The Effectiveness of an Integrated Training Session on Psychological Traits and Skills to Encourage the Behavior of Living based on Sufficiency Economy Philosophy among the Youth in the Community in the 21st Century

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Abstract
This experimental research aimed to examine the effectiveness of an integrated training session on psychological traits and skills to encourage the behavior of living based on sufficiency economy philosophy among the youth in the community in the 21st century. The sample was 320 juveniles in the communities in 4 northern provinces. The youth was divided into four groups with an unbiased random method. This research was based on 2 by 2 factorial design, with 2 active variables: 1) training session on psychological traits and 2) training session on the skills to live based on sufficiency economy philosophy. The assessment was conducted 2 months after the experiment began. In this study, a rating scale was employed to choose the question items with the highest value of discriminating power. The reliability coefficients range of the assessment was 0.696-0.883. The hypotheses were put to the test using the multivariate analysis of variance (MANOVA). The findings revealed that the youth who participated in a training session on both psychological traits and skills to live based on sufficiency economy philosophy had a higher average score than other groups in terms of the behavior of living based on sufficiency economy philosophy. This distinctly demonstrated the effectiveness of the training session in this research. According to the results, it is recommended that government
agencies, especially important agencies in the community, provide integrated training sessions on both aspects to develop the behavior of living based on sufficiency economy philosophy among the youth in the community in order for them to become decent, excellent, and happy citizens.

Keywords: experimental research, sufficiency economy, youth, training, community.

Introduction

Sufficiency economy is a philosophy guiding how to live and behave at every level ranging from family to community to nation. It is essential to cultivate sufficiency, moderation, rationality, morality, integrity, and wisdom among people in the nation in order to achieve balance and prepare them for the rapid and prevalent changes in materialism, society, environment, and external cultures (Chaipattana Foundation, 2022).

The youth living in communities based on sufficiency economy philosophy displayed their behaviors through various activities, such as voluntary projects, Thai tradition perseverance, and resource usage. They also lead a sufficiency lifestyle with people in the community to achieve optimal benefits through unity, contribution, and knowledge exchange which help community to prosper and be immune to the point where the community becomes balanced and sustainably prepared for future changes (Porlaewdee, 2022).

This research is an experimental study to assess a development project or a training session to encourage the behavior of living based on sufficiency economy philosophy. The results will prove the accomplishment of the session, confirming that it is effective and that the outcomes are the product of the improvement during the session apart from natural improvement and the usual learning process in everyday life (Bhanthumnavin, 2006).

Accordingly, the researcher chose a method and statistical tools that can present the findings clearly and simplistically. The study investigated the feasibility of each hypothesis and the effectiveness of an integrated training session on psychological traits and skills to encourage the behavior of living based on sufficiency economy philosophy. It is expected that the findings will be helpful for the government and private sectors, especially agencies in communities which are interested in applying the findings to hold an integrated learning session based on sufficiency economy philosophy. In addition, the youth who participated in the session of this research can “build upon” the knowledge and experience from the session and “teach” them to other youth in the communities in order to expand the network of voluntary youth who preserve Thai traditions,
conserve environment, and live a sufficiency lifestyle. This will sustainably develop the community, society, and nation.

**Research Objectives**

To examine the effectiveness of an integrated training session on psychological traits and skills to encourage the behavior of living based on sufficiency economy philosophy among the youth in the community in the 21st century

**Relevant Concepts and Theories**

**Need for Achievement**

Bhanthumnavin (2004) summarized the characteristics of people who possess the need for achievement as follows: 1) perceiving each situation in terms of accomplishment, 2) accepting the problems that arise and finding a solution, 3) setting a goal suitable for their abilities, 4) solving difficulties systematically, and 5) being happy after accomplishing a task.

Kittikhamakorn (2010) stated that the need for achievement refers to the perseverance or determination to accomplish a task to an excellent standard even when encountering challenges. It also refers to the capacity to set goals that are suitable to one’s abilities. Seehamontri (2014) defined the need for achievement as an individual’s desire to achieve excellent standards, persevere in their study, be responsible, be determined in the face of difficulties, and have a problem-solving skill. Wisakhasart (2017) defined it as the intention and attempt to achieve one’s goals with effectiveness and high standards despite obstacles and failures. It also included goal setting and goal-attainment planning. Ratanapumma et al (2020) referred to it as an endeavor to do everything with perseverance until the intended results are obtained.

**Attitudes**

Ajzen & Fishbein (1977) believed that attitudes have a relationship with expressions. That is, attitudes have an impact on an individual’s expressing behaviors and vice versa. Attitudes are associated with an individual’s thoughts, feelings, and desire; therefore, they are a key structure in complex social psychology and can motivate social behaviors and thoughts. An individual’s lifestyle significantly affects the patterns and changes in their attitudes. Moreover, social data and attitudes can encourage rational behaviors (William & Prislin, 2008).
Attitudes consist of 3 major components: 1) cognitive component or the attitudes that reflect an individual’s beliefs, opinions, knowledge, and information which indicate the individual’s thoughts and assumptions, 2) affective component or a specific feeling associated with personal effects and triggered by some stimulation or prior events, 3) behavioral component or an intention to behave in a certain way due to one’s feeling or attitude (Schermerhorn, 2000).

The Behavior of Living based on Sufficiency Economy Philosophy

The behavior of living based on sufficiency economy philosophy refers to contributions to the public, sacrifices, generosity, kindness, the adherence to one’s own traditions, religion, wisdom, beliefs, and values, the sustainable usage of natural resources, and the sufficiency lifestyle with moderation, rationality, and immunity. The behavior of living based on sufficiency economy philosophy consists of 4 dimensions: 1) volunteering behaviors, 2) tradition-preserving behaviors, 3) environmental conservation behaviors, and 4) sufficiency behaviors.

Suravisood (2009) defined volunteer spirit as the spirit to offer or sacrifice one’s time, energy, and intellect to help other people and society without expecting anything in return. Wongpitak et al (2014) referred to volunteer spirit as the participation in activities that involve generosity, sacrifices of time, things, money, energy, and intellect for the public good. Chuchom et al (2006) described public mindedness as the awareness of and consideration for the public benefits and society as well as the care and preservation of the public assets. Nakrod (2011) defined public mindedness as altruism and desire to assist other people and society in problem solving. Thongyoo (2012) stated the definition of volunteer spirit or public mindedness as a voluntary behavior or action and desire to help society by sacrificing time, energy, intellect, things, or money for the public good. Rordyoi et al (2015) referred to volunteer spirit as the thoughtfulness, compassion, kindness, morality, ethics, and desire to volunteer as much as possible to serve other people or society.

Paisoon (2011) stated that culture is an invention of humans that is adhered by humans in the society and passed down from generation to generation until it becomes regulations of the society. Jandahogn (2011) proposed that culture is everything that humans invent to improve their lives in the society and respond to social needs. Manoman (2011) said that culture is the characteristics of prosperity and the lifestyles and practices that have been passed down, shared, and appreciated in the society. Paisanthanasombat (2011) mentioned that culture is behaviors accepted by the society and adhered to the regulations and standards, leading to values, beliefs, arts, morals, laws, and traditions. That is why culture becomes a way of life in society. Mairin (2011) believed that culture is created by humans and
refers to every behavior or action of humans including lifestyles, thoughts, beliefs, values, traditions, rituals, and wisdom. Natsupa & Janu (2012) explained that culture is beliefs, values, ideology, and world view. Ministry of Culture of Thailand (2016) stated that culture is everything humans create, whether tangible or intangible. It also includes the patterns of behaviors that are passed down in the society through learning, inventing, and adapting processes in order to meet the needs and improve people’s lives. It has been systematically evolved and inherited in a way that leads to prosperity and stability in the society.

Veeravatnanond (1998) proposed that environmental conservation is the wise and sustainable usage and optimization of natural resources. Chantee (2003) said that environmental conservation is the careful usage and care of resources because each resource has different benefits and because some can be renewed instead of just being used up and wasted. Kasemsawat (2010) explained that environmental conservation is how to use and save resources wisely in order to maintain its high quality and meet humans’ needs. Cheatea (2013) stated that environmental conservation is the wise and minimum usage of nature and environment in a way that can sustainably provide the highest benefits while minimizing the damage to the environment. It also includes the equal distribution of natural resources. Sathisakul (2015) summarized that environmental conservation is the wise usage of resources that most benefits the public and maintains the balance of the environment in the ecosystem. Yaemyuean (2017) defined the behavior of conserving environment as the recovery and development of natural resources and environment by following the rules, promoting and collaborating in conservation, and not destroying the environment.

Tantivejkul (2009) said that sufficiency economy is an economy that can support and provide itself with sufficient resources. Panthasen (2017) defined sufficiency economy philosophy as a concept of living with sufficiency or moderation which means no squandering or mlinginess. The key is to be rational based on the principles emphasized by every religion: ungreediness, honesty, and integrity. Piboonsarawut (2006) referred to sufficiency economy philosophy as the act of moderation and rationality as well as the necessity to be immune to the impacts of internal and external changes. This requires knowledge, caution, and carefulness.
Hypothesis

The youth who participated in the training session on psychological traits and the skills to live based on sufficiency economy philosophy possessed a higher need of achievement in terms of living based on sufficiency economy philosophy and / or had a more positive attitudes towards the behavior of living based on sufficiency economy philosophy and / or displayed more behavior of living based on sufficiency economy philosophy than the youth who only participated in either the training session on psychological traits or the training session on the skills to live based on sufficiency economy philosophy and the youth who did not participate in any training session on psychological traits or on the skills to live based on sufficiency economy philosophy. These outcomes became obvious after 2 months of the training sessions.

Research Method


Sample: The Stratified Sampling is employed with following procedure

1. The sample cluster size is defined from the youth population in 4 provinces in northern region, including 172,062 persons.

2. The population is divided into 4 groups including youths from 1) Uttaradit Province, 2) Phrae Province, 3) Lamphun Province and 4) Chiang Mai Province.

3. The sample cluster including 320 samples is divided into 4 groups by proportion of youth in the community. Finally, each sample cluster contains 1) youths residing in the community in Thung Yang and Phai Lom Sub-District, Lab Lae District, Uttaradit Province, for 52
persons, 2) youths residing in the community in Sung Men and Wiang Thong Sub-District, Sung Men District, Phrae province, for 45 persons, 3) youths residing in the community in Ban Thi and Huai Yab Sub-District, Ban Thi District, Lamphun Province for 38 persons and 4) youths residing in the community in San Pon and Don Kaew Sub-District, Mae Rim District, Chiang Mai province, for 185 persons.

Experiment Design

This experimental research utilized 2 groups of active variables: 1) training session on psychological traits and 2) training session on the skills to live based on sufficiency economy philosophy. The framework was 2 by 2 Factorial design (Table 1) based on the Pretest – Posttest with Control Group and Repeated – Measures Design. The sample was randomly assigned into one of the four group so that each group contained 80 people.

Table 1 Experimental and control groups in the research

<table>
<thead>
<tr>
<th>group</th>
<th>pretest</th>
<th>Active variables</th>
<th>posttest</th>
<th>Repeated</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td>Training session on psychological traits + the skills to live based on sufficiency economy philosophy</td>
<td>✓</td>
<td>✓</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>Training session on psychological traits + irrelevant content</td>
<td>✓</td>
<td>✓</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td>Training session on the skills to live based on sufficiency economy philosophy + irrelevant content</td>
<td>✓</td>
<td>✓</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td>Training session on other irrelevant contents</td>
<td>✓</td>
<td>✓</td>
<td>Control</td>
</tr>
</tbody>
</table>

Training Process

The training sessions on psychological traits and skills to live based on sufficiency economy philosophy among the youth in the community were divided into 3 steps:

1. the training session to cultivate positive attitudes towards the behavior of living based on sufficiency economy philosophy (150 minutes), with the purpose of fostering the mindsets that will lead to positive attitudes towards the behavior of living based on sufficiency economy philosophy and developing positive attitudes towards the behavior of living based on sufficiency economy philosophy
2. the training session to cultivate the need for achievement in terms of living based on sufficiency economy philosophy (150 minutes), with the purpose of fostering the mindsets that will lead to the need for achievement and developing the need for achievement in terms of living based on sufficiency economy philosophy

3. the training session on the skills to live based on sufficiency economy philosophy, including the skills to cultivate volunteering behaviors, Thai-tradition-preserving behaviors, environment-conserving behaviors, and sufficiency behaviors

3.1 the training session on volunteering behaviors (75 minutes) to cultivate the mindsets that will lead to volunteering behaviors in order to develop the volunteering behavior skill among participants and raise awareness about volunteer spirit

3.2 the training session on Thai-tradition-preserving behaviors (75 minutes) to cultivate the mindsets that will lead to Thai-tradition-preserving behaviors and develop the Thai-tradition-preserving behavior skill

3.3 the training session on environment-conserving behaviors (75 minutes) to cultivate the mindsets that will lead to environment-conserving behaviors and develop environment-conserving behavior skill

3.4 the training session on sufficiency behaviors (75 minutes) to cultivate the mindsets that will lead to sufficiency behaviors in order to develop the sufficiency behavior skill and raise awareness about sufficiency lifestyle

For the youth in the control group, they participated in the training sessions that did not related to the variables in the experiment. The sessions were about English skills and personality improvement (600 minutes). To summarize, the first group participated in the training sessions on psychological traits and the skills to live based on sufficiency economy philosophy (600 minutes). The second group participated in the training sessions on psychological traits (300 minutes) and irrelevant content (300 minutes). The third group participated in the training sessions on the skills to live based on sufficiency economy philosophy (300 minutes) and irrelevant content (300 minutes). The fourth group participated in the training sessions on English skills and personality improvement (600 minutes).

Assessment Tools for Variables

This research used 6 assessments (positive attitudes towards the behavior of living based on sufficiency economy philosophy, the need for achievement in terms of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy which consisted of volunteering behaviors, tradition-
preserving behaviors, environment-conserving behaviors, and sufficiency behaviors) and another assessment regarding biosocial characteristics and background, making up a total of 7 assessments. The assessments were created by the researcher with 6 rating scales ranging from "completely true" to "not at all true".

Measurement for Quality of Assessment

In this research, the content validity was performed for each assessment with the assistance of the experts who determined if the content was sufficiently comprehensive. Then, the assessments were tested to analyze the quality of each item and to measure the quality of the overall assessments and each separate assessment. Only the items with high value of discriminating power were selected. The overall reliability values were at a statistically reliable for every assessment: positive attitudes towards the behavior of living based on sufficiency economy philosophy (0.738), the need for achievement in terms of living based on sufficiency economy philosophy (0.724), volunteering behaviors (0.883), tradition-preserving behaviors (0.763), environment-conserving behaviors (0.781), and sufficiency behaviors (0.696).

Data collection

The data were collected 3 times. The first time was before the experiment. The community youth who participated in the training session were asked to respond to the assessments before the participation. The second time was immediately after the training session. And the third time was after the training session was hold for 2 months. All of the data collection were conducted by the research and co-researchers.

Statistics for Data Analysis

The researcher performed the data analysis through the following statistics: 1) descriptive statistics — percentage, mean, standard deviation, range, and correlation coefficient — for general information and basic characteristics of the variables; 2) skewness, kurtosis, and Kolmogorov-Smirnov Test for normal distribution; 3) Box's M to examine the equality of variance-covariance matrix in order to verify basic assumptions of statistical usage and Levene’s Test to examine the equality of every variable; and 4) multivariate analysis of covariance (MANCOVA) for hypothesis testing.

The research received the certification (ID: URU-REC No. 026/65) from the Committee of Ethics in Human Research, Uttaradit Rajabhat University. The researcher explained to the participants about their rights and consent in providing information and about information privacy.
Results

The sample in this study consisted of 320 community juveniles who were divided into groups: the group with the training session on psychological traits and the skills to live based on sufficiency economy philosophy (80 people), the group with the training session on psychological traits and another irrelevant content (80 people), the group with the training session on the skills to live based on sufficiency economy philosophy and another irrelevant content (80 people), and the control group (80 people). The findings regarding general information and basic statistics of the variables revealed that 1) 76 people of the sample (23.80%) were male while 244 (76.30%) were female; 2) 118 people (36.90%) studied Humanities and Social Sciences while 202 (63.10%) studied Sciences and Technology; 3) 153 people (47.80%) lived with their parents while 167 (52.20%) lived with other people; 4) 186 people (58.10%) regarded their parents as role models while 134 (41.90%) regarded other people as their role models; 5) 128 people (40.00%) spent at least 8.21 hours a day on social media (FACEBOOK, Line, IG, Tiktok) while 192 (60.00%) spent more than 8.21 hours a day; 6) 187 people (58.40%) posted an activity about volunteer spirit, tradition preservation, environmental conservation, and sufficiency lifestyle once a month while 133 (41.60%) posted more than once a month; 7) 244 (76.30%) asked their friends to join them in doing an activity about volunteer spirit, tradition preservation, environmental conservation, and sufficiency lifestyle while 76 (23.80%) did not ask; 8) 170 people (53.10%) planned to ask people to join them in doing an activity about volunteer spirit, tradition preservation, environmental conservation, and sufficiency lifestyle in the next three months while 150 (46.90%) did not plan to do so; 9) 176 people (55.00%) had a GPAX of at least 2.68 while 144 (45.00%) had a GPAX higher than 2.68; and 10) 190 people (59.38%) had indoor hobbies while 130 (40.62%) had outdoor hobbies.

Table 2 The results of MANOVA regarding the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy, according to the types of the training sessions, after 2 months of the training, with the positive attitudes towards the behavior of living based on sufficiency economy philosophy as a covariate

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Value of Wilks’s Lambda</th>
<th>Multivariate F test</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of the training sessions</td>
<td>.904</td>
<td>3.572*</td>
<td>9</td>
<td>.000</td>
</tr>
</tbody>
</table>

* The statistical significance level is at .05.
Table 2 shows the results of MANOVA regarding the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy according to the types of the training sessions (training session on psychological traits and the skills to live based on sufficiency economy philosophy, training session on psychological traits, training session on the skills to live based on sufficiency economy philosophy, and training session on other irrelevant contents), with the scores of positive attitudes towards the behavior of living based on sufficiency economy philosophy before the experiment as a covariate to equalize the starting scores. The results indicated that, after 2 months of the training sessions, the types of the training sessions had an impact on the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy, with a statistical significance level of .05 (Wilks’s Lambda = .904, F = 3.572). This implied that the types of the training sessions were effective when it came to the training sessions, the types of the training sessions had an impact on the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy. Hence, the analysis of the differences among each variable was performed, as shown in Table 3.

Table 3 The results of the analysis of the differences among each variable (the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy), according to the types of the training sessions, after 2 months of the training, with the positive attitudes towards the behavior of living based on sufficiency economy philosophy as a covariate.

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among the groups of the need for achievement</td>
<td>7.899</td>
<td>3</td>
<td>2.633</td>
<td>7.822*</td>
<td>.000</td>
</tr>
<tr>
<td>Among the groups of positive attitudes</td>
<td>3.600</td>
<td>3</td>
<td>1.200</td>
<td>4.832*</td>
<td>.003</td>
</tr>
<tr>
<td>Among the groups of the behavior of living</td>
<td>6.034</td>
<td>3</td>
<td>2.011</td>
<td>6.695*</td>
<td>.000</td>
</tr>
<tr>
<td>Error for the need for achievement</td>
<td>106.031</td>
<td>315</td>
<td>0.337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error for the groups of positive attitudes</td>
<td>78.232</td>
<td>315</td>
<td>0.248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error for the groups of the behavior of living</td>
<td>94.637</td>
<td>315</td>
<td>0.300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to table 3, the analysis pointed out that after 2 months of the training sessions, the youth who participated in different training sessions displayed different levels of the need for achievement in terms of living based on sufficiency economy philosophy (F = 7.822), positive attitudes towards the behavior of living based on sufficiency economy philosophy (F = 4.832), and the behavior of living based on sufficiency economy philosophy (F = 6.695), with a statistical significance level of .05. Consequently, the pair comparison was conducted among the types of the training sessions to look into the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy, as shown in Table 4.

Table 4 The results of pair comparison of the average scores for the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy among different types of the training sessions after 2 months of the sessions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type of experiment</th>
<th>Average score</th>
<th>Pair comparison</th>
<th>Difference in average score</th>
<th>SE</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for achievement</td>
<td>Psychological traits and the skills PS</td>
<td>4.453</td>
<td>PS – P</td>
<td>.351</td>
<td>.092</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>Psychological traits P</td>
<td>4.103</td>
<td>PS - S</td>
<td>.325</td>
<td>.092</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>The skills S</td>
<td>4.128</td>
<td>PS - C</td>
<td>.404</td>
<td>.093</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>Control group C</td>
<td>4.050</td>
<td>P - S</td>
<td>-.025</td>
<td>.092</td>
<td>1.00</td>
</tr>
<tr>
<td>Positive attitudes towards the</td>
<td>Psychological traits and the skills PS</td>
<td>4.883</td>
<td>PS – P</td>
<td>.234</td>
<td>.079</td>
<td>.02*</td>
</tr>
</tbody>
</table>

* The statistical significance level is at .05.
Table 4 shows the results of the pair comparison of the average scores for each variable (the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy) among different types of the training sessions after 2 months of the sessions. The results suggested that the community youth who participated in the training session on psychological traits and the skills to live based on sufficiency economy philosophy had a higher average score for the need for achievement in terms of living based on sufficiency economy philosophy than the community youth who participated in the training session on either psychological traits or the skills to live based on sufficiency economy philosophy and the youth who did not participated in any training sessions on psychological traits and the skills to live based on sufficiency economy philosophy at all. These results were statistical significance at the level of .05, and the differences in the average score were 0.351, 0.325, and 0.404, respectively.

Regarding positive attitudes towards the behavior of living based on sufficiency economy philosophy after the training sessions, the community youth who participated in the training session on psychological traits and the skills to live based on sufficiency economy philosophy showed a higher average score than the community youth who participated in the training session on psychological traits or the skills to live based on sufficiency economy philosophy. The differences in the average score were 0.370 and 0.325, respectively. These results were statistical significance at the level of .05, and the differences in the average score were 0.351, 0.325, and 0.404, respectively.

* The statistical significance level is at .05
economy philosophy had a higher average score for positive attitudes towards the behavior of living based on sufficiency economy philosophy than the community youth who participated in the training session on psychological traits only and the youth who did not participated in any training sessions on psychological traits and the skills to live based on sufficiency economy philosophy at all. These results were statistical significance at the level of .05, and the differences in the average score were 0.234 and 0.272, respectively. The average scores did not differ from those of the youth who participated in the training session on the skills to live based on sufficiency economy philosophy only.

For the behavior of living based on sufficiency economy philosophy after the training sessions, the community youth who participated in the training session on psychological traits and the skills to live based on sufficiency economy philosophy had a higher average score for the behavior of living based on sufficiency economy philosophy than the community youth who participated in the training session on either psychological traits or the skills to live based on sufficiency economy philosophy and the youth who did not participated in any training sessions on psychological traits and the skills to live based on sufficiency economy philosophy at all. These results were statistical significance at the level of .05, and the differences in the average score were 0.270, 0.336, and 0.332, respectively.

The community youth who participated in the training session on psychological traits and the skills to live based on sufficiency economy philosophy exhibited a higher level of the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy than the community youth who participated in the training session on psychological traits only and/or the skills to live based on sufficiency economy philosophy only and the youth who did not participated in any training sessions on psychological traits and the skills to live based on sufficiency economy philosophy at all. These outcomes were found after 2 months of the training sessions. Accordingly, the research hypotheses were confirmed.

Discussion

The results of the analysis based on the hypotheses revealed that after 2 months of the training sessions, the community youth who participated in different types of the training sessions displayed different levels of the behavior of living based on sufficiency economy philosophy, with a statistical significance level of .05. The
youth who participated in the training sessions to cultivate the need for achievement in terms of living based on sufficiency economy philosophy, positive attitudes towards the behavior of living based on sufficiency economy philosophy, and the behavior of living based on sufficiency economy philosophy had a higher average score for the behavior of living based on sufficiency economy philosophy than the control group and the group that participated in only one of the above contents, with a statistical significance level of 0.05.

The fact that the community youth who participated the training sessions on both psychological traits and the skills displayed a higher level of the behavior than the youth in the control group after 2 months of the session were consistent with the theory of the Tree of Ethics (Banthumnavin, 1995) which stated that people with many desirable psychological traits often possess desirable psychological traits and behaviors. It is likely that the youth received additional training session on psychological traits, so they exhibited more psychological traits, resulting in more desirable behaviors, as shown in the results of the analysis.

There are various pieces of research that are in line with this research on the effectiveness of an integrated training session on psychological traits and skills to encourage the behavior of living based on sufficiency economy philosophy among the youth in the community. For example, Puhongthong (2013) compared teacher behaviors in the 21st century, attitudes toward teaching profession, and the need for achievement among first-year student teachers and found that first-year student teachers who participated in a training session on teaching profession had higher scores of teacher behaviors, attitudes toward teaching profession, and the need for achievement than student teachers who received lecture classes without any manipulation. Chanaroj & Noklang (2022) explored the effects of behavior modelling training program on transformational leadership of recreation leadership students and found that 1) after the experiment, the experiment groups dramatically transformed in general and in the following aspects: idealistic impact, inspiration, intellectual stimulation, and consideration on individualism, with a statistical significance level of 0.05 and 2) after the experiment, the experimental groups showed more transformations in general and in the above aspects than the control group, with a statistical significance level of 0.05.

Additionally, Waranaipinit et al (2015) examined the development of training courses on virtue, ethics, discipline and responsibilities for Matthayomsuksa 1 students and found that the students had higher scores of virtuous and ethical reasoning regarding discipline and responsibilities after the training courses. Tiyarungsinkul et al (2022) investigated a training model development using game activities to
encourage teamwork behaviors of students in the institute of physical education and found that the effectiveness of the training model development to encourage teamwork behaviors of the sample was at a high level before the experiment and at the highest level after the experiment. Pattaragoranan (2013) studied the development of training package using experiential learning process to enhance the public consciousness of red cross youth volunteers and found that, after 1 months of the training, the red cross youth volunteers had a higher level of public consciousness than before the training. Dechsura (2015) explored the development of training packages on learning management skill of comprehensive sexuality education for students of the Education Faculty of Rajabhat University and found that the students who received the training had a higher level of knowledge, understanding, attitudes, and skills in learning management after the training. Pimthong (2020) examined the effectiveness of psycho-behavioral science training on promoting prosocial behavior of secondary school students and found that the students who received both sportsmanship training and moral reasoning training had a higher average score of prosocial behavior than other groups, emphasizing the effectiveness of the training.

Based on the results, relevant departments can see the benefits of the training session on psychological traits and the skills to live based on sufficiency economy philosophy. Even the training session on either of the two contents can encourage positive behaviors among the youth in the community after 2 months of the training sessions. This confirmed the effectiveness of the integrated training session.

**Recommendation for practice and policymaking**

1. An advantage of integrated training session on psychological traits and skills results in better living behavior in accordance with the Sufficiency Economy Philosophy of the youth samples in the community, after 2-month training sessions. In this regard, the living behavior according to the Sufficiency Economy Philosophy, which is a dependent variable in this research, needs time and relies on context for expression. The findings reveal that the samples have such behavior more positively especially when joining the training sessions on the psychological traits and skills in 2 aspects simultaneously. This clearly reflects effectiveness of the training session on psychological traits and skills. Therefore, this recommendation may be applied by related persons in evaluating desirable behaviors in the youth group in the community.

2. Sectors in Sub-District or the community, related to youth development in the community, should realize importance of training sessions on the psychological traits and skills along with normal
instructions. According to the research result, youths in the community who join the Integrated training session on psychological traits and skills in 2 aspects simultaneously, can develop their living behavior according to the Sufficiency Economy Philosophy, to benefit the public. Additionally, relevant organizations should consider adjusting a guideline of training sessions in different forms with integration of the psychological traits and skills, with main factors pertaining to the instruction.

3. The organization arranging training sessions should emphasize provision of assistance to participants in developing skills and psychological traits because they usually have different obstacles or situations while training. Therefore, the participants need practice suggestion and assistance. This is vital to render the training sessions to be effectively employed with the trainees.

4. Relevant people in the community should promote, support and stimulate the trainers to apply knowledge they have with youths in the community seriously. It is necessary to focus on effectiveness of the training sessions on development of youths in the community.

**Benefit of research findings**

1. Academic: 1) A training set developed in the present study can be applied to develop the psychological traits and skills, and employed in instruction to implant a desirable behavior for Thai youths in the 21st century, and to develop the Thai youths to have a suitable living behavior. This will be the foundation of a good citizen in the country. 2) The research findings increase academic knowledge related to the development of psychological traits and skills that will help the youths to avoid undesirable behaviors.

2. Social: 1) the research findings can be exercised to determine a guideline for constructing participation process in the society in promoting the living behavior in accordance with the Sufficiency Economy Philosophy for youths and 2) the result is a social index pertaining the living behavior according to the Sufficiency Economy Philosophy, at higher level.

3. Policy: 1) Related organization such as educational institutions, school, temples, public authorities in the community, municipalities and sub-district administrative organizations may provide a policy to promote the living behavior in accordance with the Sufficiency Economy Philosophy among youths. 2) The community authorities may employ the experimental result to create the community’s policy to produce smart, decent and happy youths, having the living behavior according to Sufficiency Economy Philosophy in a sustainable manner, and 3) the research fund sources should sponsor
research studies in order to create a quality integrated training session as a model for further trainings for youths in urban or rural community. It is a worthy investment because the constructed training session will be extensively published and applied.

**Recommendation for further research**

1. Further research may include an experimental group consistent with characteristics and knowledge and ability by grouping youths based on the assessment of psychological traits and skills. The program will align with more real conditions.

2. Longitudinal Study should be conducted to follow up the assessment of training sessions ongoingly by tracing changes in living behavior according to the Sufficiency Economy Philosophy of the youths in that community. This will realize development, problems, obstacles and guidelines of development of the living behavior pursuant to the Sufficiency Economy Philosophy for more successful operation. It will be a model for more systematic development of the living behavior as per the Sufficiency Economy Philosophy among youths in the community.

3. A research study should be conducted to practice this integrated training session by adding training factors such as character strengths or other essential psychological traits.

4. There should be a study regarding new trends of the concept of expression in terms of living according to the sufficiency economy philosophy of youths in the community and other samples, that may change based on social value at present.

**Bibliography**


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