



APPENDICES

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX A**The Evaluation Form on the Appropriateness of SEP Learning Model for
Farmer in Phitsanulok, Thailand**

Mrs. Sirin Simarak

Ph.D. Student of Agricultural Extension and Rural Development

Department of Agricultural Economic and Agricultural Extension, Faculty of
Agriculture, Chiang Mai University

The evaluation form No.....

..... Evaluator

Notation

1. The objective of the evaluation form is to validate the developed SEP learning model for farmer in Phitsanulok in order to examine the model validity by using confirmatory factor analysis model
2. The data from this research will be kept in secret and use for academic purpose.
3. Please mark / sign on the space which was truth or correlate to your opinion about the level of appropriateness of learning model in both main component and sub-component.
4. Fill up the message on the assigned space completely.
5. The evaluation form consist of 2 parts

Section 1 The Appropriateness on the Component of SEP Learning Model of Farmers in
Phitsanulok.

Section 2 The Recommendation About the Component of SEP Learning Model for
Farmers in Phitsanulok

Please evaluate the appropriateness of Learning model and give recommendation to improve the learning model to be more appropriate. Thank for your kindness and time for giving the information.

Mrs. Sirin Simarak

SECTION 1: The appropriateness on the component of SEP learning model for farmers in

Phitsanulok, Thailand

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
The learning model on SEP of farmers in Phitsanulok province, Thailand are 5 components including 1) Context and background of farmers 2) Content of SEP 3) Learning Process 4) Component and supporting of learning 5) The output on SEP.						
Component 1: The context and background of farmers.						
1. Sex						
2. Age						
3. Education						
4. Income						
5. Household member						
6. Family Labours						
7. Land holding						
8. Farm area						
9. Water resources						
10. Loan						
11. Social status						
12. Agricultural experience						
13. Economic crisis and living problems						
14. Stressful from outstanding debt.						
15. Existing agricultural occupation						
16. Knowledge and understanding in agricultural on SEP.						
17. Problems in farm production.						
18. Good working attitude						
19. Follow up SEP through media						

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
20. Awareness of health						
21. Awareness of drug and vices effected						
Component 2: Content of SEP						
1. Moderation means appropriately which is not too much and not too less in the dimension of action such as the production and consumption in moderate level that brings the balanced and prompt against the change.						
2. Reasonableness means the decision about the level of moderation that should be reasonable by carefully considering the cause factor and the relevant data along with the expected results which could occur from those actions.						
3. Self – immunity means the prompt preparation for the consequence and change in any aspect which would be occurred by considering the possibility of any situation that could be occurred in the sooner or later future.						
4. Knowledge conditions means overall technical knowledge to be applied in various opportunities thoroughly and carefully.						
5. Ethic conditions means knowledge together with ethnicity with the awareness of honesty, patience, intelligence, etc.						

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
Component 3: Learning process including learning principle and learning guideline management of SEP by focus on experience learning process.						
1. Learning principle on SEP.						
1.1 Importance of concept, experience through various activities.						
1.2 Reflection of experiences from observation and practices.						
1.3 Concept conclusion.						
1.4 Experimental by practice.						
1.5 Bringing knowledge into practices.						
1.6 Farmers' knowledge derived from searching and research.						
1.7 Exchange of knowledge between extension agents and farmers and among all farmers.						
1.8 Development of continuing knowledge of farmers.						
2. Learning guideline management on SEP of farmers.						
2.1 Set up learning center on SEP.						
2.2 Organize training, field trip and introduce model farmers dealing with SEP.						
2.3 Reflect the experience of model farmers to be award of introduce SEP to be agricultural practice approach.						
2.4 Encourage the farmers to be self-sufficient through producing everything for consumption to reduce expenses.						

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
2.5 Stimulate farmers to know themselves by producing family and farm accounts.						
2.6 Arouse the farmers to make understanding on integrated farming in harmony with the environment by learning from learning centers to practice on their farms.						
2.7 Encourage youth farmers to produce farm accounts so as to know their own family problems.						
2.8 Farmers and extension agents should consult one to another on various activities regularly.						
2.9 Exchange knowledge on farm problems among farmers themselves under continuing basis.						
<u>Component 4: Component Supporting Learning.</u>						
1. SEP is the speech of the King.						
2. SEP is the National Socio – Economic Plan of every organization.						
3. Supporting agents is supporting learning participation with farmers.						
4. Supporting agents creates “learning networking” on SEP with farmers.						
5. Extension agents have knowledge and understanding on SEP.						
6. Extension agents follow up the output of SEP continuously.						

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
7. Supporting budget on SEP is being continual from government sector.						
8. Presentation of SEP from mass communication is regular.						
<u>Component 5</u> The Output on SEP including the output of practices and the output on attitude.						
1. The output of practices.						
1.1 Having land and water management.						
1.2 Having diversified farming						
1.3 Having full use of family labours						
1.4 Having family and farm accounts						
1.5 Having production cost reduction						
1.6 Having medicinal plants (Herbs)						
1.7 Having backyard garden.						
1.8 Having green manure and bio – fertilizer						
1.9 Having biochemical – extracts from farm productions						
1.10 Having recycled of waste material.						
1.11 Having integrated farming.						
1.12 Having fishery in garden plot or rice field or pond for protein food and extra income.						
1.13 Having a hen farm for food in family by using farm production waste and scraps vegetable.						
1.14 Awareness of natural resource and environment and sustainable use.						
1.15 Indigenous and modern technology use.						

The components of SEP learning model of farmers	The level about an appropriate of SEP learning model					Recommended
	the most	much	averagely	a few	least	
1.16 Mutual help and healthy networking.						
1.17 Income increase, expenditure reduction and saving.						
2. The output on attitude.						
2.1 Having good consciousness.						
2.2 Having discipline and responsibility.						
2.3 Following regulations of each religion and culture.						
2.4 Being honest.						
2.5 Having passion, mercy and sacrificed.						
2.6 Having democratic spirit.						
2.7 Able to work with the others happily.						
2.8 Able to classify reasonably and having concept.						
2.9 Able to decide which is right or wrong.						
2.10 Having initiatives and aspirations.						
2.11 Able to connect and manage "holistic" body of knowledge.						
2.12 Having leadership ability.						
2.13 Being a modern person and able to catch up with technology.						
2.14 Being healthy both body and mind.						
2.15 Having good human relations.						
2.16 Being independent without doing evil.						
2.17 Able to take care of oneself.						
2.18 Being enthusiastic.						
2.19 Able to develop themselves.						

SECTION 2: The Recommendation about the Component of SEP Learning Model of Farmers in Phitsanulok.

1. The recommendation in the context and background of farmer to the SEP learning of farmers.

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2. The recommendation in SEP content to farmers' learning.

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3. The recommendation in learning process to SEP learning of farmers.

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4. The recommendation in component supporting learning to SEP learning of farmers.

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5. The recommendation in the SEP learning output of farmers.

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Signature ()

APPENDIX B

The Questionnaire on the SEP Learning Model of Farmer in Phitsanulok, Thailand

Mrs. Sirin Simarak

Ph.D. student of agricultural extension and Rural Development

Department of Agricultural Economic and Agricultural Extension, Faculty of Agriculture,

Chiang Mai University

The questionnaire No.....

..... Address

Notation

1. The objective of questionnaire is used in order to study of the factors affecting SEP learning output of farmer.
2. Please kindly answer the questionnaire according the real fact. The data obtained will be kept secretly and used for research only.
3. Please mark / sign on the space which was truth or correlate to your opinion in each components of SEP learning model
4. Please fill up the message on the assigned space completely
5. The questionnaire divided into 6 sections

Section 1 The Context and Background of Farmers

Section 2 The SEP Content.

Section 3 The Learning Process: Principles and Guideline in SEP Learning Management by Using Experience and Supporting for Self Learning.

Section 4 Components and Supporting Factor in Learning SEP of Farmers

Section 5 The SEP Learning Output of Farmer in Practical and Attitude.

Section 6 The Recommendation on SEP Learning Model for Farmers in Phitsanulok, Thailand.

Thank you for your kind cooperation in answering the questions and providing your useful opinion.

Section 1: Context and Background of Farmers.

1. Basic information about socio – economic condition of farmers

- 1) Sex 1. Male 2. Female
- 2) Age years
- 3) Education
1. Uneducated 2. Primary school
3. High school 4. Bachelor degree
5. Other
- 4) Religion
1. Buddhist 2. Christian
3. Islam 4. Hindu
5. Other
- 5) Social status
1. Village head
2. Sub-district
3. Dean of District Administration Organization
4. Member of District Administration Organization
5. Leader of group.....
6. Member of group.....
7. Villager
- 6) Number of household memberspersons
- 7) Number of family laborsperson
- 8) Agricultural experience.....years
- 9) Land holding
1. Own land for all 2. Rent some part of land
3. Rent for all 4. Take possession of land

- 10) The size of land holding..... Rai.
- 10.1) The size of farm land Rai, specify
- 10.1.1) Fruits..... Rai
Identify.....
- 10.1.2) Vegetable Rai
Identify.....
- 10.1.3) Crops Rai
Identify.....
- 10.1.4) Flowers Rai
Identify.....
- 10.1.5) Livestocks Rai
Identify.....
- 10.1.6) Fishery Rai
Identify.....
- 10.1.7) Rice Rai
Identify.....
- 10.2) Residential area Rai
- 10.3) Space utilization..... Rai
- 10.4) Other..... Rai
- 11) Income (2010) Baht/year
- 11.1) Agricultural income Baht
- 11.2) Non – agricultural income..... Baht
- 12) Have you ever loan or not
 1. Ever 2. Never
 How much (current debt) Baht
- 13) Water resource (you can choose more than 1 choice)
 1. Irrigation water 2. Rain water
 3. Ground water 4. The river and canal

Farmers Attitude	The influence of learning				
	the most	much	averagely	a few	least
1. Economic crisis and living problem					
2. Awareness of health					
3. Awareness of drugs and vices effected					
4. Existing agricultural occupation					
5. Knowledge and understanding in agricultural on SEP					
6. Good working attitude					
7. Follow up SEP through media					
8. Regular training and study tour					
9. Religion practices					

Section 2 The SEP Content.

SEP Content	The influence of learning				
	the most	much	averagely	a few	least
6. Moderation means appropriately which is not too much and not too less in the dimension of action such as the production and consumption in moderate level that brings the balanced and prompt against the change.					
7. Reasonableness means the decision about the level of moderation that should be reasonable by carefully considering the cause factor and the relevant data along with the expected results which could occur from those actions.					
8. Self – immunity means the prompt preparation for the consequence and change in any aspect which would be occurred by considering the possibility of any situation that could be occurred in the sooner or later future.					
9. Knowledge conditions means overall technical knowledge to be applied in various opportunities thoroughly and carefully.					
10. Ethic conditions means knowledge together with ethnicity with the awareness of honesty, patience, intelligence, etc.					

Section 3 The Learning Process: Principles and Guideline in SEP Learning Management by Using Experience and Supporting for Self Learning.

SEP Learning Process	The influence of learning				
	the most	much	averagely	a few	least
1. Learning principle on SEP					
1.1 Importance of concept, experience through various activities					
1.2 Reflection of experiences from observation and practices					
1.3 Concept conclusion					
1.4 Experimental by practice					
1.5 Bringing knowledge into practices					
1.6 Farmers' knowledge derived from searching and research					
1.7 Exchange of knowledge between extension agents and farmers and among all farmers					
1.8 Development of continuing knowledge of farmers					
2. Learning guideline management on SEP of farmers					
2.1 Set up learning center on SEP					
2.2 Organize training, field trip and introduce model farmers dealing with SEP					
2.3 Reflect the experience of model farmers to be award of introduce SEP to be agricultural practice approach					
2.4 Encourage the farmers to be self – sufficient through producing everything for consumption to reduce expenses					
2.5 Stimulate farmers to know themselves by producing family and farm accounts					
2.6 Arouse the farmers to make understanding on integrated farming in harmony with the environment by learning from learning centers to practice on their farms					
2.7 Encourage youth farmers to produce farm accounts so as to know their own family problems					
2.8 Farmers and extension agents should consult one to another on various activities regularly					
2.9 Exchange knowledge on farm problems among farmers themselves under continuing basis					

Section 4 Components Supporting Learning of Farmer.

Components Supporting Learning of Farmer	The influence of learning				
	the most	much	averagely	a few	least
1. SEP is the speech of the King					
2. SEP is the National Socio – Economic Plan of every organization					
3. Supporting agents is supporting learning participation with farmers					
4. Supporting agents creates “learning networking” on SEP with farmers					
5. Extension agents have knowledge and understanding on SEP					
6. Extension agents follow up the output of SEP continuously					
7. Supporting budget on SEP is being continual from government sector					
8. Presentation of SEP from mass communication is regular					

Section 5 The SEP Learning Output of Farmer in Practical and Attitude.

SEP Learning Output	Level of learning				
	the most	much	averagely	a few	least
1. The output of practices					
1.1 Having land and water management					
1.2 Having full use of family labors					
1.3 Having family and farm accounts					
1.4 Having diversified farming					
1.5 Having production cost reduction					
1.6 Having medicinal plants					
1.7 Having backyard garden					
1.8 Having green manure and bio – fertilizer					
1.9 Having bio – extracts from farm productions					
1.10 Awareness of natural resource and environment and sustainable use					

SEP Learning Output	Level of learning				
	the most	much	averagely	a few	least
1.11 Indigenous and modern technology use					
1.12 Mutual help and healthy networking					
1.13 Income increase, expenditure reduction and saving					
2. The output on attitude					
2.1 Having good consciousness					
2.2 Having discipline and responsibility					
2.3 Following regulations of each religion and culture					
2.4 Being honest – OUT2.4					
2.5 Having passion, mercy and sacrificed					
2.6 Having democratic spirit					
2.7 Able to work with the others happily					
2.8 Able to classify reasonably and having concept					
2.9 Able to decide which is right or wrong					
2.10 Having initiatives and aspirations					
2.11 Able to connect and manage “holistic” body of knowledge					
2.12 Having leadership ability					
2.13 Being a modern person and able to catch up with technology					
2.14 Being healthy both body and mind					
2.15 Having good human relations					
2.16 Being independent without doing evil					
2.17 Able to take care of oneself					
2.18 Being enthusiastic					
2.19 Able to develop themselves					

Section 6: The Recommendation of Farmers on SEP Learning Model of farmers in Phitsanulok, Thailand.

6. The recommendation of farmer in the context and background of farmer to the SEP learning of farmers.

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7. The recommendation of farmer in SEP content to farmers' learning

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8. The recommendation of farmers in learning process to SEP learning of farmers.

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9. The recommendation of farmer in component and supporting factor in SEP learning of farmers

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10. The recommendation of farmer in the output of SEP learning of farmers

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APPENDIX C

The Reliability Analysis of Research Instrument

RELIABILITY ANALYSIS - SCALE (ALPHA)

1.	ATTI1	Economic crisis and living problem
2.	ATTI2	Awareness of health
3.	ATTI3	Awareness of drugs and vices effected
4.	ATTI4	Existing agricultural occupation
5.	ATTI5	Knowledge and understanding in agricultural on SEP
6.	ATTI6	Good working attitude
7.	ATTI7	Follow up SEP through media
8.	ATTI8	Regular training and study tour
9.	ATTI9	Religion practices
10.	CONTENT1	Moderation
11.	CONTENT2	Reasonableness
12.	CONTENT3	Self - immunity
13.	CONTENT4	Knowledge conditions
14.	CONTENT5	Ethic conditions
15.	PROC1.1	Importance of concept, experience through various activities
16.	PROC1.2	Reflection of experiences from observation and practices
17.	PROC1.3	Concept conclusion
18.	PROC1.4	Experimental by practice
19.	PROC1.5	Farmers' knowledge derived from searching and research
20.	PROC1.6	Bringing knowledge into practices
21.	PROC1.7	Exchange of knowledge between extension agents and farmers
22.	PROC1.8	Development of continuing knowledge of farmers
23.	PROC2.1	Set up learning center on SEP
24.	PROC2.2	Organize training, field trip and introduce model farmers
25.	PROC2.3	Reflect the experience of model farmers
26.	PROC2.4	Encourage the farmers to be self - sufficient
27.	PROC2.5	Stimulate farmers to know themselves
28.	PROC2.6	Arouse the farmers to make understanding on integrated
29.	PROC2.7	Encourage youth farmers to produce farm accounts
30.	PROC2.8	Farmers and extension agents should consult one to another
31.	PROC2.9	Exchange knowledge on farm problems among farmers themselves
32.	COMP1	SEP is the speech of the King
33.	COMP2	SEP is the National Socio - Economic Plan of every
34.	COMP3	Supporting agents is supporting learning participation with
35.	COMP4	Supporting agents creates "learning networking"
36.	COMP5	Extension agents have knowledge and understanding on SEP
37.	COMP6	Extension agents follow up the output of SEP continuously
38.	COMP7	Supporting budget on SEP is being continual
39.	COMP8	Presentation of SEP from mass communication is regular
40.	OUT1.1	Having land and water management
41.	OUT1.2	Having full use of family labours

42.	OUT1.3	Having family and farm accounts
43.	OUT1.4	Having diversified farming
44.	OUT1.5	Having production cost reduction
45.	OUT1.6	Having medicinal plants
46.	OUT1.7	Having backyard garden
47.	OUT1.8	Having green manure and bio - fertilizer
48.	OUT1.9	Having bio - extracts from farm productions
49.	OUT1.10	Awareness of natural resource and environment
50.	OUT1.11	Indigenous and modern technology use
51.	OUT1.12	Mutual help and healthy networking
52.	OUT1.13	Income increase, expenditure reduction and saving
53.	OUT2.1	Having good consciousness
54.	OUT2.2	Having discipline and responsibility
55.	OUT2.3	Following regulations of each religion and culture
56.	OUT2.4	Being honest
57.	OUT2.5	Having passion, mercy and scarified
58.	OUT2.6	Having democratic spirit
59.	OUT2.7	Able to work with the others happily
60.	OUT2.8	Able to classify reasonably and having concept
61.	OUT2.9	Able to decide which is right or wrong
62.	OUT2.10	Having initiatives and aspirations
63.	OUT2.11	Able to connect and manage "holistic" body of knowledge
64.	OUT2.12	Having leadership ability
65.	OUT2.13	Being a modern person and able to catch up with technology
66.	OUT2.14	Being healthy both body and mind
67.	OUT2.15	Having good human relations
68.	OUT2.16	Being independent without doing evil
69.	OUT2.17	Able to take care of oneself
70.	OUT2.18	Being enthusiastic
71.	OUT2.19	Able to develop themselves

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
ATTI1	270.2500	886.9342	.3386	.9706
ATTI2	269.8000	881.2211	.6089	.9698
ATTI3	270.0500	894.0500	.3184	.9704
ATTI4	269.7500	886.3026	.5030	.9700
ATTI5	269.7000	878.9579	.7095	.9696
ATTI6	269.6000	884.4632	.6338	.9698
ATTI7	269.6500	880.4500	.6256	.9697
ATTI8	269.6000	885.3053	.6101	.9698
ATTI9	269.5500	874.4711	.7605	.9694
CONTENT1	270.0000	886.5263	.5758	.9699
CONTENT2	269.8000	876.9053	.6464	.9697
CONTENT3	269.9500	891.5237	.3148	.9705
CONTENT4	270.1000	886.2000	.5849	.9698
CONTENT5	269.7000	874.6421	.6725	.9696
PROC1.1	269.8500	875.6079	.7261	.9695
PROC1.2	269.9500	883.5237	.5844	.9698
PROC1.3	269.9500	880.3658	.6636	.9697
PROC1.4	269.7000	871.6947	.7350	.9694
PROC1.5	269.7000	868.4316	.7451	.9694
PROC1.6	269.8500	871.5026	.8227	.9693
PROC1.7	270.0000	874.1053	.8144	.9694
PROC1.8	269.8000	876.9053	.8015	.9694
PROC2.1	269.7500	887.2500	.4799	.9700
PROC2.2	269.7000	889.0632	.4053	.9702
PROC2.3	269.5500	875.4184	.7380	.9695
PROC2.4	269.7500	867.2500	.8799	.9691
PROC2.5	269.6000	883.0947	.5310	.9699
PROC2.6	269.6500	880.6605	.6984	.9696
PROC2.7	269.9000	870.0947	.7122	.9695
PROC2.8	269.5500	886.6816	.4727	.9701
PROC2.9	269.5500	890.2605	.4377	.9701
COMP1	269.6000	876.9895	.7421	.9695
COMP2	269.6500	872.5553	.7400	.9694
COMP3	269.6000	882.1474	.5057	.9700
COMP4	269.6500	878.1342	.5696	.9699
COMP5	269.7500	879.0395	.5644	.9699
COMP6	269.8000	888.6947	.3124	.9706
COMP7	269.4000	891.6211	.2917	.9706
COMP8	269.7000	874.6421	.6725	.9696
OUT1.1	269.7000	874.5368	.6246	.9697
OUT1.2	269.6500	873.3974	.6197	.9697

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
OUT1.3	270.0000	895.7895	.1936	.9709
OUT1.4	269.7000	893.4842	.3932	.9702
OUT1.5	269.8000	881.9579	.5364	.9699
OUT1.6	269.8000	895.2211	.2775	.9705
OUT1.7	269.6000	883.8316	.5716	.9698
OUT1.8	269.6000	890.2526	.3134	.9705
OUT1.9	269.7500	886.9342	.3734	.9704
OUT1.10	269.6000	884.8842	.4161	.9703
OUT1.11	269.8500	892.3447	.3784	.9702
OUT1.12	269.4000	883.5158	.5934	.9698
OUT1.13	269.6000	900.3579	.1330	.9709
OUT2.1	269.6500	882.5553	.6479	.9697
OUT2.2	269.7000	874.3263	.8281	.9693
OUT2.3	269.4500	876.0500	.7307	.9695
OUT2.4	269.2000	891.5368	.5425	.9700
OUT2.5	269.3500	884.0289	.5040	.9700
OUT2.6	269.4000	887.2000	.5742	.9699
OUT2.7	269.4500	889.4184	.4658	.9701
OUT2.8	269.7500	882.6184	.6734	.9697
OUT2.9	269.5500	885.7342	.5560	.9699
OUT2.10	269.6000	882.2526	.6961	.9696
OUT2.11	269.7500	884.4079	.5494	.9699
OUT2.12	269.7000	878.9579	.5812	.9698
OUT2.13	269.9500	880.3658	.4727	.9701
OUT2.14	269.5000	880.2632	.6604	.9697
OUT2.15	269.6500	877.2921	.7009	.9696
OUT2.16	269.7000	893.2737	.3098	.9704
OUT2.17	269.6500	880.8711	.6928	.9696
OUT2.18	269.5500	896.3658	.3253	.9703
OUT2.19	269.4500	878.0500	.6828	.9696

Reliability Coefficients

N of Cases = 20.0

N of Items = 71

Alpha = .9703

CURRICULUM VITAE

Name	Mrs. Sirin Simarak
Date of birth	January 07, 1975
Academic background	1993-1996 B.S. (Plant Pathology), Chiang Mai University, Chiang Mai, Thailand 2004-2007 M.S. (Agricultural Extension), Chiang Mai University, Chiang Mai, Thailand
Scholarship	2006 Post graduated funded by Rajamangala University of Technology Lanna 2008 Post graduated research funded by Graduate School of Chiang Mai University
Experience	2000 Lecturer of faculty of The Sciences and Agricultural Technology, Rajamangala University of Technology Lanna, Phitsanulok