

CREATIVE PARTICIPATORY LEARNING ACTIVITIES FOR QUALITY OF LIFE DEVELOPMENT OF ETHNIC GROUPS IN KHLONGLAN DISTRICT, KAMPHAENG PHET PROVINCE

Manasanan Namsomboon* and Sirina Jitcharat

Silpakorn University, Thailand

ABSTRACT

***Corresponding author:**
Manasanan Namsomboon
namsomboon_m@su.ac.th

Received: 10 August 2020
Revised: 18 January 2021
Accepted: 21 January 2021
Published: 7 June 2021

Citation:
Namsomboon, M. and
Jitcharat, S. (2021). Creative
participatory learning activities
for quality of life development
of ethnic groups in Khlonglan
District, Kamphaeng Phet
Province. *Humanities, Arts and
Social Sciences Studies* 21(2):
281-290.

Quality of life of people including ethnic minority groups plays an important role in country development. Therefore, this study aimed to promote creative participatory learning activities for developing quality of life of ethnic groups in Khlong Lan District, Kamphaeng Phet Province in Thailand. This study was conducted following a research and development method consisting of Phase I-assessing the needs of ethnic groups' quality of life development, Phase II-creating and developing creative participatory learning activities, and Phase III-evaluating the results of using creative participatory learning activities. Sixty hill tribe people of six ethnic groups: Lisu, Karen, Hmong, Eiam, Lahu and Lua, and government officials were selected as samples for the study. Research tools comprised a structured interview form, a set of participatory learning activities for ethnic groups' quality of life development, an evaluation form, and a questionnaire. Data were analyzed using Mean and Standard Deviation and modified priority needs index. The result of the needs assessment (Phase I) revealed that the modified priority needs index ranged between 0.12-0.33 and the top three needs and approaches to development were learning, occupation, and social relations; health and hygiene; and natural resources and environment respectively. Phase II resulted in a set of creative participatory learning activities for ethnic groups' quality of life development, and consisted of ten activities aiming to develop five aspects; health; mind, value and belief; learning, occupation, and social relations; natural resources and environment; and human rights. The results of Phase III showed that the overall evaluation scores after using creative participatory learning activities were at the high level and the overall samples' satisfaction scores toward creative participatory learning activities for ethnic groups' quality of life development was also at the highest level.

Keywords: Creative participatory learning; quality of life; ethnic groups; need assessment; research and development

1. INTRODUCTION

The 12th Thailand National Economic and Social Development Plan (B.E. 2560-2564) mentioned that country development has been in a period of national reform in order to solve basic problems that have accumulated over a long period of time in the midst of rapidly changing world situations. World society has become borderless causing more economic competition. In addition, the development of technology is changing rapidly and affects society, lives and economic activities. There is a limitation of strategic fundamentals in Thailand in almost every aspect, such as low-quality people, unskilled workers, and inequality in society, which can be claimed as barriers for country development. Now, Thailand's population structure has entered an aging society phase proved by the decrease in the number of working-age population since 2015. This has caused labor shortages. Natural resources and the environment are rapidly decreasing and being ruined, which will cause an economic cost and serious impact on people's life quality.

Having a good quality of life is essential for national development since human resources are considered to be a valuable and important mechanism to drive many dimensions of the country, including politics and government democracy, economic systems, society, culture and science and information technology. For sustainable development, a good quality of life encourages people to learn to develop themselves from childhood through to elderly years in terms of potential, intellectually, physically, emotionally, and socially in order to keep up with changes that occur. The development of people's quality of life is very important and helps society succeed in their desired goals, both individually and within families. This development includes education for a positive attitude, self-management, caring for others, profession and sufficient income, crime, pollution, and morality and ethics, which will bring an enhancement for self and society in terms of value and prosperity as well as decrease social problems such as family problems (Pukdikiripriwan, 2016). Quality of life refers to having good opportunities in many aspects. The World Health Organization (1997) divided quality of life into 6 domains; Physical, Psychological, Level of Independence, Social Relationships, Environment, and Spirituality/Religion/Personal Beliefs. Also, Chantavanich and Thaiyanaan (1996) investigated 6 indicators measuring quality of life and society derived from various concepts, which comprised Social indicators (family and community), Education indicators, Health indicators, Environment indicators, Human security indicators, and Political participation indicators. Similarly, Japao (2017) found that the quality of life of ethnic groups comprised 7 domains; belief and traditional religion, culture and tradition, health, education, water resources management, occupation, and human rights. Researchers finally synthesized related literatures and concluded that the concept of quality of life was a composition of 5 components; health; mind, value and belief; learning, occupation, and social relations; natural resources and environment; and human rights.

The philosophy of community culture regarding community development targeted human happiness as a key indicator of achievement, referring to a state of living happily with human dignity (Kaewthep, 1995). Besides, the concept of public participation supported quality of life development in communities in terms of spending private resources for community development which involves people in community development activities and making personal effort, such as idea, knowledge, ability, energy, budget, and materials. In support, Jongwutiwes (2007) stated that public participation referred to an individual's ability, time, and opportunities to participate in community development activities. Cohen and Uphoff (1980) proposed steps of public participation, consisting of decision making, implementation, benefits and evaluation. Therefore, this study applied the concept of community participation for stakeholders in a community to partly operate in sharing ideas, planning, implementing and evaluating community development activities, which were creative, innovative, and useful, leading to better life quality and sustainable community development.

As mentioned previously, many countries, including Thailand emphasize the development of infrastructure and economic systems to enhance quality of life. However, the neo-liberal economic system, the main driving force of Thai society, causes inevitable effects on people unable to adapt themselves to rapid and dynamic changes, especially marginal groups of people. About one million of these groups live in the mountains in the northern and western parts of Thailand, consisting of Karen, Mien, Lisu, Lahu Akha and Hmong, and do agricultural jobs for a living, starting with forest clearing, shifting cultivation or short-term farming. After the harvest, they let the forests and minerals in the soil recover naturally. Nevertheless, Thai people and government officials have viewed the marginal groups' agricultural patterns as destructive of upstream forests and forests. This ethnic bias caused laws and policies to be established to protect forests and national parks. As a result, hill tribe people migrated out of the area (Dutta, 2008 cited in Jakae et al., 2019).

Patumrath (2005) mentioned that there were many ethnicities and races of migrants to Thailand because of war, economic crisis, and lack of land resources. The immigrants were treated with marginalization

or as aliens who lacked many opportunities, including an inability to acquire Thai citizenship, to occupy land resources, and to access public services which were essential elements for quality of life development.

Kamphaeng Phet Province is a city where many ethnic groups migrated to, especially in Khlong Lan District. The demographic data of the target group living in the highland area of Kamphaeng Phet Province consists of 6 ethnic groups, including Lisu, Karen, Hmong, Emu, Lahu, and Lua. The landscape of Kamphaeng Phet Province is mostly mountain plains with hilly surroundings, and there are complex mountain ranges on the east and fertile forest to the west side, which is the source of the Khlong Lan Stream. People mostly work in agriculture such as growing crops, cassava, corn, eucalyptus and general employment both inside and outside the area including rice farming, handicrafts, silverware such as necklaces, rings, and bracelets. (Khlong Lan Subdistrict Municipality, 2016). The way of life of the hill tribe people in the highlands and ethnic groups in Khlong Lan District Kamphaeng Phet Province has been changed due to politics, governance, economy, society and culture.

Due to the growth in many dimensions, such as education, occupation, arable land, housing, access to various resources, and migration, the existence of each tribe's culture has been impacted. Khlong Lan Subdistrict Municipality (2016) states that, nowadays, the culture and traditions of hill tribes is slightly different from the past because of their relocation to live with city people and their adopting of other cultures and traditions. Moreover, hill tribe descendants attend city schools and work and live in various cities so they go back home once in a while. Therefore, the traditional cultures of various tribes passed down from generation to generation may disappear gradually due to not being preserved. Vinijkul (2016) explored factors affecting community development studying a case study of people in Khlong Lan Pattana Subdistrict. The study found a cultural problem that villagers thought tribal people (Karen village, Nam Tok) were insulted by city people about not clearly speaking Thai language and their different lifestyle. In addition, Jakae et al. (2019) studied the continuation of New Year tradition to promote cultural tourism of hill tribe ethnic groups in Khlong Lan District, Kamphaeng Phet Province. The finding of social and cultural problems of the New Year tradition in this area showed they were deprived to live in the forest, accused, unable to access public services, poor, unstable economically, lacking opportunities to improve their quality of life, and stigmatized by society as being uncleanly dressed and living in unclean houses.

From the background and importance mentioned above including the all-round threat factors around the world, especially the virus COVID-19, crisis affects the quality of life of ethnic groups in Khlong Lan District. The research team realized the importance of quality of life development, therefore, creative participatory learning activities were developed in order to improve the quality of life of ethnic groups in Khlong Lan District, Kamphaeng Phet Province. The purposes of the study were (1) to explore current conditions and needs for promoting creative participatory learning activities for quality of life development, (2) to create and develop creative participatory learning activities for quality of life development, and (3) to examine the results of using creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province.

2. METHODS

This study was conducted following a 3-phase research and development method that had been certified by the Ethics Committee of Human Research Silpakorn University COE certificate number 63.0702-048. The research procedure was as follows.

2.1 Exploring current conditions and needs assessment

The purpose of this phase aimed to explore current conditions and needs for promoting creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province.

30 samples attended in this phase were comprised of 12 samples of leaders and members from 6 ethnic groups of Lisu, Karen, Hmong, Eiam, Lahu and Lua; 12 samples of elders, young people, and adults from 6 ethnic groups of Lisu, Karen, Hmong, Eiam, Lahu and Lua; and 6 samples of stakeholders from the government sector and local government organization. The samples were selected using purposive sampling.

2.2 Developing creative participatory learning activities for ethnic groups' quality of life development

The objective of this phase was to create and develop creative participatory learning activities to improve the quality of life of ethnic groups in Khlong Lan District Kamphaeng Phet Province.

Target samples selected using purposive sampling were 7 expert examiners to check the activities model.

2.3 Evaluating creative participatory learning activities after being applied to the target ethnic groups

The objective of this phase aimed to examine the results of using creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province.

Target samples selected using purposive sampling were 60 tribal people consisting of elders, young people, and adults from Lisu, Karen, Hmong, Eiam, Lahu and Lua ethnic groups living in Khlong Lan District, Kamphaeng Phet Province.

Research instruments used for data collection were: 1) a 3-Point Likert scale questionnaire for need assessment of quality of life development measuring 5 dimensions - (1) health, (2) mind, value and belief, (3) learning, occupation, and social relations, (4) natural resources and environment, and (5) human rights, where respondents replied in dual response patterns of actual results and desired outcomes; 2) a 3-Point Likert scale questionnaire assessing ethnic groups' quality of life after applying participatory learning activities, and 3) a 5-Point Likert scale questionnaire assessing ethnic groups' satisfaction after the application of participatory learning activities.

The interpretation of mean scores from the 3-Point Likert scale questionnaires explained whether the quality of life was at a high level (2.50-3.00), at a moderate level (1.50-2.49), or at a low level (1.00-1.49). The interpretation of the mean scores from the 5-Point Likert scale satisfaction survey questionnaire highlighted whether satisfaction was at the highest level (4.50-5.00), at a high level (3.50-4.49), at a moderate level (2.50-3.49), at a low level (1.50-2.49), or at the lowest level (1.00-1.49).

3. RESULTS

The results of this research were divided into 3 sections as follows.

3.1 Results of need assessment

The findings revealed the current state of samples, showing 50% were married, 70% were below bachelor degree educated, 23.33% were uneducated, 30% were wage workers, 40% had a monthly income less than 5,000 Baht, and 53.30% had insufficient income for their expenses. The results of the needs for quality of life development of ethnic groups of children and youth, adults and elderly indicated the highest needs scores for mind, value and belief (40.30%), the next highest ranking needs were for learning, occupation, and social relations (40%), and the last ranking needs were for hygiene (16.70%). Most of the samples (60%) lacked experience in quality of life development for ethnic groups. The Lahu ethnic group members showed the highest score of experience and expertise in quality of life development (26.7%), in contrast, the lowest score was found is the Lisu group (6.70%). For ethnic groups' activities and play, the findings showed the highest frequency for adult members (50%) including throwing a fabric covered ball (Luk Chuang), spinning top, shooting crossbow, dancing, and Jaku dancing; 46.70% for children and youth, including riding a wooden car (Deaw Cheaw), riding a wooden plank (Deaw Gub), walking on wooden legs, tossing and picking pebbles, and throwing Saba ball; and 3.30% for the elderly, including spinning top, singing, and eating new harvest rice.

Table 1: Results of Need Assessment

Quality of life	Actual results (D)		Desired outcomes (I)		PNI _{modified}	Ranking
	M	SD	M	SD		
1. Health	2.16	0.34	2.62	0.28	0.24	2
2. Mind, value and belief	2.46	0.32	2.71	0.27	0.12	4
3. Learning, occupation, and social relations	2.03	0.46	2.57	0.28	0.33	1
4. Natural resources and environment	2.18	0.30	2.64	0.29	0.24	2
5. Human rights	2.52	0.43	2.93	0.17	0.20	3
Overall	2.27	0.26	2.69	0.16		

Table 1 showed results of need assessment for ethnic groups' quality of life development. It revealed the overall Actual results (D) at moderate level ($M = 2.27$, $SD = 0.26$). To analyze by components, it indicated that the scores of life quality in human rights was the first ranking at high level ($M = 2.52$, $SD = 0.43$), the second was in Mind, value and belief at moderate level ($M = 2.46$, $SD = 0.32$), and the third was Natural resources and environment at moderate level ($M = 2.18$, $SD = 0.3$) respectively.

It also showed the overall quality of life Desired outcomes (I) at high level ($M = 2.69$, $SD = 0.16$). To analyze by component, it indicated that the scores of life quality in human rights was the first ranking at high level ($M = 2.93$, $SD = 0.17$), the second was in Mind, value and belief at high level ($M = 2.71$, $SD = 0.27$), and the third was Natural resources and environment at high level ($M = 2.64$, $SD = 0.29$) respectively.

The result of the needs assessment revealed the level of modified priority needs index (PNI_{modified}) ranged between 0.12-0.33. To analyze by component, it indicated the top three ranking needs approach to development comprised Learning, occupation, and social relations ($PNI_{\text{modified}} = 0.33$), Health ($PNI_{\text{modified}} = 0.24$), and Natural resources and environment ($PNI_{\text{modified}} = 0.20$) respectively.

3.2 Results of developing creative participatory learning activities

The results presented a set of creative participatory learning activities for improving the quality of life of ethnic groups in Khlong Lan District, Kamphaeng Phet Province, consisting of 5 development aspects and 9 activities as follows. Those were:

1. Health activities including life-saving (CPR), baton dance, and sugar retreat
 2. Mind, value and belief activities including Suriyan Chandra breathing and a new morale ritual
 3. Learning, occupation, and social relations activities including knowledge sharing booths and ethnic mask
 4. Natural resources and environment activity including underground water bank
 5. Access to human rights including broadcast tower activity.
- Details of each activity are shown in Table 2-6.

Table 2: Summary of Creative Participatory Learning Activities for Ethnic Groups' Quality of Life Development (Health)

Learning Activities	Objectives	Procedures	Learning aids
Health			
1.1 Preparation for CPR and life saving (Cardiopulmonary Resuscitation: CPR)	1) To promote knowledge and understanding about health care and life-saving hygiene 2) To practice saving lives	1) Instructors provide knowledge about health care and life-saving hygiene 2) Instructors demonstrate how to do life-saving (CPR) 3) Participants perform life-saving (CPR)	Instructors and ethnic group leaders, and CPR operation equipment
1.2 Baton dancing and recreation (Performance of each tribe)	To promote knowledge and understanding about health care, exercise, and recreation	1) Watch the Baton dance video clip titled "Touch the Whole Life" by Mr Satit Intharakamhang 2) Instructors demonstrate how to do Baton dancing 3) Participants perform Baton dancing 4) Ethnic group leaders apply Baton dancing mixing with each ethnic groups' recreation activities	Instructors and ethnic group leaders, and Baton dance video clip titled "Touch the Whole Life"
1.3 Sugar retreat activity (not sweet, not oily, not salty)	1) To promote knowledge and understanding about food and nutrition 2) To cook healthily and nutritional food cooking (not sweet, not oily, not salty)	1) Leader of Mien ethnic group presents the wisdom of food and sweets with non-sugar 2) Participants practice cooking snacks without sugar	Instructors and ethnic group leaders, and cooking equipment and ingredients

Table 3: Summary of Creative Participatory Learning Activities for Ethnic Groups' Quality of Life Development (Mind, Value and Belief)

Learning Activities	Objectives	Procedures	Learning aids
Mind, value and belief			
2.1 Suriyan Chandra breathing activity	1) To promote knowledge and understanding about mental health care through proper breathing 2) To experience and practice correct breathing	1) Instructors demonstrate how to breathe correctly using Suriyan Chandra breathing style 2) Participants practice breathing in the style of Suriyan Chandra	Video clip of Suriyan Chandra breathing style
2.2 Beliefs and rituals of ethnic groups	1) To learn about beliefs and rituals of ethnic groups 2) To implement beliefs and rituals of ethnic groups in life and in the community	1) study beliefs and rituals of ethnic groups related to the way of life 2) enter the site 3) interview knowledgeable person or wisdom of the ethnic group 4) design and present model of beliefs and rituals of ethnic groups 5) publish through social media	Leaders and Intellectual or wisdom people of ethnic group

Table 4: Summary of Creative Participatory Learning Activities for Ethnic Groups' Quality of Life Development (Learning, Occupation, and Social Relations)

Learning Activities	Objectives	Procedures	Learning aids
Learning, occupation, and social relations			
3.1 Community booth for knowledge sharing	1) To promote knowledge sharing 2) To practice giving and being responsible for oneself and the community 3) To promote lifelong learning	1) Representatives of ethnic groups prepare a knowledge sharing booth in the community and set up a meeting for selecting location, planning and monitoring 2) coordinate with the center for preparing learning materials, including paper, tape, and pens 3) set up agreements about using knowledge sharing booths in the community and society 4) each ethnic group appoints a representative to look after the knowledge sharing booth	1) Video clip that reflects social sharing 2) Materials used for making a knowledge sharing booth such as cabinets, goods and toys 3) Equipment for writing and samples
3.2 Ethnic mask	1) To learn about the ethnic groups' wisdom from the embroidery designs of each ethnic group 2) To design each ethnic group's embroidery pattern to be shown on a mask 3) To reduce expenses and learn about creative careers 4) To promote lifelong learning	1) plan for human resources consisting of center staff, wisdom, and target groups of children and youth 2) transfer knowledge in designing the cloth masks of each ethnic group according to their unique identity, imagination, and creativity, such as produce from other materials like socks. 3) design and produce cloth masks creatively 4) increase marketing channels for product selling 5) increase marketing channels to sell products	1) Examples of fabric patterns of ethnic groups 2) Materials used for making cloth masks

Table 5: Summary of Creative Participatory Learning Activities for Ethnic Groups' Quality of Life Development (Natural Resources and Environment)

Learning Activities	Objectives	Procedures	Learning aids
Natural resources and environment			
4.1 Underground water bank	1) To promote knowledge and understanding about water resources management and waste management using the 3 R principles: Reuse, Reduce, and Recycle 2) To practice making an underground water bank in the community	1) study video clip about an underground water bank 2) survey areas of each ethnic group/household in preparation for making an underground water bank 3) provide materials and equipment for underground water bank production 4) operate an underground water bank	1) Video clip of making an underground water bank 2) Materials used for making an underground water bank 3) Example of actual underground water bank located at the People's Center
4.2 Attractions for eco-tourism and tribal cultures	1) To study chances and readiness in management of eco-tourism and tribal cultures 2) To explore routes for eco-tourism and tribal cultures following New Normal pattern 3) To produce online mass media to publicize ethnic group's eco-tourism and tribal cultures	1) analyze chances and readiness in management of eco-tourism and tribal cultures following New Normal pattern such as accommodations (home stay), local food and creative souvenirs of ethnic groups 2) survey and make routes for eco-tourism and tribal cultures 3) publicize eco-tourism routes online	Natural and cultural tourist attractions including Khlong Lan Waterfall, cultural center, fabric patterns of ethnic groups, etc.

Table 6: Summary of Creative Participatory Learning Activities for Ethnic Groups' Quality of Life Development (Human Rights)

Learning Activities	Objectives	Procedures	Learning aids
Human rights			
5. Broadcasting tower for human rights learning	1) To promote knowledge and understanding about rights and duties of individuals and communities 2) To encourage children and youth to think and express creativity of their own ethnic groups	1) set up a broadcasting tower for development and learning 2) coordinate and schedule a broadcasting tower timetable 3) select leaders and youth volunteers from ethnic groups 4) specify operation format, including content and creative presentation methods 5) operate a broadcasting tower under ethnic group committees for helping, supporting, and monitoring	1) a broadcasting tower and staff 2) materials used for media production

3.3 Results of using creative participatory learning activities

This part presents the results of using creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province. The findings are shown in Table 7-8.

Table 7: Mean and Standard Deviations of Quality of Life of Ethnic Groups in Khlong Lan District, Kamphaeng Phet Province after using Creative Participatory Learning Activities

Quality of life	M	SD	Interpretation
1. Health	2.80	0.39	high
2. Mind, value and belief	2.79	0.39	high
3. Learning, occupation, and social relations	2.91	0.27	high
4. Natural resources and environment	2.76	0.39	high
5. Human rights	2.86	0.32	high
Overall	2.82	0.34	high

Table 8: Mean and Standard Deviations of Satisfaction Assessment Toward Creative Participatory Learning Activities for Quality of Life Development of Ethnic Groups in Khlong Lan District, Kamphaeng Phet Province

Satisfaction toward creative participatory learning activities for quality of life development	M	SD	Interpretation
1. Health	4.68	0.52	very high
2. Mind, value and belief	4.66	0.54	very high
3. Learning, occupation and social relations	4.77	0.49	very high
4. Natural resources and environment	4.69	0.48	Very high
5. Human rights	4.73	0.56	Very high
Overall	4.71	0.51	very high

From Table 7, the evaluation scores after using creative participatory learning activities for improving the quality of life of ethnic groups in Khlong Lan District, Kamphaeng Phet Province indicated overall mean scores at high level ($M = 2.82$, $SD = 0.34$). To examine by component, the highest mean score was found in Learning, occupation, and social relations aspect interpreted at high level ($M = 2.91$, $SD = 0.27$). The next highest ranking of the mean scores were human rights aspect at high level interpretation ($M = 2.86$, $SD = 0.32$); Health aspect at high level interpretation ($M = 2.80$, $SD = 0.39$); Mind, value and belief at high level interpretation ($M = 2.79$, $SD = 0.39$) and Natural resources and environment at high level interpretation ($M = 2.76$, $SD = 0.39$) respectively. Recommendations mentioned were that (1) Baton dance was like exercising and could reduce body pain when regularly done, and could apply to do in a family; (2) Knowledge, understanding, and application of various activities such as aerobic dance, yoga, etc. should be enhanced; (3) city people should learn about tribal beliefs such as the Hmong people helping them to conserve and inherit their offspring, such as the arms tied ceremony; (4) more activities for self-dependence should be created such as mask making that helps them save money as well as an underground water bank which can be applied for daily life use inside the house; and (5) there should be more activities related to learning about the human rights of the elderly.

Table 8 reveals that the overall samples' satisfaction toward creative participatory learning activities for quality of life development was at very high level ($M = 4.71$, $SD = 0.51$). Examining by component shows that the highest mean score was found in Learning, occupation, and social relations aspect and interpreted to be very high level ($M = 4.77$, $SD = 0.49$). The next highest mean scores ranking were found in Human rights at very high level interpretation ($M = 4.73$, $SD = 0.56$); Natural resources and environment at very high level

interpretation ($M = 4.69$, $SD = 0.48$); Health at very high level interpretation ($M = 4.68$, $SD = 0.52$); and Mind, value and belief at very high level interpretation ($M = 4.66$, $SD = 0.54$) respectively. Moreover, there were additional suggestions as follows: (1) there should be more supported instructors to educate people of all ages regarding health care, diseases, nutritional principles, and exercise in village area; (2) Learning about tribal cultures, traditions and religious beliefs should be promoted; and (3) Training and giving knowledge for occupations should be conducted using extended training periods for tribal people.

4. DISCUSSION

In this part, the discussion will be divided into 3 parts following the 3 phases of the research procedure.

The overall results showing the current condition and needs for promoting creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province indicated that the aspect of human rights got the highest mean scores. It can be discussed that ethnic groups, government agencies, and various organizations realize the importance and support access to fundamental rights and services in accordance with the Constitution of the Kingdom of Thailand, in terms of rights, liberty and access to various services. Supported by the research of Sukawat (2015) studying the adaptation of the Thai Khin ethnic group in negotiation for cultural civil rights revealed that the Tai Khen people created historical and cultural memories together. They grew up with this same common understanding, which can be used to negotiate for rights and authority to live in the area of Ban Lao Pattana Village, including the right to use resources both at a local and national level. This reflected that they are members of the Kingdom of Thailand. Similarly, Khlong Lan Subdistrict Municipality (2016) found that ethnic groups in Khlong Lan District Kamphaeng Phet Province faced changes in politics and government, economics, and society and cultures, as the result of rapid growth in many dimensions. This thereby affected the diversity of tribal cultures, tribal lives, education, occupation, arable land, habitat, access to various resources, and migration. Regarding the tribal activities and games related to inheritance of culture, the elderly tribal members enjoyed traditional activities such as spinning top, singing, and eating new harvest rice, since they had known these experiences and grew up along with the inheritance of cultural and traditional activities. In accordance, with this, Bunraksa and Suwimonsathian (2016) studied the management of a cultural community using wisdom to strengthen the elders' security focused on a case study of the Lahu community, Mae Ai District, Chiang Mai Province, and found that the elders' security of Lahu community depended on the existence of Lahu traditional cultures that had been passed from generation to generation.

The results of creating and developing creative participatory learning activities to improve the quality of life of ethnic groups in Khlong Lan District, Kamphaeng Phet Province, showed a set of 5 activities included (1) Health development was comprised of life-saving (CPR), baton dance, and sugar retreat; (2) Mind, value and belief development was comprised of Suriyan Chandra breathing pattern and new morale ritual; (3) Learning, occupation, and social relations development was comprised of knowledge sharing booths and ethnic mask; (4) Natural resources and environment was developed using the underground water bank; and (5) Access to human right was developed using a broadcast tower. A set of activities for quality of life development was created in accordance with the current conditions and needs of ethnic groups by using resources and learning sites in the local area. Support was given to ethnic groups of all ages - children and youth, adults and elders, through various activities including sharing ideas and experiences; building relationships from mutual learning; accepting ideas of fellow members of different ethnic groups; learning new concepts, methods, techniques in using learning media both in terms of tribal leaders, wisdom, materials and equipment; and technology and information systems. All of these will be resources for learning to develop quality of life for themselves and tribal members. The activities also stimulated and encouraged agencies, organizations, or relevant group such as ethnic group leaders in Khlong Lan District, Kamphaeng Phet Province, to participate and support the local learning activities using creative participatory learning activities dimensions. Jesadaviroj (2017) studying creativity-based learning process in the course CEE2205 (Creativity for Children), also found that the goal for creativity development was to develop learners into a habitual creative thinking skills state which included growing characteristics that society needs while practicing thinking skills and learning happily, such as being responsible, disciplined, curious, honest, and kind. Deeler (2015) studied the process of creative thinking development in higher education institutions, mentioned that creative thinking extended the scope of ideas from existing concepts to new ideas. The way to find the best answer to the problem is claimed to be a form of process-based thinking. Creative thinking can be applied for problem solving in 3 steps - 1) set a goal for thinking, determine the purpose of the problem to be solved, set clear and accurate questions; 2) look for new concepts and methods leading to the objectives or thought, answer as many questions as possible; and 3) must be practical. Yimprasert and Noichun (2012) offering guidelines for promoting quality of life regarding

the basic needs of the people of Chao Wat Sub-district, Ban Rai District, Uthai Thani Province, consistently stated that a good environment could promote a better quality of life. In addition, it was essential to develop indicators and determine clear targets for quality of life promotion based on the needs of the population, and relevant agencies had to provide advice, acknowledge problems and find ways to solve problems in order to further improve the quality of life of the Chao Wat Sub-district people. Tao-ngoen (2016) who studied the creative economy and the creation of language and culture of various ethnic groups in Phetchabun Province, mentioned promoting a participatory process of creating social and cultural capital, engaging communities in every work step, promoting ongoing and many forms of activities, and providing opportunities for people in the community to attend various activities by themselves with their potential.

From the experimental results of using creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province, the highest mean scores on the aspect of learning, occupation, and social relations and target samples presented an overall high level of satisfaction toward creative participatory learning activities, especially in the aspect of Hygiene and Learning, occupation, and social relations. A possible explanation could be that the learning activities, such as life-saving activities (CPR), baton dance, sugar retreat activity, knowledge sharing booth, and making a mask, were related to current social situations, especially the prevention of the corona virus or COVID-19. The awareness of corona virus or COVID-19 lead them to strengthen their physical fitness and health, develop their mind and thought, stimulate sharing activities such as sharing knowledge and consumer products inside the community. Making an embroidered mask during COVID-19 crisis was not only to present the symbol and identity of an ethnic group, but also to reduce household expenses. On the other hand, they could upgrade their products, selling them for more income and creating a career job. For this reason, activities regarding learning, occupation, and social relations built their excitement, motivation, and knowledge, which could be continuously used in their life and shared with family and community members.

The findings of Pukdikiripriwan (2016) in the study on the quality of life of people in Ban Saen Tor Village community, revealed that promoting quality of life consisted of 5 dimensions: Health promotion by creating community healthcare volunteer groups; Relationship promotion by supporting sustainable and continuous projects, and knowledge of traditions and wisdom of the community; Environment promotion by encouraging households for environmental management to solve environmental problems; Economics promotion by training for specialized knowledge and promoting more diverse careers; and Security promotion by setting up volunteer groups in maintaining order and constructing knowledge on security in order to keep the community safe. Besides, human rights have been a first priority concern and the problems related to social, economic and cultural development take a long time to change, and this is one of the major problems at the country structure level. Therefore, the researchers conducted the participatory learning activities not only in research duration, but also planned to follow up on the working area unit continuously.

5. RECOMMENDATIONS

Recommendations for research application:

1. The creative participatory learning activities created for ethnic groups' quality of life development, especially Healthy and hygiene activities, must be applied regularly so they can improve ethnic people's health and families. Moreover, the leaders of ethnic groups should be trained in those activities in order to go on developing their group members' quality of life in sustainable development. It can be completed using the process of participatory action research methodology.

2. There should be more activities supporting career development in communities as well as more time attending each activity.

Recommendations for future research:

1. Qualitative research methodology or anthropological research should be conducted in order to study ways of life and life quality of ethnic groups.

2. More participatory action research should be conducted in other aspects driving for sustainable community development.

ACKNOWLEDGEMENTS

The research on creative participatory learning activities for quality of life development of ethnic groups in Khlong Lan District, Kamphaeng Phet Province was conducted for promoting specific target ethnic groups. This study was successfully completed due to the cooperation of target samples including ethnic group

leaders, community members, and tribe people consisting of children, youth, adults, and elderly, as well as the support of the Highland People Development Center, Kamphaeng Phet Province. For the value derived from the intention, cooperation and work, the researchers would like to give thanks to all participants and all organizations that kindly provided information, participated, and assisted in the research production throughout the duration of this operation.

REFERENCES

- Bunraksa, T. and Suwimonsathian, C. (2016). Management of community culture: wisdom in strengthening the security of the elderly, a case of Lahu communities in Mae Ai District, Chiang Mai Province. *Burapha Arts Journal* 19(1): 93-113. [in Thai]
- Chantavanich, S. and Thaiyanan, W. (1996). Concepts and indicators of social development and quality of life of Thailand. In *Development of Indicators Quality of Life and Thai Society*, edited by Pongsomlee, A. and Ard-am, O., pp. 130-235. Bangkok: The Thailand Research Fund. [in Thai]
- Cohen, J. M. and Uphoff, N. T. (1980). Participation's place in rural development: seeking clarity through specificity. *World Development* 8(3): 213-235.
- Deelers, S. (2015). Creative thinking development process in the creative higher education institute. *Veridian E-Journal, Silapakorn University* 8(2): 1341-1360. [in Thai]
- Jakae, O., Kuphan, B., Thipviset, V. and Lalin, T. (2019). The continuance new year tradition for promoting cultural tourism of Thai hill tribe ethnic groups Khlong Lan District in Kamphaeng Phet Province. *Journal of Humanities and Social Sciences* 25(3): 87-101. [in Thai]
- Japao, S. (2017). A change in the quality of life of the Kachin ethnic group: a case study of Banmai Samakki, Mueangna Sub-district, Chiang Dao District, Chiang Mai Province. *Journal of Buddhist Studies* 8(2): 69-77. [in Thai]
- Jesadaviroj, S. (2017). Learning process of Creative-Based Learning (CBL) in the CEE2205 (Creativity for Children Course). *Kasetsart Educational Review* 32(2): 1-8. [in Thai]
- Jongwutiwes, N. (2007). *Concepts of Guidelines for Community Development*. Bangkok: Community Development Department, Ministry of Interior. [in Thai]
- Kaewthep, K. (1995). *Development of Community Culture: Human-Centered*. Bangkok: Catholic Council of Thailand for Development. [in Thai]
- Khlong Lan Subdistrict Municipality. (2016). *Local Development Plan B.E. 2561-2564*. [Online URL: https://www.khlonglanpattana.go.th/dnm_file/project/14021911_center.pdf] accessed on April 18, 2020. [in Thai]
- Patumrath, S. (2005). *Laws and Agreements Related to Tribal Rights in Thailand*. Chiang Mai: Inter Mountain Peoples' Education and Culture in Thailand Association. [in Thai]
- Pukdikiripriwan, P. (2016). *Quality of Life of the People in Ban Saentor Community, village no. 11, Thapha Sub-district, Ko Kha District, Lampang Province*. Master's thesis. Thammasat University, Thailand. [in Thai]
- Sukawat, B. (2015). *Acculturation of Tai Khun Tribe: the Conciliation of Cultural Citizenship*. Doctoral dissertation. Mahasarakham University, Thailand. [in Thai]
- Tao-ngoen, S. (2016). The knowledge management of the language and cultural diversity of Phetchabun Province. *Humanities and Social Sciences Journal, Ubon Ratchathani Rajabhat University* 7(1): 39-53. [in Thai]
- Vinijkul, R. (2016). Factors affecting community development: a case study from the people in Tambon Khlonglanpattana, Amphoe Khlong Lan, Kamphaeng Phet Province. *Western University Research Journal of Humanities and Social Science* 2(3): 58-64. [in Thai]
- World Health Organization. (1997). *WHOQOL Measuring Quality of Life*. [Online URL: <https://www.who.int/toolkits/whoqol>] accessed on December 10, 2019.
- Yimprasert, P. and Noichun, N. (2012). The approach of advancing the quality of life according to basic needs of the Chao Wat population, Ban Rai District, Uthai Thani Province. *Nakhon Sawan Rajabhat University Graduate Studies Journal* 7(18): 131-141. [in Thai]