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## States and needs of information and digital knowledge access training in government services in Satun province, Thailand

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### Abstract

This research aimed to study the state and needs of information and digital knowledge access training. The research was conducted using a mixed method with in-depth interviews. Digital literacy training is an important issue for reducing inequality in access to information and digital knowledge, which is important to living, occupation, and basic rights. A group discussion of 30 people and a questionnaire with a group of 405 people were used in urban-style communities and rural-style communities. They were in the community area, aged from 20 to 59 years old, and recruited with a specific method according to the rural-urban continuum model by Dewey. Data were analyzed by content-based synthesis according to the classification approach and statistical methods. It was found that (1) current states of accessing information and digital knowledge are problematic in terms of access to signals, networks, and the management of community leaders. Overall, the state of information and digital knowledge access was at a moderate level. (2) For training needs, it was found that there was unstable and unequal access and disparity in all areas. What is needed is to support the reduction of inequality in access to information and knowledge by involving all agencies in creating a training curriculum. Overall, the attitudes and demands for accessibility training were at a moderate level. The result can be used as a guideline regarding cooperation among local government agencies to participate in analyzing conditions, problems, and needs in accessing information and digital knowledge according to the basic rights of the people.

**Keywords:** Communities in Satun province, Digital divide, Digital literacy, Government service, Inequality, Information and digital knowledge, Knowledge accessing, Social welfare, States and needs for training.

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**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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## 1. Introduction

Reducing social inequality and creating opportunities for access to government services is the main policy to reduce the gap between government agencies and people. Inequality in society is one of the causes of conflict and unfairness, which will affect lives and cause trouble for the people of the country. The inequality of government services results in disparities in access to information and digital knowledge.

Digital technology is an important tool in enhancing operational processes, helping to create fairness and equality in accessing services, and examining the operational processes of the government sector. As a result, it affects the process of creating a space in the form of a civil society meeting. Government or government agencies try to control the level and permission of internet and information access [1]. Therefore, governments and international organizations have begun to encourage disadvantaged groups to have the skills and knowledge to use digital technology to support the entrance to an information society [2]. Nevertheless, an information or knowledge-based society also creates problems [3]. A major problem in a knowledge society is inequality in accessing information and digital knowledge, which may be affected by receiving services from the government sector, digital technology Infrastructure, economic costs, skills, knowledge, awareness, and acceptance or perceptions of individuals or groups of people in the community or society, etc.

As a result of the spread of modern technology, there is a disparity in information and digital knowledge access or digital exclusion among people in Satun province, which is an overall 9.41 percent [4]. This is due to the nature of rural, urban, and urban-rural communities. This is consistent with the research of Kongpradit [5] regarding a study on training to reduce inequality in accessing information and digital literacy in political aspects of communities in the eastern region. It was found that the inequality in accessing information and digital literacy was due to economic differences. As a result, people in society were alienated. Knowledge barriers arose and resulted in inequality in accessing information and digital knowledge.

However, information and communication technology infrastructure and existing socio-economic costs can lead to new technology to reduce disparities in communities' access to information and digital literacy in political aspects. New media literacy is especially important for effective use. This will lead to digital inclusion and increase caution in communication. The relationship between information, knowledge, and power is linked to digital technology [6]. This relationship adds value to information and knowledge. Not only creating great benefits but also powerful information creates impacts and challenges, as it could be used in terms of creating bargaining power in business competition. At the same time, information and knowledge that is not analyzed effectively would affect the context of a knowledge-based society [7] due to the enormous increase in information and knowledge daily. An important process is managing information systematically. It could be enhanced by emphasizing the process of exploring the status of skills, cognition, needs, construct, process, dissemination, and transmission with the concept that "information and knowledge is power," that is, having good and valuable information within the organization will help the organization to use it for the benefit of competition, bargaining with external organizations, or using it for business purposes effectively [8].

It is important to focus on community or social practices urgently. This could also support and encourage people to gain knowledge and skills sufficient for life's necessities and fundamental rights. People should receive knowledge effectively, be immune from cyber threats and information, and strengthen local organizations [9]. Additionally, Ferreira, et al. [10] proposed digital information and knowledge services to encourage people to get more information in the community. There must be an exchange of experiences and surveys of the states of knowledge and needs of information and knowledge from each other. This led to reflection on the desire to learn and the recognition of obstacles and common problems for people in the community to receive information content appropriate to the context of the area and lifestyle.

Reflection and demand for information access and digital literacy training in government service aspects: a case study of a community in Satun Province will be able to help people in communities with high inequality [4] access information services and digital knowledge of the government sector. However, it is not yet ready in terms of equipment, tools, or infrastructure for digital technology. But people still have ties in the form of kinship and trust in information and knowledge from people who are accepted and respected at the community level, which can lead to a reflection of research, conditions, and needs for information and digital knowledge access in government services in Satun communities.

According to the study and review of research related to states and the needs for information and digital knowledge access training in the southern region's government service, there was still no study on this issue.

In addition, to make the selection of research sites more accurate, the researchers examined and confirmed spatial data on the inequality of access to government services in Satun Province from the targeted human development data management system [4] to facilitate the collection of appropriate data. Moreover, to gain an understanding of the point of view, see the knowledge gap, and build an understanding of the study of spatial contexts on conditions and requirements for information access and digital literacy training in government services, a case study of a community in Satun province would lead to expanding the scope of information and digital knowledge access regarding service aspects of the government sector.

Therefore, from the causes and necessities mentioned above, the researchers were interested in studying and analyzing the gaps in the problems of access and the needs for training to information and digital knowledge on government services of the people in communities in Satun province. The results of such research are expected to lead to guidelines for involving people from relevant local government agencies or communities to analyze conditions, problems, and needs. Further, it is expected to show the way that leads to training or the development of digital skills courses to provide knowledge and understanding that is accurate and appropriate according to the area's context and the people's needs. In the long run, it will raise awareness, expose people to accurate information, and ease daily access to information and digital



knowledge. Ultimately, the course will help people decide how to use information, have the skills to use digital technology creatively for the benefit of the community, not fall for online scams, and not cause trouble to themselves or others.

## **2. Objectives**

To study states about information and digital knowledge access in government services for people in Satun Province.

To study the need for training on access to information and digital literacy in government services for people in Satun Province.

## **3. Research Methodology**

This mixed-methods research uses qualitative research methods with in-depth interviews and a focus group and quantitative research methods with a questionnaire to verify and confirm the data with statistical values.

### *3.1. Target Group and Population*

The researchers defined the concept and characteristics of the area and community of the population as follows:

#### *3.1.1. Selecting the Target Area*

The researchers divided the area into 2 areas according to Dewey's rural-urban continuum model [11]; (1) Manang district as a rural area, and (2) Mueang Satun district as an urban area. The criteria for classifying urban and rural areas are to consider the size of the population, density-to-population ratio, area boundaries (outside the city or municipal area), economic factors (cost of living and income), career, and cultural changes.

#### *3.1.2. Selecting the Target Communities*

According to the guidelines of Armenta, et al. [12]; Agnew and Ripper [13] and Bach, et al. [14] the researchers employed the following criteria to select the target communities: (1) having the government sector provide services and support, such as sub-district administrative, schools, or volunteers in technology-based areas, etc. (2) having digital technology infrastructure for communication (3) having effective wireless devices and bandwidth; and (4) having participation at the foundation level, such as attending meetings, training at the community level, etc., together with checking and confirming spatial data on inequality in accessing government services in Satun Province from the targeted human development data management system [4].

#### *3.1.3. Qualitative Research*

The researchers recruited 30 participants according to the criteria of voluntary.

#### *3.1.4. Quantitative Research*

The researchers recruited 405 participants according to the criteria of voluntary.

### *3.2. Research Instruments Consist of*

#### *3.2.1. Semi-Structured Interview*

A set of this protocol was divided into 4 parts:

Part 1: Information about the characteristics of key informants, totaling 8 issues.

Part 2: Opinions and feelings about the use of digital technology to access information and knowledge, totaling 6 issues.

Part 3: Training needs, totaling 11 issues. This led to the design and development of training course content to reduce the disparity in access to information and digital literacy in government services, a case study of Satun community.

Part 4: Other issues. The participants could make suggestions about curriculum content.

#### *3.2.2. A Questionnaire*

A set of this questionnaire was divided into 4 parts:

Part 1: General Information. It is a multiple-choice question format consisting of 6 items, namely gender, age, religion, education, income, and family status.

Part 2: State of access to information and digital literacy in government services. It is a 5-scale evaluation form totaling 29 items. This part consisted of (1) 9 items on problems in the management of government sectors and staff, (2) 10 items on problems in knowledge, understanding, and skills, and (3) 10 items on problems in community information technology management.

Part 3: Attitudes and needs for training on information and digital knowledge access in government services. It is a 5-scale evaluation form with 51 items. It consisted of (1) 9 items regarding needs in information, (2) 10 items regarding knowledge and experience in information access, (3) 10 items regarding tools, facilities, and technologies for accessing information, (4) 10 items regarding the source of government information services that people search for and access, and (5) 12 items regarding community.

Part 4: An open-ended question for gathering opinions and suggestions about the state of information and digital knowledge access in the government service aspect.

The 5-rating scale and the interpretation criteria, mean, and behavioral level expressing opinions, attitudes, and needs are as follows:



The opinions, attitudes and needs level expressing	Score
The highest level of opinions, attitudes and needs expressing	5
The high level of opinions, attitudes and needs expressing	4
The moderate of opinions, attitudes and needs expressing	3
The low of opinions, attitudes and needs expressing	2
The poor of opinions, attitudes and needs expressing	1

The criteria for interpreting the mean of behavioral levels that express opinions, attitudes and needs are as follows [15]:

The average score of 4.51-5.00 indicated opinions, attitudes and needs expressing at the highest level.

The average score of 3.51-4.50 indicated opinions, attitudes and needs expressing at high level.

The average score of 2.51-3.50 indicated opinions, attitudes and needs expressing at moderate level.

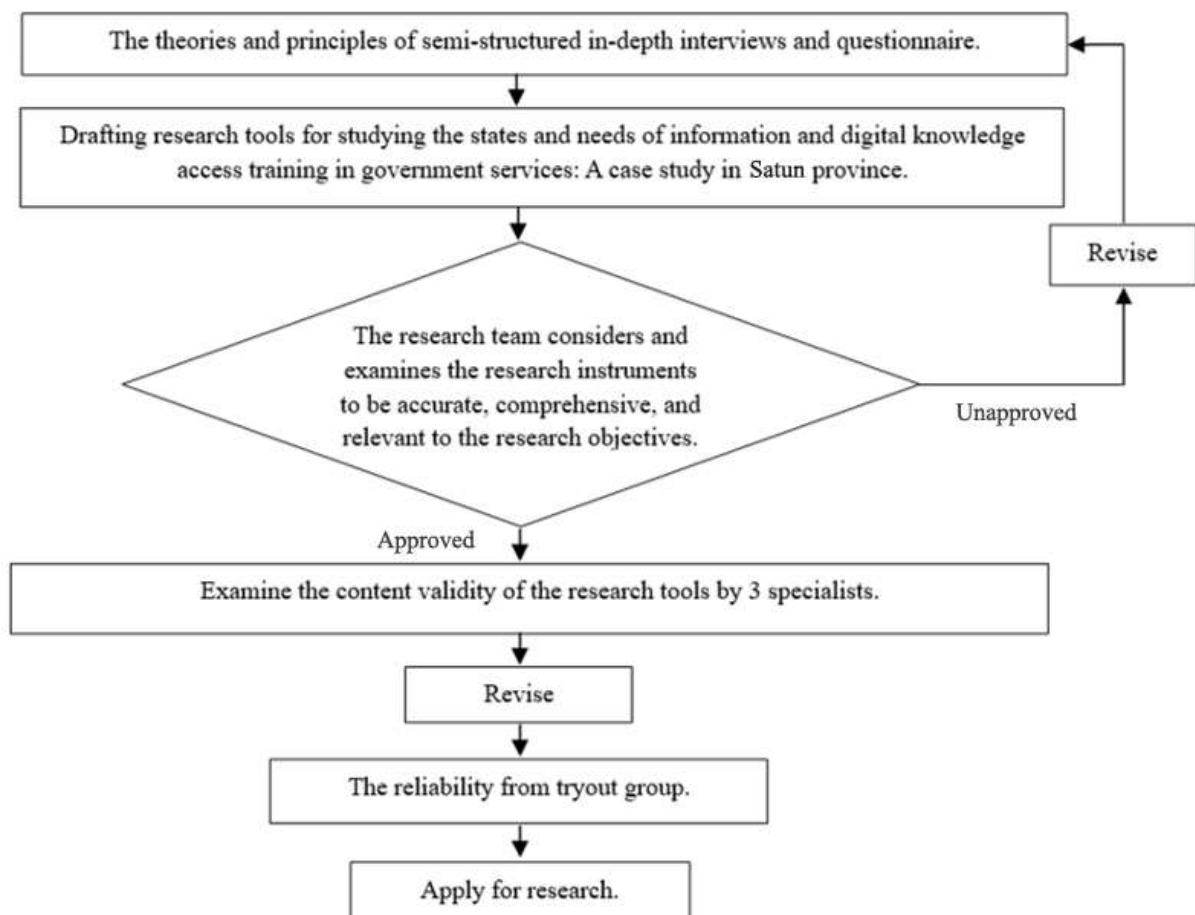
The average score of 1.51-2.50 indicated the opinions, attitudes and needs expressing at low level.

The average score of 1.00-1.50 indicated the opinions, attitudes and needs expressing at poor level.

### 3.2.3. Validity of Semi-Structured Interview Questions and a Questionnaire

The researchers asked 3 experts to review the semi-structured interviews and a questionnaire for content validity based on the IOC (Index of Congruence) concept. The IOC results showed that most questions have IOC values from 0.6 to 1. After that, the researchers proceeded to improve the questions according to the experts' recommendations regarding question clarity, use of language, posture, tone, and the order of questions.

The researchers piloted a semi-structured interview protocol and a questionnaire with 30 people in La-ngu District who received services from government agencies in Satun Province. The Cronbach alpha coefficient evaluated the reliability of parts 2 and 3 of the questionnaire. The results were 0.88 and 0.81, respectively. For the semi-structured interview issues, the researchers improved clarity, questions, use of language, posture, tone of voice, and the order of questions according to the pilot group's feedback before being used in further research. They followed the steps shown in Figure 1. During the construction of the research tools.



**Figure 1.**

Flowchart of the tool construction process, apply.

Source: Kaewsuwan and Kajornkasirat [16].

### 3.3. Data Collection

The present study applied mixed-method research to examine a social phenomenon, with an emphasis on data regarding insiders' thoughts, perspectives, and opinions [17]. The researchers collected data by interviewing 30 people with the semi-structured interview protocol and distributing the questionnaire to 405 people in person. Also, the researchers



asked permission to collect data from community leaders and administrative agencies in Muang and Manang Districts. The researchers collected data from October to November 2021, totaling 1 month. Information was obtained from interviews and the return of the questionnaire, accounting for 100%.

**Field data collection:** field data began when the researcher contacted and made an appointment with key informants for an interview. The researcher explained the objective of the data collection and data use and ensured anonymity and confidentiality so that the informants would be willing to cooperate in the data collection. Before the start of the interviews and questionnaire responses, the researcher asked for permission to audio-record, and data collection based on the interview guide commenced. After data regarding the informants' demographic characteristics were collected, the researcher asked questions about the states of information and digital knowledge access in government services, the need for training courses on information and digital knowledge access in government services, and the problem of digital knowledge assessment. This process continued until data saturation was achieved. The researcher took notes on prominent issues and observed the informants' behaviors, gestures, and facial expressions during interviews [17]. The interviews lasted from 45 minutes to 1 hour.

### 3.4. Data Analysis

The analysis was divided into two parts:

**The semi-structured interview.** The data was analyzed by content synthesis of main and secondary concepts according to the classification approach on the issue of states of information and digital knowledge access in government service.

**Questionnaire.** In Part 1, General Information, the data was analyzed using frequency and percentage. In Part 2, State of information access and digital literacy in government service aspect, and Part 3, Attitudes and needs for training in information access and digital literacy in the government service aspect, the data were analyzed using the mean ( $\bar{x}$ ) and standard deviation (SD) by aspects and overall.

### 3.5. Human Research Ethics

This research project was approved by the Human Research Ethics Committee at Prince of Songkhla University. The research project code is psu.pn.2-057/64, granted on July 6, 2021. The researcher included an information sheet on the first page of the semi-structured interview and questionnaire. Data were collected only from those who signed an informed consent form indicating their willingness to participate in the study. The data collected in this study were then comprehensively analyzed as anonymized group data, solely for academic purposes.

### 3.6. Symbols used in Data Analysis

N is the number of people in the sample.

$\bar{x}$  is the mean.

SD is the standard deviation.

## 4. Results

### 4.1. States of Information Access and Digital Knowledge in Government Service Aspect

States of information and digital knowledge access in government services can be divided into 4 issues as follows:

**Information technology management of the community.** Both case study areas in Satun Province portrayed interesting results. Mueang district is an area with good network access because there are mobile and internet networks, but some parts show insufficient access since there are no electronic devices used for information access. While Manang District is a plateau area, signal access is not covered, along with the lack of devices. As a result, the Manang District can access less information and government services related to technology.

**Management of government agencies and officers.** Local agencies are trying to solve the problem of signal access both upstream and downstream, including problems at the source. Local agencies, such as district offices, and subdistrict offices had requested a signal extension for greater public access. Further, to increase people's awareness, community leaders will frequently announce via the public address system regarding news from government agencies, activities, and projects at the community, sub-district, district, or provincial levels.

**Support from community leaders and government agencies.** It was found that government agencies and the community have adapted tools to access information, such as announcements in new communication channels, including using the 'LINE' application or various social network channels. During the COVID-19 pandemic, people were interested in accessing information through online communities or new communication channels such as village health volunteers, community learning centers, etc.

The expectation is to receive support in using digital technology to access information and knowledge from community leaders and related agencies. It was found that people had expectations regarding mobile networks or internet network coverage. The signal was not stable, even though there were sufficient electronic devices to access online services. There was a suggestion to provide a free internet spot in the middle of the village so that people would be able to use it for online transactions. According to reflections on the problem of the public address system, people in some areas did not hear announcements when it came to publicity. It was suggested to provide speakers in every alley.

### 4.2. States of Information and Digital Knowledge Access in Government Services

The overall results from the quantitative study revealed that information and digital knowledge access in government services are as follows:



**Table 1.**

Presents the study's overall results of access to information and digital literacy in government services.

States of information and digital knowledge access	Access state (n = 405)		
	$\bar{x}$	SD	Interpret
1. Problems in information technology management of the community.	3.21	0.78	Moderate
2. Problems in knowledge, understanding, and skill.	3.28	0.76	Moderate
3. Problems in the management of agencies and government officers.	3.02	0.86	Moderate
Average total.	3.17	0.80	Moderate

In Table 1, it was found that the overall state of information and digital knowledge access in government services was at a moderate level ( $\bar{x} = 3.17$ ). When considering each aspect, it was at a moderate level, with the problems in knowledge, understanding, and skills at the highest mean values. ( $\bar{x} = 3.28$ ), followed by the problem of community information technology management ( $\bar{x} = 3.21$ ) and problems in the management of agencies and government officials ( $\bar{x} = 3.02$ ), respectively.

#### 4.3. The Needs for Training Courses on Information and Digital Knowledge Access in Government Services

The results of the qualitative study revealed that:

Training needs. People had uneven access in all areas, and it may be due to their inability to access the service or government information, which would affect their own benefits as follows:

Importance, necessity, and inequality in accessing information and digital knowledge. The community valued communication channels to access information, such as women's groups and volunteer groups using the Line application to communicate, municipality groups using Zoom for community meetings, and people using the Morprompt app to register for the COVID-19 vaccination. This technology is used to access benefits, basic welfare, or basic services such as booking a driver's license test queue, showing proof of vaccination to visit different places, etc. It can be divided into 2 parts as follows:

1) The importance and necessity of people's access to information, knowledge, and services can be divided into 3 issues as follows: (1) accessing information. This directly affected people in the community in terms of economic status, income, education, etc. Also, perceiving or not perceiving community-related information is directly related to being at the social level of the people because they lose their rights or miss an important opportunity in life (2) accessing knowledge. When there is an unexpected situation, such as the spread of the COVID-19 situation, the patient care system known as home isolation is essential for people to know how to cope with the pandemic, have self-care, have access to resources for self-care, and (3) have channels to receive services from the government. It is for the basic welfare of the Thai people that they should receive services because it helps reduce inequality and discrimination for all users.

2) Factors contributing to inequality in information and digital knowledge access in government services. Various contributing factors that caused inequality came from differences in basic foundations, such as income, family, education, etc., and can be analyzed in four aspects: (1) Family background. It is an important foundation for inequality. In the community area, there were families with different characteristics. There may be many family members or people who live alone. There were also groups of disadvantaged children in the community. This contributed to unfair, unequal, and discriminatory access to information or government services. (2) Education. There were difficulties in entering the education system because children who were keen to learn and gain experience lacked education opportunities. There are online services such as online learning, financial transactions, etc. (3) Networking system. Lack of coverage in some areas affected the lives of people in the community and visitors, such as tourists that came into the area. If there were accidents or disasters, insufficient internet networks may cause the loss of getting help from related organizations, and (4) Community leaders. Community leaders at the sub-district level, such as municipalities, village headmen, or village headmen, worked for their own benefits rather than for the communities. Therefore, this negligence caused inequality.

Support for reducing inequality. This consists of (1) processes and methods that can alleviate or reduce inequality. There were collaborations between the government agencies and people by having a community development plan meeting yearly to do activities such as installing closed-circuit television (CCTV) cameras or requesting streetlights. Yet, not many leaders or government agencies responded to these activities and (2) supported the access to information and digital knowledge in government services. Support from government agencies at the sub-district or district administrative level was in the form of arranging career workshops such as baking, hair cutting, online marketing, etc.

There is a need for training courses to reduce inequalities in access to information and digital literacy in government services. The results of the study were as follows:

Course content and expected outcomes. It was found that the curriculum should clearly take reducing inequality issues into account, and the course should solve the problem, improve the quality of life of the people in the community, and provide new knowledge.

Roles of individuals and the involvement of departments in creating curriculum content. It was found that there was cooperation in order to help communities. The cooperation was from the two parties, namely the government sector, consisting of provincial agencies related to digital information technology, district offices, sub-district administrative, village headmen, etc., and the public sector, consisting of community volunteer groups, village health volunteer groups, housewife's groups, etc. They worked together to create power and new knowledge that can be combined to develop a training course that meets the actual needs of people in the area.



#### 4.4. The Needs for Information and Digital Literacy Access Training in Government Services, a Case Study of a Community in Satun Province

The results from the quantitative study can be presented as follows:

**Table 2.**

The overall results of attitudes and needs for information and digital literacy training access in government services.

Attitude and needs for information training and digital knowledge access	Opinion level (n = 405)		
	$\bar{x}$	SD	Interpret
1.Information requirements.	3.54	0.86	A lot
2.Knowledge and experience in accessing information.	3.28	0.85	Moderate
3.Tools, facilities, and technology for information access.	3.08	0.90	Moderate
4.Finding and accessing government agencies' information service sources.	3.17	0.84	Moderate
5.Community.	3.18	0.81	Moderate
Average total	3.25	0.85	Moderate

In Table 2, it was found that the attitudes and demands for information access and digital literacy training in government services as a whole were at a moderate level ( $\bar{x} = 3.25$ ). When considering each aspect, it was found that information requirements were at a high level ( $\bar{x} = 3.54$ ), knowledge and experience in accessing information and community were at a moderate level ( $\bar{x} = 3.28$  and  $3.18$ ), respectively.

## 5. Summary

### 5.1. States of Information and Digital Knowledge Access in Government Services

The results from research using qualitative research with semi-structured interviews were as follows:

Community information technology management. It was found that the contexts of both districts in the area of Satun Province shared a common point that may be a problem of disparity in receiving information; that is, there were no electronic devices for accessing government and other information. Moreover, it was also found that not knowing news was also a major factor leading to inaccessibility to government services, as well as the age factor, which is an additional factor that results in inequality in receiving information.

The management of government agencies and officials. It was found that the agencies in the area were trying to solve the problem of accessing the signal by submitting a request to extend the signal for greater access to the public. In addition, volunteer graduates or village health volunteers were representatives to inform people in the community regarding received news and information.

Support from community leaders and government agencies. It was found that government agencies and communities have employed alternative tools to publicize news or information from the community or government by using new online communication channels, LINE application, or various online social channels to make appointments or send information continuously.

Expectations in support of using digital technology to access information and knowledge from community leaders and relevant agencies. It was found that people in Satun province had many expectations of information access. They expected to have sufficient electronic devices to access online services.

The results of the quantitative research method. It was found that the overall analysis of the states of information and digital knowledge access in government services was at the moderate level ( $\bar{x} = 3.17$ ). Regarding each aspect, the mean was at a moderate level for all items. The management of government agencies and officials ( $\bar{x} = 3.02$ ), problems in community information technology management ( $\bar{x} = 3.21$ ), and problems in knowledge, understanding and skills all had the highest means ( $\bar{x} = 3.28$ ).

### 5.2. The Needs for Information and Digital Literacy Access Training in Government Services

Research results are obtained by a qualitative research method. It was found that people in the area had inconsistent access to information and digital knowledge; that is, access was uneven and there was inequality, which affected some lack of knowledge or loss of their own benefits. In most cases, people had group discussions to obtain a variety of information and exchanged information among them.

Research results are obtained by a quantitative research method. It was found that attitudes and demands for training on information and digital knowledge access in government services were at a moderate level ( $\bar{x} = 3.25$ ). Information requirements were at a high level ( $\bar{x} = 3.54$ ), knowledge and experience in accessing information and the community were at a moderate level ( $\bar{x} = 3.28$  and  $3.18$ ), respectively.

## 6. Conclusion and Discussion

### 6.1. States of Information and Digital Knowledge Access in Government Services

Most of the people in the research area were in two age groups, namely the senior and youth groups. Therefore, experience using communication devices to access information and knowledge and the need to receive information, news, and information and knowledge of government services were not the main purposes of seeking knowledge. The senior population has a disparity in accessing information and digital knowledge about government services due to a lack of skills and income to possess modern communication devices or digital technology tools.



On the other hand, young people have sufficient income to get communication devices or digital technology tools, but the main purposes of getting devices is not to seek information and digital knowledge in government services, which corresponds to Noorat [18] that disparities in knowledge access are also an inequality in knowledge access. People had opportunities to access knowledge about information technology and different skills in using information technology based on needs and social or economic status.

The knowledge divides causes inequality between those who have the opportunity and those who lack the opportunity to access and manage knowledge. This is due to various factors, including education, beliefs, the economy, and social class, resulting from improper use of information technology and other knowledge sources and a lack of interest in learning. However, information infrastructure such as sufficient information technology equipment, telecommunication systems, and the prevalence of computers and the internet are significant factors affecting information access. Demographic factors such as income, level of education, lifestyle, ethnicity, and culture, as well as the factors of government policies in developing countries, affect other factors and cause knowledge inequality [18].

When considering the state of information and digital knowledge access in government services, it was found that people in the community had the highest understanding and skills, especially knowledge, understanding, and use of digital technology. This was because of community leaders. They were most required to have skills and an understanding of information and knowledge access. In addition, the community leaders were the people who must act as a medium for delivering information and knowledge between the government sector and different groups of people. Also, it is essential to have great information screening skills to prevent spreading fake news to the public. Therefore, community leaders' knowledge, understanding, and use of digital technology are fundamental and necessary for the people in the area. This is in line with Nualnang [19] mentioning that community leaders who lack information technology and digital technology skills would cause problems; for example, people or youth in the area may use social media to do things against the laws, etc. This could happen because community leaders do not have the knowledge to keep up with the media. These issues were important to drive community leaders to have information technology and digital skills, and media literacy to monitor and follow the news and movements of the community in order to find ways to prevent and enhance knowledge [20].

In addition, if community leaders have information technology, and digital skills, they can also help people in the community understand how to find marketing channels and sell products in digital format. This could lead to being a prototype of an information village center and raising income for farmers, community enterprises, farmer, institutions, and entrepreneurs in their areas.

In terms of problems in the management of government agencies and officials, it has the lowest average scores, especially the issue of providing information through a public address system in a community. This may be due to the change in the form of information service provision, which is in the form of digital or online media instead. As a result, people's behaviors towards information and knowledge access may also change. However, due to the condition of communication devices and digital technology tools that are insufficient, people cannot access information properly. This corresponds to Madanmohan [21] that communicating for maximum efficiency is necessary concerning the characteristics, processes, and tools of receivers to communicate.

In addition, community leaders need to have strategies and communication skills to create good awareness appropriate to the conditions of the community and people in the area [22]. The leaders must integrate knowledge and communication skills to properly deliver messages [23] that suit each situation [24]. Community leaders should learn, discuss, and collaborate with the locals [25].

## *6.2. The Needs for Information and Digital Literacy Access Training in Government Services*

The study found that all residents would like to be trained in information and digital literacy and have access to government services to secure their basic rights. They would also like access to information and knowledge necessary for daily life. This is consistent with Kongpradit [5], who states that training in information technology and communication is an important thing that must be urgently focused on in social practice. This is because information technology is highly related to and linked to information and knowledge access in various government agencies. Moreover, technology is also a link in Chiriac [6] resulting in powerful information. There is depth and diversity in the form of big data that can be used to maximize the benefits of daily activities, health care, government welfare rights access, and uses for decision-making in particular activities. If there is insufficient information and knowledge, it will result in highly erroneous decisions.

Additionally, questionnaire responses found that people in the area had a high demand for government service information, especially in the areas of information and knowledge necessary for life and government services that contribute to community information access. This shows that the public pays attention to having training courses that meet their needs.

All in all, technological tools can also be useful in enhancing transparency and democracy by creating public spaces to be civil society [26]. In contrast, many governments regulate both internet access and information content [1, 27]. Therefore, the government and international organizations began to engage disadvantaged groups in the information society [2, 28]. Information society, or knowledge-based society, created problems [4], and the disparity in accessing information and digital knowledge is also a crucial problem. Therefore, the aforementioned problems have resulted in urging people to demand training courses for information and digital knowledge access in the service of the government sector to reduce the gap in access to their own information and knowledge and lead to more information literacy skills.



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