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# Target Groups and Promotion Factors in Development Related to Local Communities Participation in Preserving the Payabangsa Community at Satun Province

# กลุ่มเป้าหมายและปัจจัยส่งเสริมในการพัฒนาการมีส่วนร่วมในการพัฒนาศูนย์การเรียนรู้ชุมชนพญาบังสาของชาวบ้านชุมชนพญาบังสา จังหวัดสตูล

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**Abstract**

The purposes of this research were to identify target groups that should encourage more participation and to identify promotion factors related to participation in the development of Payabangsa community learning center. This research was a comparative study of conceptual frameworks based on popular interpersonal theory models, as well as important theories and principles in psychology both domestically and internationally. The samples were 581 villagers aged 18 and over in Payabangsa community in Satun province. They were selected without probability, using a convenient sample selection. Data collection was done by a variable measurement tool (11 episodes). This measure has an alpha coefficient of confidence between .84 and .96. Statistics used are multiple regression analysis. The data were analyzed in total groups and 18 subgroups, based on biophysical characteristics and background.

The results showed that the villagers who should be encouraged to have a positive attitude towards the community learning center, to be ready to support the community learning center and to participate in the development of community learning center were the first group of people who have never participated in the activity. In addition, the important factors of the participation in the development of community learning centers of non-

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participating villagers were the awareness of community information center, mental health and social support from the government.

The results of this research can be presented as a practical suggestion to relevant agencies in the field of community development as well as a basis for furthering research into a study of participatory behavior in the future.

**Keywords:** Participation in Development, Learning Center, Payabangsa Community

**บทคัดย่อ**

การวิจัยนี้มีจุดมุ่งหมายเพื่อค้นหากลุ่มเป้าหมายที่ต้องส่งเสริมให้เกิดการมีส่วนร่วมมากขึ้น และปัจจัยส่งเสริมที่มีส่วนเกี่ยวข้องกับการมีส่วนร่วมในการพัฒนาศูนย์การเรียนรู้ชุมชนพญาบังสา ซึ่งเป็นการศึกษาความสัมพันธ์เปรียบเทียบที่มีกรอบแนวคิดพื้นฐานมาจากรูปแบบทฤษฎีปฏิสัมพันธ์นิยม รวมทั้งทฤษฎีและหลักการที่สำคัญทางด้านจิตวิทยาทั้งในประเทศและต่างประเทศ โดยกลุ่มตัวอย่างที่ศึกษาเป็นชาวบ้านชุมชนพญาบังสา จังหวัดสตูล ที่มีอายุ 18 ปีขึ้นไป รวม 581 คน เลือกกลุ่มตัวอย่างแบบไม่อาศัยความน่าจะเป็นโดยการเลือกตัวอย่างแบบตามสะดวก เก็บรวบรวมข้อมูลด้วยเครื่องมือวัดตัวแปรแบบมาตรประเมินรวมค่าจำนวน 1 ฉบับ (11 ตอน) มีค่าความเชื่อมั่นแบบสัมประสิทธิ์แอลฟ่าระหว่าง .84 ถึง .96 สถิติที่ใช้ในการวิเคราะห์ คือ การวิเคราะห์การถดถอยพหุคูณ และ Three-way Analysis ทำการวิเคราะห์ข้อมูลในกลุ่มรวมและ 18 กลุ่มย่อย ซึ่งแบ่งตามลักษณะทางชีวสังคมและภูมิหลัง

ผลการวิจัยพบว่า กลุ่มชาวบ้านชุมชนพญาบังสา จังหวัดสตูล ที่ควรได้รับการส่งเสริมเพื่อให้เกิดทัศนคติที่ดีต่อศูนย์เรียนรู้ชุมชนพญาบังสา เกิดความพร้อมที่จะสนับสนุนศูนย์เรียนรู้ชุมชนพญาบังสา และเกิดการมีส่วนร่วมในการพัฒนาศูนย์เรียนรู้ชุมชนพญาบังสา เป็นกลุ่มแรกคือ กลุ่มชาวบ้านที่ไม่เคยเข้าร่วมกิจกรรม นอกจากนี้ปัจจัยเชิงเหตุที่สำคัญของการมีส่วนร่วมในการพัฒนาศูนย์เรียนรู้ชุมชนพญาบังสา ของกลุ่มชาวบ้านที่ไม่เคยเข้าร่วมกิจกรรม คือ การรับรู้ข่าวสารศูนย์การเรียนรู้ชุมชนพญาบังสา สุขภาพจิต และการสนับสนุนทางสังคมจากภาครัฐ

ผลจากการวิจัยนี้สามารถเสนอเป็นข้อเสนอแนะในเชิงปฏิบัติให้กับหน่วยงานที่เกี่ยวข้องในด้านการพัฒนาชุมชน รวมทั้งใช้เป็นพื้นฐานเพื่อต่อยอดงานวิจัยไปสู่การศึกษาพฤติกรรมการมีส่วนร่วมในการพัฒนาด้านต่าง ๆ ในอนาคตต่อไป

**คำสำคัญ :** การมีส่วนร่วมในการพัฒนา, ศูนย์เรียนรู้, ชุมชนพญาบังสา

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**Introduction**

The participation was important for human life on this planet because humans live together as a society. They have to rely on each other, and each must have a role to play in their responsibilities, roles gained from accepting, self-created roles such as parenting, head of the family, the headman and the village leaders. The participation also means helping each other in the comments, management, throughout the sacrifice, time, place and other factors in the activity in order to achieve the goals (YupapornRubngam, 2002 refer in Phramahaprakasit Sirimaedho, 2013).

However, participation in community center operations should take into account long-term success and sustainability. UNESCO (2003) recommends that the implementation of the community learning center in the early stages of the process will require support from outside agencies. To work in a sustainable manner, the cooperation should be made with the various sectors in order to get involved, as well as provide community support and ownership. The effective and well-managed community learning centers should include:1) a place to carry out important activities (strategy) of the community 2) a place where everyone can learn, community owned and managed by people in the community 3) accessible to everyone 4) a place that can meet the needs of the community. Learning centers must organize activities that take into account the needs of the individual and the community, provide an environment conducive to learning, create learning opportunities for the community, organize activities regularly, be flexible and save money, must have qualified personnel, a variety of learning resources, a sufficient budget, a strong support from the community, a strong cooperation network, aimed to develop people, communities and the country.

Payabangsa community learning center, Satun Province was one of the interesting community learning centers. It was a community learning center that is based on the research of the conservation group Khao Payabangsa and the participation of villagers in the area to develop, promote and support to grow in the community. It was considered to increase the potential of the area to benefit the villagers themselves and Satun Province.

From above importance, it was the source of this research which aimed to understand the patterns of participation in the development of the learning center, to search the causal factor of participation by studying the causes of internal factors of the person involved in the mental aspects and external causes associated with people around them and situations that favor or inhibit joint development. This will be a way for the concerned people to work together to promote the development of the learning center and the model for further development of the community learning center.

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**Objectives**

1. To identify the predictive factors and the quantity of the prediction of the psychological traits, situational factors, and psychological states related to the participation in the development of Payabangsa community learning center of the villagers from Payabangsa community in Satun province.

2. To identify the villagers who were less involved in the development of Payabangsa community learning center and to identify the key factors of their less involvement.

**Hypothesis**

Based on the literature review, both domestic and international, and the assumptions on the model of interpersonal theory (Endler & Magnusson, 1977; Walsh, Craik, & Price, 2000; Tett & Burnett, 2003; Dutduan Bhanthumnavin, 2008) (Figure1), the researchers have formulated the hypothesis of the research as follows.

Hypothesis: The target group that should be promoted (risk group) was the villagers who participated in the development of the learning center less than the villagers with the opposite nature. These include the villagers with few family members or have distances from home to learning centers or never participating in activities or have two or three of these characteristics simultaneously.

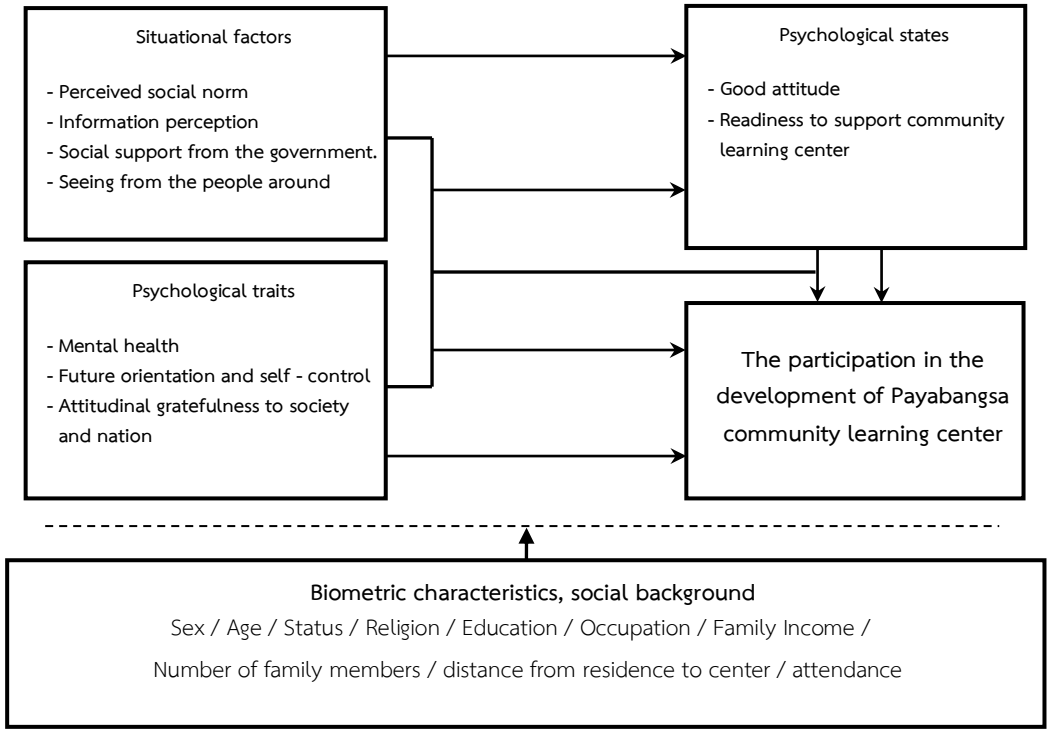


**Figure 1 Conceptual framework and relationships of variables in research.**

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## Materials and methods

### Sample

The sample consisted of the villagers from 7 villages aged 18 and over in Khon Pho District, Satun Province. The sampling was selected for non-probability sampling by using convenience sampling (Gravetter & Forzano, 2012) from the villagers living in Kuan Po District, Satun Province. Hair, Black, Babin, Anderson, and Tatham (2006) suggested that the sample size should be 200 or more in case the model was not very complex. Golob (2003, p.9) suggests that the sample size should be at least 15 times of the observed variable. From the evaluation of the observed variance of participation in the conservation of the learning center of the community, it found that there were 32 x 15 = 480 variables in the questionnaire, and when collecting data, it was found that the collected data and the complete data were 581 samples.

### Research tools

The questionnaire was used as a tool for collecting data. The data consisted of 5 parts, including 11 items as follows**.**

Part 1: Demographic and general information questionnaire for the villagers of Payabangsa Community, Satun Province.

Part 2: Questionnaire on participation in the development of the Payabangsa community learning center.

Part 3: Questionnaire on psychological states of the villagers, consisting of 2sets:

3.1) the good attitude

3.2) the readiness to support the community learning center

Part 4: Questionnaire on situational factors of the villagers, consisting of 4sets:

4.1) social awareness

4.2) information perception

4.3) social support from the government

4.4) seeing from the people around

Part 5: Questionnaire on psychological traits of the villagers, consisting of 3 sets:

5.1) mental health

5.2) self-control

5.3) the perceived good of the homeland

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**Tools' Quality**

In this research, the researchers used both self-constructed and measurements taken from others improve and find the quality of the tools to suit the research.

1) The content validity was checked by the experts. The experts determine the consistency between the issues to be measured and the questions generated. The index for consistency was called Item-Objective Congruence Index (IOC).

2) After selecting the questionnaire that passed the validity criteria, the researcher conducted 124 trial-out tests and then determined the item discrimination that showed the ability that the message or sentence can identify the person who have the characteristics that require a lot of measurement from those who are less qualified (Murphy & Davidshofer, 1994). The discriminate power can be determined from the table t. The number of samples used to determine t must be at least 100 (Duchduen Bhanthumnavin, 2008). The value of t that is greater than or equal to 1.79 or greater than 2.00 is a significant value that can be accepted as discriminating.

3) Item-Total Correlation was to determine whether each text or sentence was measured in dimensions or points in the same way as all sentences in that scale (Murphy & Davidshofer, 1994). The calculation was based on the form of correlation coefficients or r values between $-1 \leq 0 \leq 1$. The positive values and a value that close to 1 indicate that they were measuring the dimension of the issue or the other text on the overall measure. In general, the r value should be at least 0.2 or higher to be accepted.

4) Reliability was determined by Cronbach's alpha coefficient, which is one of the most widely used methods to measure reliability. The alpha coefficient should be at .70 and above (Hair et al., 2006).

**Table 1 shows the quality of all questionnaires in this study.**

| Names of the test | Numbers | IOC | *t*-value | *r*-value | Reliability |
|---|---|---|---|---|---|
| 1. The participation in the development* | 15 | 0.80 – 1.00 | 2.93 – 20.12 | 0.22 - 0.89 | 0.96 |
| 2. Good attitude* | 15 | 0.80 – 1.00 | 6.09 – 12.41 | 0.50 - 0.88 | 0.93 |
| 3. Readiness to support* | 13 | 0.60 – 1.00 | 4.23 – 8.22 | 0.24 - 0.67 | 0.87 |
| 4. Perceived social norm* | 12 | 0.80 – 1.00 | 4.62 – 8.40 | 0.46 - 0.75 | 0.90 |

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| Names of the test | Numbers | IOC | t-value | r-value | Reliability |
|---|---|---|---|---|---|
| 5. Information perception* | 14 | 0.80 – 1.00 | 3.07 – 15.17 | 0.28 - 0.82 | 0.88 |
| 6. Social support from the government* | 12 | 0.80 – 1.00 | 3.21 – 10.10 | 0.40 - 0.69 | 0.88 |
| 7. Seeing from the people around* | 12 | 0.80 – 1.00 | 3.45 - 11.40 | 0.39 - 0.71 | 0.86 |
| 8. Mental health | 10 | 1.00 ทุกข้อ | 4.21 - 13.73 | 0.29 - 0.85 | 0.89 |
| 9. Future orientation and self - control | 10 | 0.80 – 1.00 | 2.80 – 6.58 | 0.21 - 0.54 | 0.86 |
| 10. Attitudinal gratefulness to society and nation | 12 | 0.80 – 1.00 | 4.87 – 15.31 | 0.34 - 0.84 | 0.84 |

Notes: * The instruments created by the researcher.

**Duration of the research**

In collecting data, the researcher collected manually with a research assistant who has extensive research experience by coordinating the community leaders in pre-data gathering areas before gathering actual data for each sample from March to June 2017.

**Data analysis**

Data were analyzed by SPSS for WINDOWS computer program. The statistics were as follows:

Part 1: General information of the respondents. The statistics were the numbers and percentage.

Part 2: Multiple Regression Analysis (MRA), Enter and Stepwise, use multiple predictors to predict the predicted individual, use different criteria and the percentage predicted at 5% (Cohen, 1977)

Part 3 Pearson's Product Moment Correlation and Three-way Analysis of Variance were used to analyze the groups that are less involved.

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## Results

### Analysis of correlation coefficient between variables

The analysis of correlation coefficient between variables (Table 2) shows that the participation in the development of the learning center was significantly positive correlated especially with the psychological states included good attitude(r = .48, p <.01) and readiness to support community learning center(r = .48, p <.01).In addition, it was found that the perceived good of the homeland was the most positive correlated with the participation in the development of the learning center (r = .29, p <.01).The information perception was the most positive correlated with the participation in the development of the learning center (r = .66, p <.01).

**Table 2: Correlation coefficients between variables in the total group (N = 581)**

| Variables | MEAN | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 56.38 | 12.55 | 1 | | | | | | | | | |
| 2 | 65.81 | 10.32 | .48** | 1 | | | | | | | | |
| 3 | 59.93 | 9.68 | .48** | .73** | 1 | | | | | | | |
| 4 | 52.80 | 7.93 | .44** | .70** | .57** | 1 | | | | | | |
| 5 | 56.49 | 9.46 | .66** | .61** | .70** | .52** | 1 | | | | | |
| 6 | 51.87 | 7.29 | .30** | .53** | .47** | .62** | .46** | 1 | | | | |
| 7 | 50.55 | 7.58 | .46** | .58** | .46** | .63** | .51** | .60** | 1 | | | |
| 8 | 49.76 | 15.32 | -.20** | .10** | -.06 | .12** | -.21** | .06 | -.06 | 1 | | |
| 9 | 54.83 | 8.53 | .22** | .52** | .40** | .59** | .34** | .57** | .50** | .33** | 1 | |
| 10 | 61.30 | 9.21 | .29** | .55** | .51** | .51** | .48** | .50** | .42** | .13** | .60** | 1 |

**Note:*** p < .05, ** p < .01

**Variables**

1 = The participation in the development
2 = Good attitude
3 = Readiness to support community learning center
4 = Perceived social norm
5 = Information perception
6 = Social support from the government
7 = Seeing from the people around
8 = Mental health
9 = Future orientation and self - control
10 = Attitudinal gratefulness to society and nation

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**Table 3: Results of predicting participation in the development of learning centers using situational factors, psychological states and psychological traits as predictors**

| Groups | Number (people) | Set 3 situational factors and psychological states (1, 2, 3, 4, 5, 6, 7) | | | Set 4 psychological traits (8, 9) | | | Set 5 situational factors, psychological states and psychological traits (1, 2, 3, 4, 5, 6, 7, 8, 9) | | | % Difference |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % Prediction | Predictors | beta | % Prediction | Predictors | beta | % Prediction | Predictors | beta | |
| Total | 581 | 48.8 | 2,4,1,3,5 | .55, .17, .14, -.13, -.08 | 26.8 | 9,8 | .28, .27 | 49.1 | 2,4,1,3,5 | .55, .17, .14, -.13, -.08 | 0.3 |
| Males | 268 | 52.4 | 2,1,5 | .54, .18, -.17 | 36.6 | 9,8 | .46, .18 | 53.8 | 2,8,5 | .50, .21, -.17 | 1.4 |
| Females | 313 | 47.8 | 2,4,3 | .59, .30, -.17 | 22.3 | 8 | .46 | 48.6 | 2,4,3 | .59, .30, -.18 | 0.8 |
| Young age | 297 | 55.7 | 2,4,3 | .62, .28, -.12 | 29.3 | 8 | .53 | 56.8 | 2,4,3,8 | .57, .25, -.13, .10 | 1.1 |
| Old | 284 | 47.4 | 2,1,5 | .40, .28, -.20 | 28.5 | 9,8 | .37, .20 | 47.4 | 2,1,5 | .40, .28, -.20 | 0.0 |
| Single | 148 | 40.0 | 2,7,4 | .58, -.18, .15 | 20.5 | 8 | .43 | 40.8 | 2,7,8 | .54, -.22, .21 | 0.8 |
| Other Status | 433 | 51.4 | 2,4,1,5,3 | .54, .16, .15, -.10, -.10 | 28.2 | 9,8 | .30, .26 | 51.7 | 2,4,1,5,3 | .54, .16, .15, -.10, -.10 | 0.3 |
| Low Education | 284 | 54.3 | 2,4,5 | .59, .14, -.09 | 36.2 | 9,8 | .36, .29 | 56.1 | 2,8,5 | .51, .22, -.14 | 1.8 |
| High Education | 297 | 46.0 | 2,4,1,3 | .50, .19, .18, -.14 | 23.1 | 8 | .47 | 46.5 | 2,4,1,3 | .50, .19, .18, -.14 | 0.5 |
| Agriculturist | 128 | 70.2 | 2,1,7 | .60, .18, .15 | 48.8 | 8,9 | .45, .26 | 72.0 | 2,1,7 | .60, .19, .16 | 1.8 |
| Other Occupations | 453 | 43.9 | 2,4,1,3,5,7 | .52, .18, .15, -.13, -.10, -.09 | 20.5 | 9,8 | .25, .23 | 44.2 | 2,4,1,3,5,7 | .52, .18, .15, -.13, -.10, -.09 | 0.3 |
| Low Salary | 330 | 47.5 | 2 | .68 | 30.1 | 9,8 | .37, .20 | 48.2 | 2,8 | .61, .10 | 0.7 |
| High Salary | 251 | 52.2 | 2,4,1,3,5 | .47, .24, .21, -.20, -.10 | 23.7 | 8 | .47 | 53.6 | 2,1,4,3,9,5 | .56, .25, .23, -.18, -.17, -.09 | 1.4 |
| Less Members | 275 | 59.9 | 2,4,3 | .67, .17, -.13 | 30.1 | 8,9 | .29, .28 | 53.3 | 2,4,3 | .67, .17, -.13 | 6.6* |
| Much Members | 306 | 46.3 | 2,5,1,4 | .42, -.20, .15, .14 | 22.9 | 9,8 | .26, .26 | 46.7 | 2,5,1,4 | .42, -.20, .15, .14 | 0.4 |
| Near | 300 | 53.1 | 2,4,7,1 | .59, .16, -.13, .11 | 31.6 | 9,8 | .30, .28 | 53.4 | 2,4,7,1 | .59, .16, -.14, .12 | 0.2 |
| Far | 281 | 42.2 | 2,4,5 | .52, .13, -.11 | 19.5 | 8,9 | .29, .19 | 43.3 | 2,4,5 | .52, .14, -.11 | 1.1 |
| Never | 218 | 36.7 | 2,5,3 | .53, -.25, -.16 | 8.4 | 8 | .28 | 37.1 | 2,5,3 | .53, -.25, -.17 | 0.4 |
| Used to | 363 | 63.9 | 2,4,5,1 | .58, .18, -.12, .10 | 46.8 | 9,8 | .41, .31 | 65.3 | 2,8,4,5 | .50, .20, .17, -.15 | 1.4 |

**Note: all beats are significant at p <.05; * different percentage more than 5%**

**Predictors 1 = Perceived social norm**

**Predictors 2 = Information perception**

**Predictors 3 = Social support from the government**

**Predictors 4 = Seeing from the people around**

**Predictors 5 = Mental health**

**Predictors 6 = Future orientation and self - control**

**Predictors 7 = Attitudinal gratefulness to society and nation**

**Predictors 8 = Good attitude**

**Predictors 9 = Readiness to support community learning center**

**The predictability of the participation in the development of learning centers using situational factors, psychological states and psychological traits as predictors.**

Multivariate and stepwise multiple regression analysis with the 5th set together with the psychological states and psychological traits a total of 9 variables can predict the participation in the development of learning centers in the total group at 49.1%. The main sequence of predictions from descending order was information perception, seeing from the people around, social awareness, social support from the government and mental health with beta values at .55, .17, .14, -.13 and -.08 respectively. This means that the villagers who were more information perception or even see a lot of people around or even perceived social norms or less social support from the government or less mental health will be more involved

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in the development of the learning center as well. The analysis of data in 18 subgroups (Table 3) found that the range of percentages predicted in the subgroups ranged from 40.8% to 70.2%. The predictor set with the high predictive value was followed by the first predictor, namely, the 4 variables. It could predict the participation in the development of learning centers at 47.9%. When compared to the prediction in set 5, it was found that the predictor in set 5 could predict the participation in the development of learning center better than the first set at only 1.2%. The results found in this section did not support the hypothesis.

In addition, the data analysis also found that the 5th predictor can predict the participation in the development of learning center than the 3rd and 4th sets at least 5%. The results support this hypothesis was the group of people who have never participated in the activity.

**Three-way ANOVA of the participation in the development of a learning center with a difference of number of family members, distance and attendance**

This section analyzed the three-way variation of the participation in the development of learning centers that were different or not. In cases where people have different biological included number of family members, distances and attending the event, there will be three-way analysis of Variance as shown in Table 4.

**Table 4 Results of a three-way ANOVA of the participation in the development of a learning center with a difference of number of family members, distance and attendance.**

*Part 1*

| Variables | Number of people | F | | | | | | | % predict |
|---|---|---|---|---|---|---|---|---|---|
| | | Members (A) | Distances (B) | Participations (C) | (Ax B) | (Ax C) | (Bx C) | (Ax Bx C) | |
| Participations | 581 | < 1 | 1.77 | 10.70*** | 2.56 | 7.37** | 11.96*** | < 1 | 6.2 |

Note:* p < 0.05, ** p <0.01 and*** p < .001

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*Part 2*

| Groups | Variables | Mean scores | | | |
|---|---|---|---|---|---|
| | | High scores | Compare with | Low score | |
| Participations | Affiliation | Used to = 57.73 | | Never = 54.28 | |

The results showed that the participation in the development of learning centers varied by 1 independent variable namely attending the events (Table 4, Section 1). Considering the mean of the groups divided by independent variable levels, it was found that the villagers who participated in the activity had higher participation scores than those who did not participate (mean = 57.73 and 54.28 respectively) (Table 4, Section 2). It was also found that the scores of the participation in the development of the learning center varied according to the two-way interaction between the number of family members and the attending the event(Table 3, part 1).When comparing Scheffe's pairwise means (Table 5), there were 4 different pairs, and the pairs that matter were only two pairs namely: 1) The villagers who had participated in the activity, if the number of family members were less involved in the development of the learning center than those with a large number of family members. 2) The villagers with less family members who have participated in the activities will be more involved in the development of learning centers than those who have never participated in the activities.

**Table 5: Results of the comparison mean scores on the participation in the development of learning center based on the correlation between the numbers of members in the family with the participation in the activities of the villagers.**

| Members | Participations | Number of people | Code | Mean | 22 | 21 | 11 |
|---|---|---|---|---|---|---|---|
| Less | Used to | 160 | 12 | 59.40 | 3.11* | 3.72* | 6.47* |
| Much | Used to | 203 | 22 | 56.29 | | 0.61 | 3.36* |
| Much | Never | 103 | 21 | 55.68 | | | 2.75 |
| Less | Never | 115 | 11 | 52.93 | | | |

* Significant at .05

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In addition, the participant scores in the development of the learning center were also varied by the two-way interaction between distance from home to learning center and the attending (Table 3, part 1). When comparing the pairwise mean by Scheffe's method (Table 6), there are 3 pair's significant differences. Only two pairs were important namely; 1)The villagers who have participated in the activity, if they were close to home from the learning center, were more likely to participate in the development of the learning center than the villagers who have a long way from home to the learning center. 2) The villagers who were close to home to the learning center, if ever participate in activities, will be more involved in the development of learning centers than villagers who have never attended.

**Table 6: Results of the comparison mean scores on the participation in the development of learning center based on the correlation between the distances from home to the learning center with the participation in villagers' activities.**

| Distances | Participations | Number of people | Code | Mean | 21 | 22 | 11 |
|---|---|---|---|---|---|---|---|
| Near | Used to | 190 | 12 | 60.00 | 4.64* | 4.90* | 6.87* |
| Far | Never | 108 | 21 | 55.36 | | 0.26 | 2.23 |
| Far | Used to | 173 | 22 | 55.10 | | | 1.97 |
| Near | Never | 110 | 11 | 53.13 | | | |

* Significant at .05

The results of hypothesis testing

The hypothesis was "The 5th predictor variable, consisting of 3rd predictor, 7 variables, together with 4th predictor, 2 variables, and total 9 variables can predict the variance of participation in the development of the community learning center more than 3rd predictor or 4th predictor at least 5%".

The multiple regression analysis of participation in the development of community learning centers did not appear to support the hypothesis in the total group, but found results support the hypothesis that in one subgroup. The range of predictive variable was 6.6% which was a group of villagers with a small number of family members. The 5th predictor can predict the participation in community center development at 53.3% (Table 3 and Figure 2). There were important predictors in descending order; information perception, seeing from the people around and social support from the government. While the 3rd predictor can predict participation in the development of the community learning center at 59.9%. The significant

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predictors sorted from highest to lowest were information perception, seeing from the people around and social support from the government. The 4th predictor can predicts the participation in the development of community learning centers at 30.1%. The significant predictors sorted from highest to lowest were the good attitude and the readiness to support the community learning center.

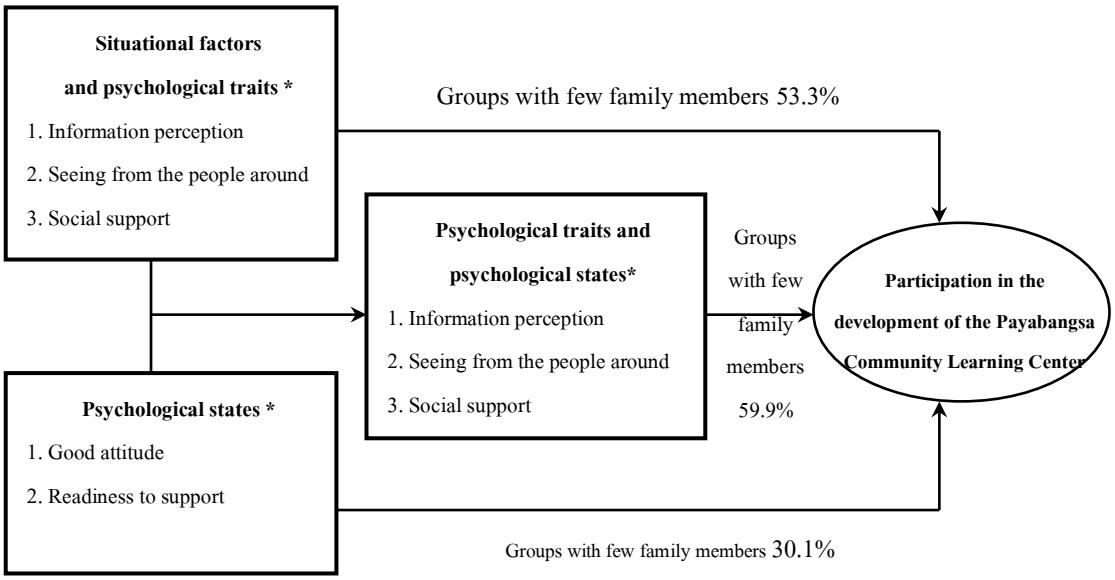


**Figure 2 the results of the prediction of participation in the development of the Payabangsa community learning center using the situational factors, psychological traits and psychological states as the predictor.**

**Note:** * Predictive variables, respectively

## Conclusion and Discussion

A multiple regression analysis and correlation coefficient of the participation in the development of learning center found the relationship between the information perception and the participation in the development of learning center. This information perception was the first major predictor and positively correlated with the participation in the development of the learning center. This fact showed that people in the community who were aware of the news were more involved in the development of the learning center.

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The analysis of data on the three-way analysis of variance revealed that the villagers of Payabangsa community who less participated in the development of the community center were villagers who had never participated in the activity. The information in this section can be used as a guide to the relevant government agencies to provide guidelines for promoting the participation of various areas.

**Suggestion**

The results of this research provide the basis for furthering the research knowledge that leads to the study of participatory behavior in other contexts or among other target groups. In the next study, additional variables may be added to make the findings of the causal factor more prominent. In addition, the results of the research can be supplemented by qualitative research to better answer the research questions and to improve the strengths of the results.

**Suggestions for development**

Based on this study, the researchers can set the following recommendations for the development of villagers' participation in the development of community learning centers as follow.

1. Target urgent to promote their participation

Usually, the first thing that developers want to know is that the villagers in Phaya Bannasa community who are less involved in the development of the learning center. Because developers can not promote the villagers at the same time, they are targeted to focus on the most important villagers (People who are less involved in the development of the community learning center). The results of this research show that the group of people who have never participated in the group activities was the first group that should promote participation, followed by the villagers have low education, the villagers with a single marital status and villagers who have a long way from home to the community learning center.

The way to promote the target group to be participating more and more were people should be aware of the news and information. Because the information perception was the primary predictor of participation in the development of learning center.

2. Development of psychological state for villagers to participate in the development of learning centers

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In addition to the information perception, the first major variables that predicted participation in the development of the learning center that should be promoted alongside the perception of the information were as follows.

2.1 The situational factors that significantly affect the perception of the learning center were 1) seeing from the people around and 2) social support from the government respectively.

2.2 The psychological traits factors that significantly affected to the information perception were 1) mental health and 2) attitudinal gratefulness to society and nation.

2.3 The psychological states factor that significantly affected to the information perception was good attitude to the development of the learning center.

**Suggestions for the next research**

Based on this study, the research team would like to recommend that the next research should continue as follows:

1. Other independent variables should be used such as motivation, achievement, self-empowerment and stress into the next research because these variables are important to action behavior.

2. It should be studied in other areas to confirm the findings of this research that will the differences in geography and local culture affect the participation in the development of the learning center?

3. Qualitative research should be conducted in the appropriate way such as participatory observation, in-depth interviews and focus group in order to be able to answer the research questions in more comprehensive way; this will increase the strength of the confirmation and conclusions.

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