

# Write a Book on the Land: Model of Management by Social Managers in “1 Rai Is Not Poor for the People of Rajabhat,” Centers in the Area of the Rubber Tree Learning Resources Thailand

Daycho Khaenamkhaew<sup>1\*</sup>, Pongprasit Onchan<sup>2</sup>, Boonying Pratum<sup>3</sup>, Chettha Muhammad<sup>4</sup>, Jittima Damrongwattana<sup>5</sup>, Damrongphan Jaihaowiraphong<sup>6</sup>, Peerapong Sucharitphan<sup>7</sup>

<sup>1-7</sup> Nakhon Si Thammarat Rajabhat University, Thailand

\*Daycho\_kha@nstru.ac.th

## ABSTRACT

This article aims to present a model of management by social managers in “1 Rai Is Not Poor for the People of Rajabhat,” Centers in the Area of the Rubber Tree Learning Resources, Thailand. The findings revealed the following: The Co-TAOC model consists of Co-Think and Plan (to think and plan creatively and bring knowledge in the field of expertise to work as a system), Co-Administration and Management (to allocate resources for development under organizational rules and understand the social landscape of the community), Co-Owners and Networks (to operate and exchange opinions), and Co-Contract and Apply (assess to acknowledge the limitations and develop and implement an integrated benefit).

## Keywords

Write a book on the land; model of management by social managers; Centers in the Area of the Rubber Tree Learning Resources

## Introduction

“Social managers” come amid the spread of the Coronavirus that has plagued the economy since 2019. Unemployed citizens, including students and fresh graduates, are unable to find work and are severely affected, resulting in social problems. Thus, an integrated sub-district economic and social upgrade project was created (1 sub-district, 1 university) to build roots for the country. It is a policy for economic and social recovery and focuses on economic recovery at the community level. This policy focuses on both job creation and career development so that the community can rely on itself according to the sufficiency economy philosophy. Based on this philosophy, the universities in the area use knowledge of existing technology and innovation and coordinate and work with the province as well as local government organizations and other agencies. This policy aims to work in an integrated economy and society through efforts driven by social managers, leading to poverty reduction [1]. The introduction and conversion of the King’s science into concrete action also help strengthen the economy and society for the community: “Use a hoe as a pen, use a piece of rice as paper, use the science of the King as a book for writing subjects in the land” [2]. Along with Nakhon Si Thammarat Rajabhat University, a training and learning center in the rubber forest area, or “1 Rai Is Not Poor for the People of Rajabhat,” Village 4, Tha Ngio Sub-district, Mueang District, Nakhon Si Thammarat Province was involved in the project. The project aims to improve the quality of life, increase income for the community, and create suitable farmland management [3]. This project is, therefore, the basis for changing the role of the university.

Creating a project for local development (area-based university) helps improve the economy and society. It is

especially beneficial for those who are unemployed or laid off or are affected by the 2019 Coronavirus. It also helps achieve development by mitigating the problems and meeting the needs of the community by integrating with various agencies, both public and private sectors [4]. “1 Rai Is Not Poor for the People of Rajabhat” was organized by the Community Development Program, Faculty of Humanities and Social Sciences, Nakhon Si Thammarat Rajabhat University. This project was conducted according to the Rajabhat University strategy for local development and according to the King’s focus on providing knowledge and understanding to the community in the field of occupational area management. It is a project “continuing and maintaining the science of the King” through activities within the training and operation center of “1 Rai Is Not Poor for the People of Rajabhat.” These community development activities for students and interested people consist of farm demonstration fields, bio-fertilizing, expense reduction, rice farming in the new era for good income, generating income from the hump of the rice field, vegetable planting holes without debt, and life-changing chili. [3]. In this regard, social managers have been working in a joint management manner with Centers in the Area of the Rubber Tree Learning Resources or “1 Rai Is Not Poor for the People of Rajabhat,” local governments, private agencies, and the community. This approach will serve to integrate projects to raise the level of the sub-district economy and society and mitigate the problems and meet the needs of the community. This will also help the project develop into a learning center with a clear direction [1].

This article is based on the above priorities. A collaborative study was conducted with participatory actions or tools to tackle challenges by bridging the gap between knowledge and practice through all stages of interpolation of the research process. For a good management model,

cooperation and support of talent from all sectors is necessary [5]. We propose to seek further validation of qualitative data in the southern region in Thailand and discover useful models for more appropriate and effective management.

### Objective

This article aims to present a model of management by social managers in “1 Rai Is Not Poor for the People of Rajabhat,” Centers in the Area of the Rubber Tree Learning Resources, Thailand.

### Social managers: Who are they and what they do with “1 Rai Is Not Poor for the People of Rajabhat”

Social managers are community supporters and organizations who gather lessons, knowledge, and local wisdom to apply that knowledge in establishing a self-reliant social and community management system. Their function is to manage their community as a learning center or a “community laboratory” that has a diverse set of knowledge. Knowledge is learned through real practice and from local scholars who convey the way of life, helping establish a learning society. Their function also includes managing knowledge in a community and network, creating a social support space, and building knowledge managers and partner networks. Social managers use community surveys and search methods to gather knowledge. Social managers exist to solve problems in the community by gathering knowledge on how the community thinks as well as the processes and mechanisms of the community. They support and encourage the community to increase its knowledge to become a community learning center. They also help communities to become self-managed community learning centers and identify areas that have the strength to drive policy, such as sufficiency economy as an alternative economy [6]. Building and developing the capacity of community leaders and organizing a knowledge exchange forum help disseminate knowledge. Putting Community Grants Experiment into practice and expanding and building a learning center also help in creating a self-reliant community [7]. Social managers also assist in solving problems and meeting the needs of the community by integrating with various departments [4]. Social managers took part in the development of “1 Rai Is Not Poor for the People of Rajabhat” by employing the local development strategy that focuses on providing knowledge and understanding to the community about occupational area management, such as farm demonstration fields, bio-fertilizing, expense reduction, rice farming in the new era for good income, income generation through the hump of the rice field, vegetable planting holes without debt, and life-changing chili [3]. In this regard, social managers have been working together with “1 Rai Is Not Poor for the People of Rajabhat” to develop a learning center in a clear direction [1].

### Participatory planning and creative brainstorming

In the journey of developing a self-reliant community, a creative planning process must be adopted to apply the knowledge of the science that the participants possess. This process includes thinking, planning, and working step by step. Activities are characterized by awakening, presenting a situation, and creating opportunities for discussion and expression. Besides studying, researching, brainstorming together, creating an integrated plan from the acquired knowledge, and developing the work process in a “participatory planning” fashion are important activities in the process of developing a self-sufficient community. The outcome is a reflection of knowledge and what is gained into action [8]. Using basic techniques to stimulate interest and creative questions for a wide range of activities can help promote thinking skills. Opportunities should also be provided to ask questions, create their own problem, brainstorm with others, express opinions, and discuss together for hands-on experience [9]. The main objectives of this purpose are knowledge, responsibility, and self-reliance under the rules and the law of the land. Also, respect, morality, ethics, economic and social knowledge, participation in community and social activities, living interactively with other people, and adjusting cognition are objectives that this process aims to achieve. Participants are encouraged to learn together and focus on doing real action in the learning resources. Competence development can be achieved through collaborative learning activities, such as researching, solving problems, and understanding basic concepts and theories to build awareness of problems from previous experiences. Creativity techniques such as reasoning, reflecting, connecting, summarizing, and “brainstorming creative ideas” are important for planning and putting the plan into action [10]. Cooperative planning is the initial stage in which creative ideas are generated, and appropriate steps should be taken to ensure continuity and sustainability [11]. Importance should also be given to human resources, who are knowledgeable, skilled, and able to work, as a mechanism to drive the organization toward success, create value, and generate new works [12]. Awareness of responsibility, learning together, self-sacrifice, self-confidence, assertiveness, leadership, and activity satisfaction can be achieved from the continuous and sustainable participation of those involved [13]. Planning should be carried out in conjunction with consistent and appropriate participatory action and development, which can be used for training with the target audience [14]. Participatory planning, brainstorming of creative ideas, implementing process activities, promoting learning, and applying the principles of sufficiency economy philosophy should be promoted [15].



Figures 1–2. Brainstorm, synthesize information, and make participatory planning before implementation



Figures 3–4. Resource allocation in planting areas and rice fields

### Local resource allocation and development budget

In the past, resource management was like an operational monopoly due to the lack of public participation. Resources were wasted or destroyed if it was left to the community to manage the resources by itself. Therefore, it is important to issue rules at the operational level or the community level. To take care of the resources, a best practice in integrating activities, along with community rules, must be adopted. An organization should be created to supervise the rules established by the community [16]. This will make things easier at the operational level, and the community can grow stably and sustainably. The outcome of the resource management effort depends on several factors, such as funding or “development budget,” including modern machine tools. Sufficient information, management strategy, and different leadership vision and innovation also play an important role in the success of this effort [12]. Modern management often focuses on innovation and social networks, and to be a good social manager, keeping up with the current situation is key [17]. In particular, the key factors contributing to development are human and intellectual resources that store knowledge and use it positively. Financial resources and knowledge on physical resource development or “local resource allocation” are also important factors [18]. If an area has a history, biodiversity resources, diverse local wisdom, and outstanding resource products, there should be a technology transfer center or integrated agriculture [19]. This will result in good planning, and consistent with limited resource allocation, it will help select methods to plan projects under local resource conditions [20]. Planning work and activities can get started faster, and together with resource allocation, projects with higher production rates and a positive impact on learning about the quality allocation of resources should be prioritized [21]. On the other hand, there is a fundamental problem similar to that of shared resources: sometimes, the excessive number of users and improper use of space lead to inadequate resources or degradation. Therefore, the quality and efficiency of the area must be maintained so that it can meet the needs of equally diverse communities [22]. The efficient use of operating resources has a positive indirect influence. Focusing on the most efficient use of resources to reduce waste [23] and formulating policies to solve real problems, including implementing policies that take into account the “social landscape” of the area, are necessary steps in the resource management efforts [24].



Figures 5–6. Resource allocation in areas for water use and fish farming



Figures 7–8. Resource allocation in residential and recreational areas

### Coordinate and execute planned tasks

Coordination means collaborating while performing duties by maintaining a good working relationship. The elements of coordination include people, communication, time, place, roles, duties, responsibilities, and good relationships with each other to achieve organizational goals, save money and time, and reduce conflicts. Good coordination can be achieved with correct behavior, being selfless, generosity toward the public, good hospitality, communicating with clarity, good reasoning, using gentle words, offering timely help to each other, being open-minded, imparting knowledge to others, being consistent and impartial, and ignoring all deceitfulness [25]. Coordination for interpersonal relations can be achieved with understanding, a good attitude, mutual agreement, and a healthy working environment. Assistance should be provided in both formal and informal forms of coordination. Various forms of coordination are applied to events, which create a friendly atmosphere in organized activities and support networks. Networks must agree to cooperate for zoning and coordination time, hierarchical order and assignments, and exchange of ideas [26]. Coordination and positive oneness require harmony in teamwork, including clear inter-organizational coordination and effective coordination, to get the utmost benefits [27]. Focusing on promoting public participation processes, creating operational incentives for the people and stakeholders, and creating an integrated working network from all sectors, including the public, private, and public sectors, are essential for effective coordination. These efforts will help strengthen leadership and development as a learning organization [28]. Social capital as a resource should be used strategically for a stable

operation [29]. A person is appointed to look after the center. The center focuses on personnel, location, community involvement, management and coordination, wisdom, and job creation. The service recipient values the participation of the management community and the coordinating knowledge and relationships within the community [30].



Figures 9–12. Demonstration field plots



Figures 13–14. Bio-fertilization to reduce costs



Figures 15–16. The hump of the rice field generates income



Figures 17–18. Vegetable planting holes without debt



Figures 19–20. Life-changing chili

### Evaluation of work performance and its utilization

Management and teamwork skills must be learned and performance and learning outcomes assessed to benefit from

the management of collaborative learning [31]. During performance assessments for accuracy, transparency, and accountability, enthusiasm for work such as paperwork, evidence, record keeping, and the preparation of relevant work-related financial reports is noted [32]. The results of the work assessment will create a system of critical thinking, which will enable individuals to think and solve problems creatively through collaborative work and the sharing of knowledge and experience from work to the community and society [33]. The community is enthusiastic about participating in the project and has expressed a greater need to be involved than any other community. This makes it all the more important for the community to get involved. Although such a change in attitude does not happen throughout the in the entire community, we can drive this change in attitude toward participation which can be completely transformed into action. However, there are many important limitations, including project time constraints, limitations on the potential of some of the working groups, and bureaucratic and legal restrictions against allowing citizens to participate in the project [34]. Performance evaluation reveals problems such as lack of knowledge on planning, job analysis, and decision making when there are difficulties in performing tasks and assignments that do not match the existing knowledge and ability. The evaluation of the work will be developed through several means, including conferences, training seminars, study visits, short study or self-development courses (such as education from online media like YouTube and Facebook), education from books, exchange of knowledge from peers, and “learn and practice more” from expert speakers or a person with specific experience [35]. Once the performance is evaluated, the results can be used in planning to develop skills suitable for competence development and management functions. The results from the assessment can be used to benefit the community through “lectures and a demonstration as an example” [36]. Social managers are leaders of change who can improve work efficiency and develop what the community needs at a greater level [37]. Policies and strategic plans that enable community coordination and integration with other agencies as well as support the promotion and transfer of the process into action are recognized and considered effective [38].



Figures 21–24. After the evaluation of the work, giving a lecture and a demonstration as an example



Figures 25–26. Learn and practice from speakers or experienced professionals

## Conclusion

Social managers are community advocates who transcribe knowledge lessons and local wisdom to help establish a self-reliant community management system in the form of a community laboratory. Through this process, knowledge is converted into practice or “write a book on the land.” “1 Rai Is Not Poor for the People of Rajabhat” is intended to create knowledge and understanding for the community. This knowledge is presented in the following formats: Co-Think and Plan (planning and brainstorming creative ideas with participants by applying knowledge in their area of expertise to work systematically), Co-Administration and Management (allocating local resources and budgets for development under organizational rules and resource and geospatial conditions), Co-Owners and Networks (working in a coordinated manner, implementing plans, and exchanging opinions among networks), and Co-Contract and Apply (assessing work performance to acknowledge limitations and planning to develop skills and apply them to the benefit of policy proposals). For efficient and effective strategic plans and actions, this article uses the following Co-TAOC model.

in “1 Rai Is Not Poor for the People of Rajabhat,” Centers in the Area of the Rubber Tree Learning Resources, Thailand

## Limitations and Future Studies

Based on the findings, the Co-TAOC social management model can be applied to other areas to compare effective and efficient practices and management of training centers in practice and has become an area where people of all ages can participate.

## Acknowledgement

This academic article is part of the “1 Rai Is Not Poor for the People of Rajabhat” project. The training and operations center, Centers in the Area of the Rubber Tree Learning Resources, Village No. 4, Tha Ngio Sub-district, Mueang District, Nakhon Si Thammarat Province was involved in the project. Thank you to Nakhon Si Thammarat Rajabhat University for supporting the place for academic benefit. Thank you to all social managers of Tha Ngio District who diligently and patiently collected information and helped develop communities together. Thank you to all project participants, including government and private agencies that supported and participated in this activity, for their time.

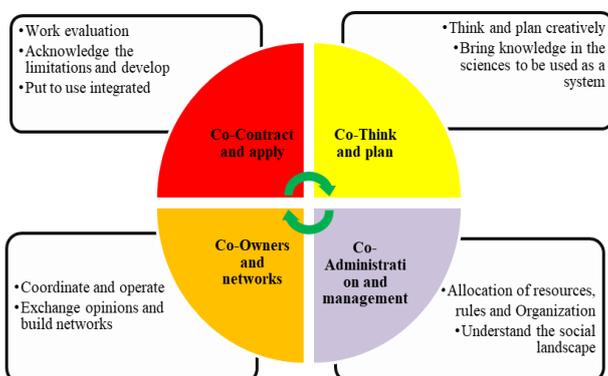


Figure 27. Model of management by social managers

## References

[1] Ministry of Higher Education, Science, Research and Innovation. (2020). *University to District Building a tap root for the country*. Retrieved 2021, April 11,

from <https://www.mhesi.go.th/index.php/flagship-project/2690-u2tambon.html>.  
[2] Faculty of Humanities and Social Sciences Surin Rajabhat University. (2020). *Training and seminars on the*

*introduction of the King's science into concrete practice using a spade as a pen, using paper and using the King's science as a book to write down the land.* Retrieved 2021, April 12, from <https://human.srru.ac.th/2020/11/10/>.

- [3] Nakhon Si Thammarat Rajabhat University. (2019). *Nakhon Si Thammarat Rajabhat University organizes a training project in the 1st the generation in 1 Rai is not Poor for the People of Rajabhat.* Retrieved 2021, April 13, from <https://www.nstru.ac.th/th/news/view/2048>.
- [4] Nakhon Si Thammarat Rajabhat University. (2020). *600 job openings for Integrated Sub-District Economic and Social Enhancement Project (1 Tambon 1 University).* Retrieved 2021, April 11, from <https://www.nstru.ac.th/th/news/view/3232>.
- [5] Sanya Yueran and Civilaiz Waratwichit. (2018). Participatory Action Research and the Success of Policy Change in Health System. *The Southern College Network Journal of Nursing and Public Health*, 5(2), 288-300.
- [6] College of Social Management. (2015). *Organization information.* Retrieved 2021, April 12, from <https://www.scbfoundation.com/corporate/292/>.
- [7] Supattra Kongkhum. (2018). Social Capital on Sustainable Community Management: A Case Study of Bannbonamsub Community, Moo 1, Khuntalae Sub-district, Lansaka District, Nakhon Si Thammarat Province. *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and arts)*, 11(2), 1727-1743.
- [8] Boonyanuch Sithajan and Khanobhorn Sangvanich, (2018) Guideline for Art Instruction based on STEAM Education Enhancing Creative Process for The Fifth Graders. *Veridian E-Journal, Silpakorn University (Humanities, Social Sciences and arts)*, 11(2), 763-780.
- [9] Prida Benkarn et al. (2015). Body of Knowledge and Concepts on Learning Management from Thai Teacher TV. *Journal of Industrial Education*, 14(2), 687-694.
- [10] Anong Rodsaen, Wareerat Kaewurai and Chantana Chanbanchong. (2016). The developing collaborative learning model to enhance citizenship instructional competences for basic education teachers. *Journal of Education Naresuan University*, 18(1), 95-105.
- [11] Edgar N. Barrozo, Genaro V. Japos, Eduardo P. Malagapo and Ivy Corazon A. Mangaya-ay. (2021). Strategic Management System for Competitive Business Performance in the United Arab Emirates. *Psychology and Education Journal*, 58(2), 6404-6410.
- [12] Preedaporn Kanata and Dararat Inkum. (2016). Human capital development, human resources, new ideas. *Journal of Innovation and Management: Suan Sunandha Rajabhat University*, 1(1), 62-70.
- [13] Nongnuch Aossampinwong and Sittiphon Niyomsrisomsak. (2011). A participatory action research for energy conservation model: a case study of benchamarachutis school chanthaburi province. *Journal of Educational Administration Burapha University*, 5(2), 28-39.
- [14] Manassanun Rassameevisava, Monchai Tiantong and Pradit Muankid. (2018). A development the training package of the project planning on the ZOPP Model using participatory action methodology. *Journal of Graduate Studies Valaya Alongkron Rajabhat University*, 12(2), 170-187.
- [15] Kotchaporn Sritawan, Sakpong Homhuan and Sombat Rittidesh. (2012). The Processes for Promoting the Learning Reform Following the Philosophy of Self-Sufficiency Economy: A Case Study of Grade 3rd Students of Nongpannongsung Nachueakratbamrung School, Amphoe Kommalasai, Changwat

- Kalasin. *Rajabhat Maha Sarakham University Journal*, 6(1), 95-103.
- [16] Panarat Machamadol. (2017). Lessons Learned from the Development Operational Rules for Sustainable Use of Resources: A Case Study on Kogluang Conservation Network Project, Suanmon Sub-district Administrative Organization, ManchaKhiri District, Khon Kaen Province. *King Prajadhipok's Institute Journal*, 15(3), 61-85.
- [17] Sin Ngamprakhon et al. (2021). Educational Administration: Concept, Theory and Management. *Psychology and Education Journal*, 58(1), 1605-1610.
- [18] Supakorn Limkhunthamo and Prasopchai Phasunon. (2015). Factors of Resources and Knowledge Management Affecting Corporation Competitiveness in Plastic Industry. *Business Review*, 7(1), 187-206.
- [19] Srinat Saichompoo. (2013). Utilization of Resources, Biodiversity and Local Wisdom for Tourism of Khung Bangkachao, Phrapradaeng District, Samutprakan Province. *Academic Journal Phranakhon Rajabhat University*, 4(2), 8-15.
- [20] Jukkrit Prajongmoon and Suphawut Malaikrisanachalee. (2013). Comparison of Heuristic-based Priority Rules for Resource-Constrained Scheduling. *Engineering Journal of Research and Development*, 24(2), 14-21.
- [21] Akarawit Suvannajan and Suneerat Kusalasai. (2010). Dedicated Resource Assignment vs. Pooled Resource Assignment for Repetitive Construction. *Engineering Journal of Research and Development*, 21(4), 79-88.
- [22] Parisa Musigakama. (2018). Public Spaces Governance as a Common-Pool Resource. *Academic Journal of Faculty of Architecture King Mongkut's Institute of Technology Ladkrabang*, 27(2), 1-13.
- [23] Kritchai Khowjoy. (2020). Waste Reduction Model Towards Resources Efficiency Affecting the Reorganization Costs of Small and Medium Enterprises (SME). *Sripatum Chonburi journal*, 16(3), 99-109.
- [24] Pasin Watcharachayakun and Suchinchayan Petnin. (2016). The achievement of water resource management in the Chao Phraya River Basin, Chai Nat-Bangkok. *Journal of Graduate Studies Valaya Alongkron Rajabhat University*, 10(2), 93-102.
- [25] Jagraval Sukmaitree. (2018). Techniques in Organization Coordination. *Prae-wa Kalasin Journal of Kalasin University*, 5(2), 263-276.
- [26] Bulan Boonphan and Prasit Kunurat. (2012). Tourism Networks' Coordination for Tourism Authority of Thailand: Khonkaen's Office. *Journal of the College of Graduate Studies in Management Khon Kaen University*, 5(2), 119-134.
- [27] Chaiyapruk Aiyapark, Narong Kulnides and Napatsorn Supatanyaporn. (2019). Organizational Coordination, Authority, Organization Role, Unity of Command Which Effected on Public Management of Assistance to Disaster Affected Nations. *Journal of MCU Peace Studies*, 7(6), 1688-1699.
- [28] Kraisak Rakpinit, Kanokporn Chimplee and Pantarase Tamsorn. (2015). The Guidelines for Enhancing Administrative Efficiency of the Sub-district Municipality in Nakhon Ratchasima Province. *Ratchaphruek Journal*, 13(2), 124-131.
- [29] Erland Barlian, Tirta Mursitama, Elidjen Yosef and Dedy Pradipto. (2021). *Psychology and Education Journal*, 58(3), 1444-1451.
- [30] Didsadaphan Butkul. (2019). An Operational Preparation for Lifelong Learning in The Digital Community Centers. *Silpakorn Educational Research Journal*, 11(1), 241-255.

- [31] Apantee Poonputta. (2020). The Development of Skills for Building Instruments of Students for Learning Assessment, Teamwork Skills and Learning Achievement in Measurement and Evaluation Educational Using Exercises of Learning Together (LT) Collaborative Learning Model. *Journal of Humanities and Social Sciences Nakhon Phanom University*, 10(3), 95-104.
- [32] Chanapak Mulkakul, Supatsorn Taweethan, Linda Rate and Nontaya Ittichinbanchorn. (2018). The Relationships between the Performance for Criteria in Evaluating the Accounting Performance and Enthusiastic to work of Accounting practitioners at Rajabhat Universities in Thailand. *Journal of Ratchathani Innovative Social Sciences*, 2(3), 12-22.
- [33] Jatuphum Ketchatturat. (2017). The Results of Research-Based Teaching and Learning for Developing the Research Ability of Graduate Student. *KKU International Journal of Humanities and Social Sciences*, 7(2), 100-109.
- [34] Boonthiwa Puanglad. (2015). Evaluating Governance Measure: Participation and Empowerment. *Journal of Political Science and Law Kalasin Rajabhat University*, 4(1), 121-140.
- [35] Arunrung Phapaphasit. (2020). The Development of the potential of graduated student in the Bachelor of Education Program in Research and Evaluation to Accommodate changes of the 21st Century. *UMT Poly Journal*, 17(1), 348-359.
- [36] Netima Ariyadamrongkwan, Sarunya Lertputtarak and Krit Jarinto. (2018). Behavioral attributes of Executive Function (EF) affecting managerial competency of management. *Silpakorn University Journal*, 39(6), 38-52.
- [37] Shalahudin Mahluddin, Ahmad Ridwan, Hilmi Qosim Mubah, Muhamad Sholeh and Ridhoul Wahidi. (2021). Did Transformational and Transactional Leadership Style of Head Master Influence High School Teacher Performance. *Psychology and Education Journal*, 58(1), 2320-2328.
- [38] Nisachon Sriring. (2016). Performance Development Evaluation of Strategic Health Plan during two years. *Udonthani Hospital Medical Journal*, 24(1), 84-93.