by the three types of organizers was at the medium level. Participation in the benefit reception was at the highest level, while participation in training operations was at the lowest level.

4. Comparison of the participation in the training process of group members by independent variables

It is revealed from the study findings that there was no difference in the participation according to the independent variable, which included age, marital status, educational level, duration of membership and income.

5. Comparison of the participation in the training process of group members by training organizers

It is found that different training organizers, i.e., the vocational group, government sector and non-government sector, did not make any difference in the participation in the training process.

6. Impacts of the training on community members

The training had some effects on economic changes in the community. They could produce their handicrafts with standard and quality until group members and other people in their families and community took it as their major career due to increased and stable incomes. They had also disseminated and exchanged knowledge and expertise with others in and outside their community until a community learning network was established. Community development was positive and constructive. When family incomes were raised, livelihood of community members was better, creating better conditions in their community. Furthermore, family members were able to work together, enhancing closer relationship and love. Due to more income, they were able to participate in more activities of the community, reducing other social and family problems.

Recommendations

1. Recommendations from the research results

1.1 Community should be provided more opportunities to organize the training since the success of development depends on whether community participates in development activities.

1.2 Officers from the government and non-government sectors should provide training expertise to the vocational group so that in-group training could be

more systematic and efficient. Integration of training activities among the three organizers should be carried out for cost-effectiveness of the operations.

2. Recommendations for further studies

2.1 Appointments with the vocational group for data collection should depend on readiness of the group, which assembles once or twice a month.

2.2 Data collection in rural areas should not be done in the rainy season because there might be natural disasters like flooding. It is also the rice-planting season when everyone is busy working in the fields, making it difficult to collect the data.

2.3 There should not be too many sets of questionnaires and question items should not be too many as well, since this requires high attempts for respondents to read and understand. It might bore or discourage them, resulting in giving faulty and untruthful responses.

2.4 When collecting data in the community, a researcher should not openly reveal her/his true self since this might cause distrust among the informants, preventing them from revealing negative information. As a consequence, the data may not cover all aspects of what is intended to find out.

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ชุดที่ 1 แนวคำถามเพื่อการวิจัย
เรื่อง การศึกษากระบวนการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวา
อำเภอเมือง จังหวัดพะเยา

ตอนที่ 1 ข้อมูลของผู้ให้สัมภาษณ์

1. ชื่อ.....นามสกุล.....อายุ.....ปี
ที่อยู่.....โทรศัพท์.....
2. มีความเกี่ยวข้องกับกลุ่มอาชีพหัตถกรรมผักตบชวาอย่างไร.....
3. ตำแหน่ง / หน้าที่ในกลุ่มอาชีพหรือหมู่บ้าน.....

ตอนที่ 2 ข้อมูลของกลุ่มอาชีพหัตถกรรมผักตบชวา

4. ความเป็นมาของกลุ่มอาชีพ
 - ผู้สนับสนุน / ผู้ริเริ่ม
 - เหตุผลในการจัดตั้งกลุ่ม
 - วัตถุประสงค์ของการจัดตั้งกลุ่ม
5. โครงสร้างการบริหารงานกลุ่ม
 - กรรมการ
 - สมาชิก
 - กฎระเบียบ
 - บทบาทหน้าที่
6. ลักษณะหรือสภาพของกลุ่มอาชีพฯในด้านต่างๆ ก่อนและหลังการพัฒนา กลุ่ม โดยวิธีการฝึกอบรม เป็นอย่างไร
 - การบริหารงานกลุ่ม
 - การผลิต
 - การตลาด
 - การเงิน
 - การควบคุมคุณภาพของผลิตภัณฑ์
7. การดำเนินงานของกลุ่มอาชีพฯ ในปัจจุบันเป็นอย่างไร
 - การประชุม
 - การศึกษา/อบรม/ทัศนศึกษา/การสัมมนา

- การขาย / จำหน่ายผลิตภัณฑ์
 - อื่นๆ (การมีชื่อเสียง การเข้ามาดูงาน เป็นต้น)
8. ความคิดเห็นเกี่ยวกับการดำเนินงานของกลุ่มอาชีพฯ
- ประโยชน์ต่อสมาชิก/ครอบครัว
 - ประโยชน์ต่อชุมชน
 - ปัญหา/ อุปสรรคและข้อเสนอแนะ
9. การได้รับการสนับสนุนการฝึกอบรมจากหน่วยงานอื่นเป็นอย่างไร

ตอนที่ 3 ข้อมูลเกี่ยวกับกระบวนการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวา

10. กระบวนการฝึกอบรมที่จัดโดยกลุ่มอาชีพ

10.1 หัวข้อ/หลักสูตรการฝึกอบรมได้มาอย่างไร (ใครเป็นคนริเริ่ม สอดคล้องกับความต้องการการฝึกอบรมของสมาชิกกลุ่มฯหรือไม่ อย่างไร)

10.2 ผู้รับผิดชอบการจัดฝึกอบรมคือผู้ใด อย่างไร (การจัดทำแผนการฝึกอบรม การกำหนดเนื้อหา ระยะเวลา การคัดเลือกผู้เข้ารับการอบรม การกำหนดวิทยากร การเตรียมเอกสาร งบประมาณ)

10.3 การดำเนินการฝึกอบรมเป็นอย่างไร (การประสานงาน การอำนวยความสะดวกต่างๆ การถ่ายทอดความรู้ เทคนิคการฝึกอบรมหรือรูปแบบการสอน)

10.4 การประเมินผลการฝึกอบรม (ระหว่างการฝึกอบรมและหลังจบการฝึกอบรม)

11. กระบวนการฝึกอบรมที่จัดโดยหน่วยงานภาครัฐ

11.1 หัวข้อ/หลักสูตรการฝึกอบรมได้มาอย่างไร (ใครเป็นคนริเริ่ม สอดคล้องกับความต้องการการฝึกอบรมของสมาชิกกลุ่มฯหรือไม่ อย่างไร)

11.2 ผู้รับผิดชอบการจัดฝึกอบรมคือผู้ใด อย่างไร (การจัดทำแผนการฝึกอบรม การกำหนดเนื้อหา ระยะเวลา การคัดเลือกผู้เข้ารับการอบรม การกำหนดวิทยากร การเตรียมเอกสาร งบประมาณ)

11.3 การดำเนินการฝึกอบรมเป็นอย่างไร (การประสานงาน การอำนวยความสะดวกต่างๆ การถ่ายทอดความรู้ เทคนิคการฝึกอบรมหรือรูปแบบการสอน)

11.4 การประเมินผลการฝึกอบรม (ระหว่างการฝึกอบรมและหลังจบการฝึกอบรม)

12. กระบวนการฝึกอบรมที่จัดโดยหน่วยงานภาคเอกชน

12.1 หัวข้อ/หลักสูตรการฝึกอบรมได้มาอย่างไร (ใครเป็นคนริเริ่ม สอดคล้องกับความต้องการการฝึกอบรมของสมาชิกกลุ่มฯหรือไม่ อย่างไร)

12.2 ผู้รับผิดชอบการจัดฝึกอบรมคือผู้ใด อย่างไร (การจัดทำแผนการฝึกอบรม การกำหนดเนื้อหา ระยะเวลา การคัดเลือกผู้เข้ารับการอบรม การกำหนดวิทยากร การเตรียมเอกสาร งบประมาณ)

12.3 การดำเนินการฝึกอบรมเป็นอย่างไร (การประสานงาน การอำนวยความสะดวกต่าง ๆ การถ่ายทอดความรู้ เทคนิคการฝึกอบรมหรือรูปแบบการสอน)

12.4 การประเมินผลการฝึกอบรม (ระหว่างการฝึกอบรมและหลังจบการฝึกอบรม)

13. ปัญหาและอุปสรรคของกลุ่มอาชีพในการจัดฝึกอบรมและข้อเสนอแนะ

ตอนที่ 4 ข้อมูลเกี่ยวกับผลกระทบของการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวาต่อชุมชน

14. ผู้เข้ารับการฝึกอบรม (ก่อนและหลังเข้ารับการฝึกอบรม)

- ความรู้ / ทักษะ (การผลิต การจัดการ การตลาด)
- อาชีพ
- การเงิน (รายรับ รายจ่าย การเก็บออม)

15. ครอบครัว (ก่อนและหลังเข้ารับการฝึกอบรม)

- ความสัมพันธ์กับครอบครัว
- การเปลี่ยนแปลงหน้าที่ / การทำงานในครอบครัว
- การเผยแพร่ความรู้

16. ชุมชน / หมู่บ้าน (ก่อนและหลังเข้ารับการฝึกอบรม)

- การเข้าร่วมกิจกรรม
- การสนับสนุนเครือข่าย/ การเผยแพร่ความรู้
- การอพยพแรงงาน
- การส่งเสริมภูมิปัญญาท้องถิ่น

ชุดที่ 2 แบบสอบถามเพื่อการวิจัย
เรื่อง การศึกษากระบวนการฝึกอบรมของกลุ่มอาชีพหัตถกรรมผักตบชวา
อำเภอเมือง จังหวัดพะเยา

ตอนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลทั่วไป

คำชี้แจง ขอให้ท่านตอบคำถามโดยเขียนเครื่องหมาย ✓ ลงใน () หรือเติมข้อความลงในช่องว่างที่จัดเอาไว้

1. ปัจจุบันนี้ท่านมีอายุ.....ปี
2. สถานภาพการสมรส () โสด
() สมรส
() หย่า/ ม่าย
3. สถานภาพในครอบครัว () หัวหน้าครอบครัว
() สมาชิก
4. ระดับการศึกษาของท่าน () ต่ำกว่าประถมศึกษา
() ระดับประถมศึกษา
() ระดับมัธยมศึกษาตอนต้น
() ระดับมัธยมศึกษาตอนปลายหรือเทียบเท่า
() ระดับอนุปริญญา
() ระดับปริญญาตรีขึ้นไป
5. ครอบครัวของท่านมีสมาชิกทั้งหมดจำนวน.....คน
6. ท่านอาศัยอยู่ในหมู่บ้านนี้มาเป็นระยะเวลา.....ปี
7. นอกจากการเป็นสมาชิกกลุ่มอาชีพหัตถกรรมผักตบชวาแล้ว ท่านยังเป็นสมาชิกกลุ่มใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- () กลุ่มฌาปนกิจสงเคราะห์
 () กลุ่มเกษตรกร
 () กลุ่มเยาวชน
 () กลุ่มสตรีแม่บ้าน
 () กลุ่มสตรีตัดเย็บเสื้อผ้า
 () กลุ่มอื่น (ระบุ).....
-

8. รายได้ของท่านโดยเฉลี่ยต่อเดือน(ไม่รวมรายได้ที่ได้จากการทำงานในกลุ่มอาชีพหัตถกรรม
 ผักตบชวา).....บาท

9. ท่านเป็นสมาชิกของกลุ่มอาชีพหัตถกรรมผักตบชวาเป็นระยะเวลา.....ปีเดือน

ตอนที่ 2 แบบสอบถามเกี่ยวกับระดับการมีส่วนร่วมในกระบวนการฝึกอบรม ที่จัดขึ้นโดยกลุ่ม
 อาชีพ ภาครัฐ และภาคเอกชน (จำนวน 3 ชุด) แบบสอบถามแต่ละชุดแบ่งออกเป็น 4 ด้านดังนี้

1. การศึกษาค้นหาปัญหาและการตัดสินใจ
2. การดำเนินการ
3. การร่วมรับผลประโยชน์
4. การติดตามและประเมินผล

โปรดพิจารณาข้อความต่อไปนี้ว่าท่านมีส่วนร่วมในกระบวนการฝึกอบรมในด้านต่างๆ
 ระดับใด และกรุณาเขียนเครื่องหมาย ✓ ลงในช่องคำตอบที่ตรงกับความเป็นจริงมากที่สุด

แบบสอบถาม

เรื่อง ระดับการมีส่วนร่วมในกระบวนการฝึกอบรม (จัดโดยกลุ่มอาชีพ)

กรุณาเขียนเครื่องหมาย ✓ ลงในช่องคำตอบที่ตรงกับความเป็นจริงมากที่สุด

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการคิดค้นหาปัญหาและการตัดสินใจ				
1. ท่านได้ร่วมประชุมกับกลุ่มในระยะวาง โครงการฝึกอบรม				
2. เมื่อท่านเข้าประชุมท่านได้แสดงความคิด เห็นเกี่ยวกับการพัฒนากลุ่มอาชีพด้วยการฝึก อบรมต่อที่ประชุม				
3. ท่านมีส่วนร่วมในการเลือกเรื่องหรือหัวข้อ ที่จะฝึกอบรมต่อคณะกรรมการหรือสมาชิก กลุ่มอาชีพ				
4. ท่านมีส่วนร่วมเสนอปัญหาที่ท่านจะแก้ไข ด้วยการฝึกอบรมต่อที่ประชุมด้วย				
5. ท่านมีส่วนร่วมในการเสนอความต้องการ ที่จะฝึกอบรมในหัวข้อต่างๆ				
6. ท่านมีส่วนร่วมในการศึกษาหาข้อมูลหรือ รวบรวมข้อมูลก่อนที่จะทำการฝึกอบรม				
7. ท่านมีส่วนร่วมในการวางแผนหรือเตรียม การฝึกอบรม เช่นการเลือกวัน เวลา สถานที่				
8. ท่านมีส่วนร่วมในการตัดสินใจที่จะทำการ ฝึกอบรมร่วมกับคณะกรรมการกลุ่มอาชีพ หรือคณะกรรมการของหมู่บ้านหรือสมาชิก กลุ่มอาชีพ				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการดำเนินการ				
1. ท่านมีส่วนร่วมในการประชาสัมพันธ์หรือ แจ้งข่าวสารการฝึกอบรม				
2. ท่านมีส่วนร่วมในการจัดทำเอกสารหรือ สื่อการสอนประกอบการฝึกอบรม				
3. ท่านเคยบริจาคเงินเพื่อการทำกิจกรรม ระหว่างการฝึกอบรมเช่น อาหารกลางวัน เครื่องดื่ม หรืองานเลี้ยงสังสรรค์				
4. ท่านเคยให้ความช่วยเหลือหรือให้ยืมสถานที่ สำหรับการฝึกอบรม				
5. ท่านเคยให้ความอนุเคราะห์หรือให้ยืม เครื่องมือและอุปกรณ์สำหรับการฝึกอบรม				
6. ท่านเคยเป็นผู้เชิญวิทยากรหรือผู้สอนเพื่อ มาสอนและให้ความรู้กับกลุ่มอาชีพฯ				
7. ท่านเคยอำนวยความสะดวกให้กับวิทยากร หรือผู้สอน เช่นการให้ที่พักอาศัย การรับส่ง				
8. ท่านเคยเป็นผู้สอน ผู้ช่วยสอนหรือผู้ให้ ความรู้ในระหว่างการฝึกอบรมของกลุ่ม อาชีพฯ				
9. ท่านมีส่วนร่วมในการตรวจรายชื่อผู้ที่เข้า รับการอบรมก่อนการเริ่มสอนในแต่ละวัน				
10. ท่านมีส่วนร่วมในการเสนอชื่อหรือคัด เลือกผู้ที่จะเข้ารับการฝึกอบรม				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการร่วมรับผลประโยชน์				
1. เมื่อท่านได้เข้ารับการฝึกอบรมแล้วท่านมีความรู้สึกว่ามีความรู้หรือมีฝีมือมากขึ้นกว่าเดิม และสามารถผลิตงานได้ถูกต้องตามที่ลูกค้าต้องการมากขึ้นกว่าก่อนได้รับการฝึกอบรม				
2. ท่านรู้สึกพอใจและภาคภูมิใจเมื่อได้เข้ารับการฝึกอบรมร่วมกับสมาชิกอื่นๆ				
3. ท่านสามารถนำชิ้นงานที่ท่านทำขึ้นระหว่างการฝึกอบรมกลับไปใช้ประโยชน์ที่บ้านได้				
4. ท่านเคยได้ร่วมติดตามดูแลผลประโยชน์ที่ได้รับจากการฝึกอบรม เช่น วัสดุ อุปกรณ์ สิ่งก่อสร้าง ผลิตภัณฑ์ที่ได้ สื่อการเรียนการสอน				
5. ท่านเคยได้รับเอกสารหรือตำราจากการฝึกอบรม				
6. ท่านมีงานหรือรายได้มากขึ้นหลังจากท่านเข้ารับการฝึกอบรม				
7. ท่านรู้สึกดีหรือสนใจเมื่อการฝึกอบรมประสบปัญหาขัดข้อง เช่น การฝึกอบรมมีผู้เข้ารับการฝึกอบรมน้อยกว่าปกติ				
8. ท่านเคยได้รับการปันผลจากการนำของหรือสินค้าระหว่างการฝึกอบรมไปจำหน่าย				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการติดตามและประเมินผล				
1. ท่านมีส่วนร่วมวิจารณ์ผลงานหรือชิ้นงาน ของสมาชิกกลุ่มอาชีพฯ				
2. ท่านมีส่วนร่วมในการประชุมสรุปผลการ ฝึกอบรม				
3. ท่านมีส่วนร่วมในการคัดเลือกผลงานของ สมาชิกกลุ่มอาชีพฯเพื่อ ไปจัดจำหน่ายต่อไป				
4. ท่านมีส่วนร่วมในการจัดทำเอกสารเพื่อการ ประเมินหลักสูตรหรือ โครงการฝึกอบรม				
5. ท่านมีส่วนร่วมในการพิจารณาปรับปรุง โครงการฝึกอบรมร่วมกับคณะกรรมการกลุ่ม อาชีพฯ				
6. ท่านได้ร่วมติหรือชมเชยโครงการฝึกอบรม ต่อคณะกรรมการชุมชนหรือเจ้าหน้าที่ ประสานการฝึกอบรม				
7. ท่านมีส่วนร่วมในการเสนอให้เปลี่ยนผู้ สอนหรือวิทยากรของการฝึกอบรม				
8. ท่านได้พูดคุยและสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯ ถึงเรื่องการฝึกอบรม ที่ผ่านมา				
9. ท่านได้พูดคุยหรือสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯจากบุคคลอื่น ๆ ที่ไม่ใช่ คนในกลุ่มอาชีพฯ เช่นผู้ที่มาดูงาน ผู้ที่มาซื้อ สินค้า เป็นต้น				

แบบสอบถาม

เรื่อง ระดับการมีส่วนร่วมในกระบวนการฝึกอบรม (จัดโดยหน่วยงานภาครัฐ)

กรุณาเขียนเครื่องหมาย ✓ ลงในช่องคำตอบที่ตรงกับความเป็นจริงมากที่สุด

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการคิดค้นหาปัญหาและการตัดสินใจ				
1. ท่านได้ร่วมประชุมกับกลุ่มในระยะวาง โครงการฝึกอบรม				
2. เมื่อท่านเข้าประชุมท่านได้แสดงความคิด เห็นเกี่ยวกับการพัฒนากลุ่มอาชีพด้วยการฝึก อบรมต่อที่ประชุม				
3. ท่านมีส่วนร่วมในการเลือกเรื่องหรือหัวข้อ ที่จะฝึกอบรมต่อคณะกรรมการหรือสมาชิก กลุ่มอาชีพ				
4. ท่านมีส่วนร่วมเสนอปัญหาที่ท่านจะแก้ไข ด้วยการฝึกอบรมต่อที่ประชุมด้วย				
5. ท่านมีส่วนร่วมในการเสนอความต้องการ ที่จะฝึกอบรมในหัวข้อต่างๆ				
6. ท่านมีส่วนร่วมในการศึกษาหาข้อมูลหรือ รวบรวมข้อมูลก่อนที่จะทำการฝึกอบรม				
7. ท่านมีส่วนร่วมในการวางแผนหรือเตรียม การฝึกอบรม เช่นการเลือกวัน เวลา สถานที่				
8. ท่านมีส่วนร่วมในการตัดสินใจที่จะทำการ ฝึกอบรมร่วมกับคณะกรรมการกลุ่มอาชีพ หรือคณะกรรมการของหมู่บ้านหรือสมาชิก กลุ่มอาชีพ				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการดำเนินการ				
1. ท่านมีส่วนร่วมในการประชาสัมพันธ์หรือ แจ้งข่าวสารการฝึกอบรม				
2. ท่านมีส่วนร่วมในการจัดทำเอกสารหรือ สื่อการสอนประกอบการฝึกอบรม				
3. ท่านเคยบริจาคเงินเพื่อการทำกิจกรรม ระหว่างการฝึกอบรมเช่น อาหารกลางวัน เครื่องดื่ม หรืองานเลี้ยงสังสรรค์				
4. ท่านเคยให้ความช่วยเหลือหรือให้ยืมสถานที่ สำหรับการฝึกอบรม				
5. ท่านเคยให้ความอนุเคราะห์หรือให้ยืม เครื่องมือและอุปกรณ์สำหรับการฝึกอบรม				
6. ท่านเคยเป็นผู้เชิญวิทยากรหรือผู้สอนเพื่อ มาสอนและให้ความรู้กับกลุ่มอาชีพฯ				
7. ท่านเคยอำนวยความสะดวกให้กับวิทยากร หรือผู้สอน เช่นการให้ที่พักอาศัย การรับส่ง				
8. ท่านเคยเป็นผู้สอน ผู้ช่วยสอนหรือผู้ให้ ความรู้ในระหว่างการฝึกอบรมของกลุ่ม อาชีพฯ				
9. ท่านมีส่วนร่วมในการตรวจรายชื่อผู้ที่เข้า รับการอบรมก่อนการเริ่มสอนในแต่ละวัน				
10. ท่านมีส่วนร่วมในการเสนอชื่อหรือคัด เลือกผู้ที่จะเข้ารับการฝึกอบรม				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการร่วมรับผลประโยชน์				
1. เมื่อท่านได้เข้ารับการฝึกอบรมแล้วท่านมีความรู้สึกว่ามีความรู้หรือมีฝีมือมากขึ้นกว่าเดิม และสามารถผลิตงานได้ถูกต้องตามที่ลูกค้าต้องการมากขึ้นกว่าก่อนได้รับการฝึกอบรม				
2. ท่านรู้สึกพอใจและภาคภูมิใจเมื่อได้เข้ารับการฝึกอบรมร่วมกับสมาชิกอื่นๆ				
3. ท่านสามารถนำชิ้นงานที่ท่านทำขึ้นระหว่างการฝึกอบรมกลับไปใช้ประโยชน์ที่บ้านได้				
4. ท่านเคยได้ร่วมติดตามดูแลผลประโยชน์ที่ได้รับจากการฝึกอบรม เช่น วัสดุ อุปกรณ์ สิ่งก่อสร้าง ผลิตภัณฑ์ที่ได้ สื่อการเรียนการสอน				
5. ท่านเคยได้รับเอกสารหรือตำราจากการฝึกอบรม				
6. ท่านมีงานหรือรายได้มากขึ้นหลังจากท่านเข้ารับการฝึกอบรม				
7. ท่านรู้สึกดีหรือสนใจเมื่อการฝึกอบรมประสบปัญหาขัดข้อง เช่น การฝึกอบรมมีผู้เข้ารับการฝึกอบรมน้อยกว่าปกติ				
8. ท่านเคยได้รับการปันผลจากการนำของหรือสินค้าระหว่างการฝึกอบรมไปจำหน่าย				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการติดตามและประเมินผล				
1. ท่านมีส่วนร่วมวิจารณ์ผลงานหรือชิ้นงาน ของสมาชิกกลุ่มอาชีพฯ				
2. ท่านมีส่วนร่วมในการประชุมสรุปผลการ ฝึกอบรม				
3. ท่านมีส่วนร่วมในการคัดเลือกผลงานของ สมาชิกกลุ่มอาชีพฯเพื่อ ไปจัดจำหน่ายต่อไป				
4. ท่านมีส่วนร่วมในการจัดทำเอกสารเพื่อการ ประเมินหลักสูตรหรือ โครงการฝึกอบรม				
5. ท่านมีส่วนร่วมในการพิจารณาปรับปรุง โครงการฝึกอบรมร่วมกับคณะกรรมการกลุ่ม อาชีพฯ				
6. ท่านได้ร่วมติหรือชมเชยโครงการฝึกอบรม ต่อคณะกรรมการชุมชนหรือเจ้าหน้าที่ ประสานการฝึกอบรม				
7. ท่านมีส่วนร่วมในการเสนอให้เปลี่ยนผู้ สอนหรือวิทยากรของการฝึกอบรม				
8. ท่านได้พูดคุยและสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯ ถึงเรื่องการฝึกอบรม ที่ผ่านมา				
9. ท่านได้พูดคุยหรือสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯจากบุคคลอื่นที่ไม่ใช่ คนในกลุ่มอาชีพฯ เช่นผู้ที่มาดูงาน ผู้ที่มาซื้อ สินค้า เป็นต้น				

แบบสอบถาม

เรื่อง ระดับการมีส่วนร่วมในกระบวนการฝึกอบรม (จัดโดยหน่วยงานภาคเอกชน)

กรุณาเขียนเครื่องหมาย ✓ ลงในช่องคำตอบที่ตรงกับความเป็นจริงมากที่สุด

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการคิดค้นหาปัญหาและการตัดสินใจ				
1. ท่านได้ร่วมประชุมกับกลุ่มในระยะวาง โครงการฝึกอบรม				
2. เมื่อท่านเข้าประชุมท่านได้แสดงความคิด เห็นเกี่ยวกับการพัฒนากลุ่มอาชีพด้วยการฝึก อบรมต่อที่ประชุม				
3. ท่านมีส่วนร่วมในการเลือกเรื่องหรือหัวข้อ ที่จะฝึกอบรมต่อคณะกรรมการหรือสมาชิก กลุ่มอาชีพ				
4. ท่านมีส่วนร่วมเสนอปัญหาที่ท่านจะแก้ไข ด้วยการฝึกอบรมต่อที่ประชุมด้วย				
5. ท่านมีส่วนร่วมในการเสนอความต้องการ ที่จะฝึกอบรมในหัวข้อต่างๆ				
6. ท่านมีส่วนร่วมในการศึกษาหาข้อมูลหรือ รวบรวมข้อมูลก่อนที่จะทำการฝึกอบรม				
7. ท่านมีส่วนร่วมในการวางแผนหรือเตรียม การฝึกอบรม เช่นการเลือกวัน เวลา สถานที่				
8. ท่านมีส่วนร่วมในการตัดสินใจที่จะทำการ ฝึกอบรมร่วมกับคณะกรรมการกลุ่มอาชีพ หรือคณะกรรมการของหมู่บ้านหรือสมาชิก กลุ่มอาชีพ				

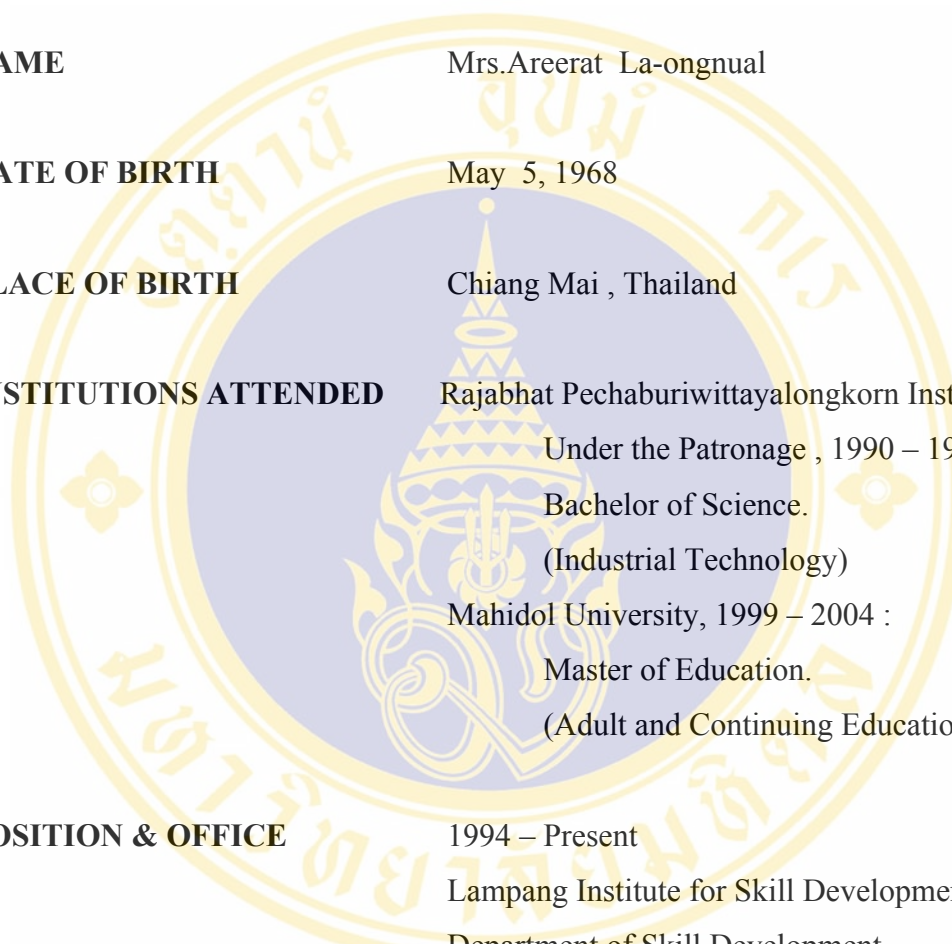
ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการดำเนินการ				
1. ท่านมีส่วนร่วมในการประชาสัมพันธ์หรือ แจ้งข่าวสารการฝึกอบรม				
2. ท่านมีส่วนร่วมในการจัดทำเอกสารหรือ สื่อการสอนประกอบการฝึกอบรม				
3. ท่านเคยบริจาคเงินเพื่อการทำกิจกรรม ระหว่างการฝึกอบรมเช่น อาหารกลางวัน เครื่องดื่ม หรืองานเลี้ยงสังสรรค์				
4. ท่านเคยให้ความช่วยเหลือหรือให้ยืมสถานที่ สำหรับการฝึกอบรม				
5. ท่านเคยให้ความอนุเคราะห์หรือให้ยืม เครื่องมือและอุปกรณ์สำหรับการฝึกอบรม				
6. ท่านเคยเป็นผู้เชิญวิทยากรหรือผู้สอนเพื่อ มาสอนและให้ความรู้กับกลุ่มอาชีพฯ				
7. ท่านเคยอำนวยความสะดวกให้กับวิทยากร หรือผู้สอน เช่นการให้ที่พักอาศัย การรับส่ง				
8. ท่านเคยเป็นผู้สอน ผู้ช่วยสอนหรือผู้ให้ ความรู้ในระหว่างการฝึกอบรมของกลุ่ม อาชีพฯ				
9. ท่านมีส่วนร่วมในการตรวจรายชื่อผู้ที่เข้า รับการอบรมก่อนการเริ่มสอนในแต่ละวัน				
10. ท่านมีส่วนร่วมในการเสนอชื่อหรือคัด เลือกผู้ที่จะเข้ารับการฝึกอบรม				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการร่วมรับผลประโยชน์				
1. เมื่อท่านได้เข้ารับการฝึกอบรมแล้วท่านมีความรู้สึกว่ามีความรู้หรือมีฝีมือมากขึ้นกว่าเดิม และสามารถผลิตงานได้ถูกต้องตามที่ลูกค้าต้องการมากขึ้นกว่าก่อนได้รับการฝึกอบรม				
2. ท่านรู้สึกพอใจและภาคภูมิใจเมื่อได้เข้ารับการฝึกอบรมร่วมกับสมาชิกอื่นๆ				
3. ท่านสามารถนำชิ้นงานที่ท่านทำขึ้นระหว่างการฝึกอบรมกลับไปใช้ประโยชน์ที่บ้านได้				
4. ท่านเคยได้ร่วมติดตามดูแลผลประโยชน์ที่ได้รับจากการฝึกอบรม เช่น วัสดุ อุปกรณ์ สิ่งก่อสร้าง ผลิตภัณฑ์ที่ได้ สื่อการเรียนการสอน				
5. ท่านเคยได้รับเอกสารหรือตำราจากการฝึกอบรม				
6. ท่านมีงานหรือรายได้มากขึ้นหลังจากท่านเข้ารับการฝึกอบรม				
7. ท่านรู้สึกดีหรือสนใจเมื่อการฝึกอบรมประสบปัญหาขัดข้อง เช่น การฝึกอบรมมีผู้เข้ารับการฝึกอบรมน้อยกว่าปกติ				
8. ท่านเคยได้รับการปันผลจากการนำของหรือสินค้าระหว่างการฝึกอบรมไปจำหน่าย				

ลักษณะการมีส่วนร่วมใน กระบวนการฝึกอบรม	ระดับการมีส่วนร่วม			
	มาก	ปานกลาง	น้อย	ไม่มี
ด้านการติดตามและประเมินผล				
1. ท่านมีส่วนร่วมวิจารณ์ผลงานหรือชิ้นงาน ของสมาชิกกลุ่มอาชีพฯ				
2. ท่านมีส่วนร่วมในการประชุมสรุปผลการ ฝึกอบรม				
3. ท่านมีส่วนร่วมในการคัดเลือกผลงานของ สมาชิกกลุ่มอาชีพฯเพื่อ ไปจัดจำหน่ายต่อไป				
4. ท่านมีส่วนร่วมในการจัดทำเอกสารเพื่อการ ประเมินหลักสูตรหรือ โครงการฝึกอบรม				
5. ท่านมีส่วนร่วมในการพิจารณาปรับปรุง โครงการฝึกอบรมร่วมกับคณะกรรมการกลุ่ม อาชีพฯ				
6. ท่านได้ร่วมติหรือชมเชยโครงการฝึกอบรม ต่อคณะกรรมการชุมชนหรือเจ้าหน้าที่ ประสานการฝึกอบรม				
7. ท่านมีส่วนร่วมในการเสนอให้เปลี่ยนผู้ สอนหรือวิทยากรของการฝึกอบรม				
8. ท่านได้พูดคุยและสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯ ถึงเรื่องการฝึกอบรม ที่ผ่านมา				
9. ท่านได้พูดคุยหรือสอบถามถึงคุณภาพของ ผลงานของกลุ่มอาชีพฯจากบุคคลอื่น ๆ ที่ไม่ใช่ คนในกลุ่มอาชีพฯ เช่นผู้ที่มาดูงาน ผู้ที่มาซื้อ สินค้า เป็นต้น				

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3. Ms. Areeya Rojwithee Expert of Skill Development
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Labour Ministry

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