
Problem Condition in the Agricultural Learning Center Using at Praibuengwittayakom School, Srisaket Province, Thailand

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This study was conducted to: 1) explore problem conditions in the Agricultural Learning Center using at Praibuengwittayakom School, Srisaket province and 2) compare the problem conditions with various variables i.e. parent occupation, educational attainment, age, sex of the respondents. A set of questionnaires was administered with 279 students (154 third year and 125 sixth year secondary school students) who were enrolled in Agriculture subject, academic year 2016. Obtained data were analyzed by using percentage, mean, standard deviation, and t-test was used for the hypothesis testing.

Finding showed that more than one-half of the respondents (65.45%) were females using the Agricultural Learning Center and their average age was 16.28 years. More than one-half of their parents (65.45%) were engaged in agriculture most. There were all 5 aspects of problems in using the Agricultural Learning Center found at a low level. As a whole, there was no using of students whose parents who were engaged in agriculture and those who were not. Based on its details, findings showed that there was statistically significant difference at .05 in learning content compared between the third year and sixth year secondary school students. It was also found that the students having difference sex had no statistically significant difference.

Keywords: the school agricultural learning center, agriculture subject, problems in the facilitation of agriculture subject teaching, secondary school students, teaching/learning activities

Introduction

The National Social and Economic Development Plan (No. 8-11) puts the importance on human resource development or people are the development center. In other words, educated people can sustainably help develop the

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country in all aspects (Puangsuk, 2014). The National Education Act, 1999 defined education as a learning process for an individual and social growth by mean of knowledge transfer, training, cultural perpetuation, and academic/body of knowledge creation for lifelong education. According to the National Education Act, section 22, educational facilitation must put the importance on the capability to learn and develop oneself. In other words, the learner is the most important for development and he can apply what he has learned to daily life activities most (Government gazette, 2002). Hence, it can be seen that educational facilitation is essential to human resource development particularly on students or the school level. Importantly, the school learning source facilitation is important to learning activities of students which they can enjoy learning. Therefore, a study on problem condition in the agricultural learning center using at Praibuengwittayakom school, Srisaket province can be a guideline for the improvement and development of effective agricultural teaching/learning facilitation.

Objectives of the Study

Specifically, this study aimed to :

1. Explore general conditions of the respondents;
2. Explore problem condition of the agricultural learning center using at Praibuengwittayakom school; and
3. Compare problem condition in the school agricultural learning center with various variables i.e. family occupation, educational attainment, and sex of the respondents.

Hypotheses of the Study

1. Students having the difference in family occupation had no difference in problems in the school agricultural learning center using.
2. Students having the difference in educational attainment had no difference in problem in the school agricultural learning center using.
3. Students having the difference in sex had no difference in problems in the school agricultural learning center using.

Conceptual Framework

Independent Variables

Dependent Variables

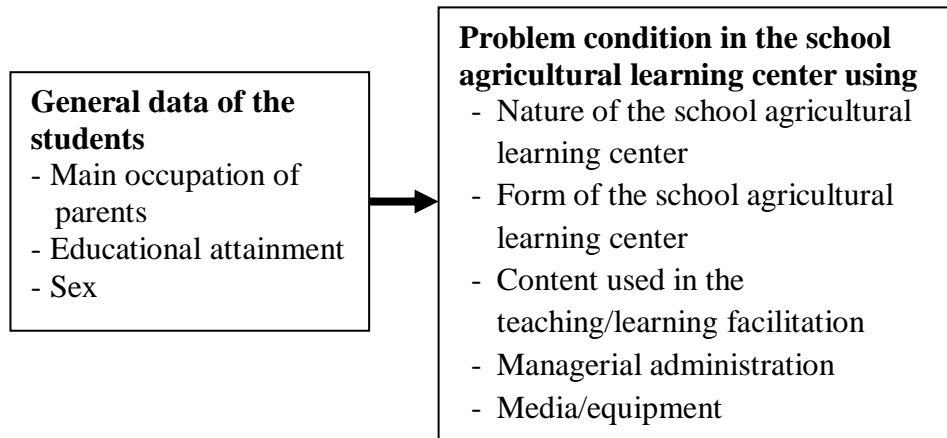


Fig. 1. Conceptual framework of the study

Research Methodology

1. Population and Sample group

1.1 The population in this study consisted of 400 students enrolled in Agriculture subject, academic year 2016 at Praibuengwittayakom school, Srisaket province. They comprised the following:

- 75 first year secondary school students enrolled in Agriculture subject;
- 20 fourth year secondary school students enrolled in Agriculture subject;
- 26 fifth year secondary school students enrolled in Agriculture subject;
- 154 third year secondary school students enrolled in Basic Agricultural Work subject; and
- 125 sixth year secondary school students enrolled in Basic Agricultural Work subject.

1.2 The sample group in this study consisted of 279 students obtained by purposive sampling. They comprised the following: 154 third year and 125 sixth year secondary school students enrolled Basic Agricultural Work subject, academic year 2016.

2. Research Instrument and Data Collection

A set off questionnaires was used for data collection and it comprised 3 parts as follows:

Part 1: General data of the respondents

Part 2: Problem condition in the school agricultural learning center using

Part 3: Suggestions and a guideline for solving the problems in teaching/ learning facilitation in the school agricultural learning center

The questionnaire was checked by scholars for correctness and consistency of the question (IOC = 0.83). The questionnaire was in the form of 5-rating scale of problems. The criteria used for an assessment of a level of problem were obtained by the computation of interval width= the highest score-the lowest score/a number of intervals. An obtained distance of each interval was 0.80 as shown below:

Score	Scale span	Descriptive Equivalents (Problem)
5	4.21 – 5.00	Highest
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderate
2	1.81 – 2.60	Low
1	1.00 – 1.80	Lowest

3. Data Analysis

Content analysis and descriptive statistics (percentage, mean, and standard deviation) as well as t-test were conducted.

Results

Results of the study revealed that most of the respondents (65.45%) were female, 16 years old on average and third year secondary school students (154 persons). They attended the Basic Agricultural Work class for 2 hours/week. Almost all of the respondents were Buddhists (98.91%) and more than one-half of the respondents' parents (65.45%) were farmers.

Problem condition in the school agricultural learning center using included 5 aspects: nature of the school agricultural learning center; form of the school agricultural learning center; content used in the teaching/learning facilitation; managerial administration; and media/equipment. The problem condition in the school agricultural learning center using was found at a low level ($\bar{x} = 2.43$, S.D. = 0.73). Based on its details, the following were found at a low level: content use in the teaching/learning facilitation; managerial administration, and media/equipment. However, nature and form of the school agricultural learning center were found at a moderate level (Table 1).

Table 1. Problem condition in the school agricultural learning center using

Problem condition	Problem level		
	\bar{x}	S.D.	Level
1. Nature of the school agricultural learning center			
1.1 Area/location	2.61	1.03	Moderate
1.2 Task amount and activities	2.85	1.15	Moderate
1.3 Area size and appropriateness of teaching/learning activities	2.78	1.16	Moderate
1.4 Water system	2.74	1.12	Moderate
1.5 Electrical system	2.72	1.16	Moderate
1.6 Soil fertility	2.87	1.40	Moderate
Mean	2.76	1.01	Moderate
2. Form of the school agricultural learning center			
2.1 Area allocation for learning activities	2.70	1.20	Moderate
2.2 Student assembly place	2.65	1.09	Moderate
2.3 Convenient path	2.76	1.19	Moderate
2.4 Crop growing plot/livestock rearing place	2.67	1.21	Moderate
2.5 Pond, pen, stable	2.66	1.18	Moderate
2.6 Nice and shady	2.82	1.44	Moderate
2.7 Crop growing	2.83	1.45	Moderate
2.8 Livestock rearing	2.73	1.29	Moderate
Mean	2.73	1.10	Moderate
3. Content used in the teaching learning facilitation			
3.1 Crop/animal husbandry	2.70	1.29	Moderate
3.2 Needs for content of the students	2.81	1.25	Moderate
3.3 Content and local condition	2.77	1.30	Moderate
3.4 Encouraging students to realize benefits and values agriculture	2.76	1.47	Moderate
3.5 Applicable to daily life	1.85	0.91	Low
3.6 Moderns and appropriateness with local conditions	2.18	0.89	Low
3.7 Student participation in care-taking and using	2.01	0.94	Low
Mean	2.44	0.83	Low
4. Managerial administration			
4.1 Executive support	2.19	0.91	Low
4.2 Teacher participation	2.13	0.92	Low
4.3 Guardian/community participation	2.24	0.93	Low
4.4 Student participation	2.06	0.93	Low
Mean	2.15	0.80	Low
5. Media/equipment			
5.1 A number of teaching/learning media	2.15	0.90	Low
5.2 Media using in teaching/learning activities	2.06	0.92	Low
5.3 A number of agricultural equipment	2.06	0.95	Low
5.4 A number of authentic teaching/learning media	1.96	0.91	Low
5.5 An agricultural equipment keeping place	2.14	1.02	Low
Mean	2.07	0.79	Low
Overall Mean	2.43	0.73	Low

Regarding the comparison of problems in the school agricultural learning center using, there was significant difference at 0.05 in terms of learning content (Table 2).

Table 2. A comparison of problem in the school agricultural learning center using between the students whose parents were farmers and those who were not

Problem condition	Farmer (n = 180)		Other (n = 95)		t	Sig
	Mean	S.D.	Mean	S.D.		
- Nature of the school agricultural learning center	2.70	1.05	2.88	0.93	-1.35	0.17
- Form of the school agricultural learning center	2.69	1.14	2.80	1.03	-0.81	0.41
- Learning content	2.37	0.85	2.57	0.77	-1.99	0.04*
- Managerial administration	2.12	0.79	2.21	0.80	-0.89	0.37
- Media/equipment	2.03	0.78	2.14	0.81	-1.05	0.29
Mean	2.38	0.76	2.52	0.66	-1.48	0.13

Regarding the comparison of problems in the school agricultural learning center using of the students whose educational attainment was different, there was significant difference at 0.05 in terms of learning content and managerial administration as shown in Table 3.

Table 3. A comparison of problems in the school agricultural learning center using of the students whose educational attainment was different

Problem condition	Lower secondary school (n = 148)		Upper secondary school (n = 127)		t	Sig
	Mean	S.D.	Mean	S.D.		
- Nature of the school agricultural learning center	2.85	0.96	2.66	1.07	1.48	0.13
- Form of the school agricultural learning center	2.82	1.10	2.62	1.10	1.53	0.12
- Learning content	2.54	0.81	2.32	0.85	2.19	0.02*
- Managerial administration	2.25	0.79	2.05	0.79	2.04	0.04*
- Media/equipment	2.12	0.81	2.01	0.77	1.11	0.26
Mean	2.52	0.67	2.33	0.78	2.05	0.04*

Regarding the comparison of problems in the school agricultural learning center using of the students whose sex was different, as a whole, there was no difference (Table 4).

Table 4. A comparison of problems in the school agricultural learning center using of the students whose sex was different

Problem condition	Male (n = 95)		Female (n = 180)		t	Sig
	Mean	S.D.	Mean	S.D.		
- Nature of the school agricultural learning center	2.68	1.08	2.81	0.98	-0.97	0.32
- Form of the school agricultural learning center	2.65	1.11	2.77	1.10	-0.86	0.38
- Learning content	2.39	0.89	2.46	0.80	-0.65	0.51
- Managerial administration	2.18	0.82	2.14	0.78	0.45	0.65
- Media/equipment	2.13	0.82	2.04	0.78	0.92	0.35
Mean	2.41	0.80	2.44	0.69	-0.37	0.71

Conclusions and Discussion

According to results of the study, most of the respondents (65.45%) were female, 16.28 years old and their parents were farmers. Findings showed that there was a low level problems in the school agricultural learning center using based on the 5 aspects ($\bar{x} = 2.43$, S.D. = 0.73). This implied that the teaching/learning facilitation by using the school agricultural learning center could enhance effective learning. It conformed to a study of Srisuantaeng (2013) which claimed that using an agricultural garden as a teaching tool could enrich experiential learning or learning by doing of the students in the actual situation.

Regarding the comparison of problems in the school agricultural learning center using of the students whose parents were farmers and those who were not, as a whole, there was no difference. Based on its details, however, there was significant difference at 0.05 in terms of learning content. This might be because the difference in parent's occupation had an effect on the difference in basic knowledge and understanding about agriculture. This conformed to a study of Saduak *et al.* (2015) on needs for the development of Agriculture subject teaching/learning facilitation of students and their parents, Praibuengwittayakom school. It was found that there was statistically significant difference in the needs between the students whose parents were farmers and those who were not.

Regarding the comparison of problem in the school agricultural learning center using of the students having the difference in educational attainment, as a whole, there was statistical difference at 0.05. This might be because learning capability of each age might have an effect on effective learning and the difference in activity participation.

For the comparison of the school agricultural learning center using of the students having the difference in sex, as a whole, there was no difference. Besides, there was the application of appropriate learning activities with the place and sex of the students. This conformed to a study of Phonpakdee (2013, pp. 77-78) which revealed that the agricultural class management of primary and secondary schools in big cities usually had no a specific room and had no a place for agricultural practice. Hence, it must be adapted such as growing crops in a container.

Suggestions

According to results of the study, the following were suggestions for effective the school agricultural learning center using:

1. The school should support and allocate enough budgets for developing learning activities in the school agricultural learning center.
2. It should have the integration of teaching/learning facilitation with other learning activities.

For interested persons in problem conditions in the school agricultural learning center using, the following should be done:

1. A study on problem conditions in the school agricultural learning center using of other groups of students.
2. A study on problem condition in Agricultural subject teaching by using other learning sources outside the school.
- 3.

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