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The Enhancing Of Knowledge, Attitude And Behavior Of Environmental Conservation For Members Of The Tourism Homestay Village By Training Package

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Abstract

The purpose of this research was to enhance knowledge, attitude and behavior of environmental conservation for members of the tourism homestay village with a training package. The sample used in the research were 30 members of home stay village to environmental conservation tourism in Nong Bua Lamphu province of 3 villages, which was derived by purposive sampling from 2 villages; Ban Tham Klong Pen homestay village, Non Than sub- district Mueang district, Nong Bua Lamphu province and Ban Huay Duea homestay village, Non Than sub- district Mueang district, Nong Bua Lamphu province. The research tools were the training package enhancing knowledge, attitude, and behavior of environmental conservation for members of the tourism homestay village, knowledge test, attitude test, and behavior test of environmental conservation in the areas of forest conservation, solid waste management, energy conservation, and culture conservation. The data were analyzed by using frequency, percentage, mean and standard deviation and Paired t-test. The results of the research showed that in the post-test, the average score of knowledge, attitude, and behavior of environmental conservation of the members of the tourism homestay village for environmental conservation was higher than the pretest statistical significance ($p < .05$).

Keywords: Knowledge, Attitude, Behavior, Environmental conservation, Tourism, Homestay village, Training Package

Introduction

Thailand is a country with great tourism potential. Because it is a traditional identity, culture and environmental natural resources interesting variety. It is an important factor that attracts tourists to visit the country continuously. Eco-tourism sites are ready to serve eco-tourists in Thailand. It is a natural tourist attraction with diverse ecosystems from mountain peaks to the sea such as tropical rain forest ecosystem, hill evergreen forest ecosystem, deciduous dipterocarp forest ecosystem, forest ecosystem, beach forest ecosystem, mangrove forest ecosystem, rocky beach ecosystem, coral reef ecosystem etc. Environmental conservation is preserved to last forever or preserve for as long as possible or for the benefit of mankind as much as possible. It is the wise maintenance and use of the surrounding physical and social beings of the community. (Winai Weerawattananon and Banchuen Seephanpong, 2003).

Which each type of natural resource and environment is closely related to one another acting on one resource. There will inevitably be another resource and care should be taken to minimize the impact on

other natural resources. The conservation of natural resources and the environment will not be successful without control over the population. Because the world population is increasing day by day. Natural resources are reduced in both quantity and quality. However, the prosperity and happiness of the people of the country depends on the abundance of natural resources and depends on the human resource user. Therefore, human beings need to have an understanding of nature and the belief in the naturalness of human beings to use advanced technology can't find something else to replace or overcome all natural resources. (Department of Environmental Quality Promotion, 2005).

Environmental conservation is to prevent, preserve, preserve, improve, restore and repair including knowing how to use the environment wisely according to academic principles. There also know how to save and get the most benefits from water conservation, caring for green areas, waste management, preserving the art of tourism, and energy conservation. (Srisuwan Kasemsawat, 2010). Conservation of natural resources and the environment is an important thing to do and has been monitored all the time because it affects the survival of humans and the quality of life maintaining the balance of nature will not only improve human well-being in the future but also determine the economic condition of the nation. (Ratri Phara, 1995).

Conservative tourism is nature-based tourism that favors conservation due to the funds for the protection and maintenance of the area jobs are created for the community or locality as well as providing education and creating awareness. (Eliazeth Boo, 1991). The principle of ecotourism requires the conservation of various tourism resources, whether they are natural tourism resources or cultural tourism resources to maintain their original state as much as possible not destroyed stimulating the consciousness of the local people to try to maintain and protect those tourism resources. Without taking any action that is detrimental to tourism resources only for personal gain provide knowledge and understanding to tourists to realize the value and the importance of tourist attractions that they traveled to visit and cooperate with the local community to conserve the environment heirloom of the local people to maintain good condition for a long time. (Thai Encyclopedia for Youth Volume 27, 2003).

Homestay or tourism rural culture touch is a tourism service, one type that tourists will learn. Including experience the way of life, courtesy, hospitality, and cultural traditions that are unique to each locality. (Department of tourism, Ministry of Tourism and Sports, 2015). It is a form of tourism by the community. It is tourism that focuses on the exchange of culture between tourists, which are like guests who stay with the host or homestay operators most homestay operators already have their main occupation. It is just a supplementary occupation to generate extra income for the family or that community, which has a simple way of life like a rural society it is an important selling point for tourists in community tourist attractions and as an alternative in the local market. (Tourism Promotion Group, Office of tourism and sports Khon Kaen province, 2014).

Knowledge and learning is a theory that focuses on learning to change the concept is quite difficult because it is an internal behavior that is difficult to notice and the theory of the gestalt group it has been said that learning emphasizes participation rather than subsections must be derived from previous experience. (Aksorn Sawatdee, 2009). Attitude is always a certain way of feeling and behaving. Attitude rarely changes if there is no drive for change and a person's attitude, then a person will have both feelings and beliefs if one has a bad attitude then this implies that he will have feelings and negative beliefs. (Damrongsak Chaisanit et al, 2000). And behavior is the act or response to an individual's psychological action and is an interaction in response to internal or external stimuli as well as various action activities that have a purpose noticeable or is it an action activity that has been contemplated or unconsciously. (Goldenson, M. Robert, 1984).

Therefore, the researcher wants study participants needed to enhance their knowledge, attitude, and behavior of environmental conservation for members of the tourism homestay village by training package. There are 6 stages of the study and development process survey stage, the preparation stage, the group construction stage, the service stage, the public relations stage, and the evaluation stage. In addition, to the management plan layout the researcher has scheduled the training to study and compare knowledge, attitude, and behaviors of environmental conservation in 4 aspects forest conservation, solid waste management, energy conservation, and culture conservation of to be used for training with the homestay group to be a group of people who can transfer knowledge of environmental education to tourists and people to be more efficient.

Research Objectives

To enhance knowledge, attitude, and behavior of environmental conservation for members of tourism homestay village by training package.

Methods of study

Population and Sample

1) The population used in this research is members of home stay villages for environmental conservation tourism in Nong Bua Lamphu province of 3 villages; Ban Tham Klong Pen homestay village, Non Than sub- district Mueang district, Nong Bua Lamphu province, Ban Huay Duea homestay village, Non Than sub- district Mueang district, Nong Bua Lamphu province and Ban Suan Sawan homestay village, Wang Thong sub-district, Na Wang district, Nong Bua Lamphu province.

2) The Sample used in the study were 30 members of a homestay village for environmental conservation tourism in Nong Bua Lamphu province of 3 villages, which was derived by Purposive Sampling form 2 villages from Ban Tham Klong Pen homestay village, Non Than sub-district, Mueang district, Nong Bua Lamphu province and Ban Huay Duea homestay village, Non Than sub- district Mueang district, Nong Bua Lamphu province.

The Research Tool and Checking Tool's Quality

Training package enhancing knowledge, attitude, and behavior of environmental conservation for members of tourism homestay village.

1) Study information and research papers about environmental conservation and results from the study of home stay village conditions for tourism services at Ban Huay Sai homestay village, Nong Bua sub-district, Mueang district, Nong Bua Lamphu province. The operation of homestay village for tourism services at Ban Huay Sai homestay village, Nong Bua sub-district, Mueang district, Nong Bua Lamphu province. The environmental conservation of home stay village for tourism services at Ban Huay Sai homestay village, Nong Bua sub-district, Mueang district, Nong Bua Lamphu province to be used as a guideline for creating a training package

2) Set objectives for the training package about environmental conservation

3) The training plans and lecturer manual by oral presentation and game-based learning and recreation. In which the researcher has determined the content of environmental conservation in 4 areas by oral presentation and using games and recreation about environmental conservation. There are 4 sets in total which are; 1) forest conservation, 2) solid waste management, 3) energy conservation 4) culture conservation (Table 1).

Table 1. Training plan enhancing of knowledge, attitude, and behavior of environmental conservation for members of tourism homestay village

No.	Topic	hours
1	Forest conservation	6
2	Solid waste management	6
3	Energy conservation	6
4	Culture conservation	6
Total		**24**

4) Study basic information to knowledge, attitude, and behavior of environmental conservation, there are both forest conservation, solid waste management, energy conservation, culture conservation, and recreational activities

5) The content and experience defining considered from the objectives of environmental conservation training obtained from the results of the analysis by comprising a large set and structured sub-unit were a training package, it consists of principles and rationale, training objective, evaluation before a training unit of study duration of the training, assessment after school and recommended documents for lecturers.

Creation of knowledge test, attitude test, and behavior test of environmental conservation. There are 4 areas; 1) forest conservation, 2) solid waste management, 3) energy conservation 4) culture conservation from an advisor who is an expert in the creation of research instruments.

1) Knowledge test about tourism of environmental conservation for members of tourism homestay village. Created based on content and purpose

criteria according to the cognitive domain of Bloom's Taxonomy concept, it is a multiple choice test with 4 options, i.e. A, B, C, and D, 20 questions, it takes 60 minutes, unit divided into 5 items each, the correct answer received 1 point, the wrong answer 0 points.

2) Attitude test about tourism of environmental conservation for members of tourism homestay village. 20 positive questions define the level of attitude in 5 levels, i.e. strongly agree, agree, not sure, disagree, and strongly disagree. And set the scoring criteria, i.e. strongly agree to check 5 points, agree to check 4 points, neutral check 3 points, disagree check 2 points, strongly disagree check 1 point.

3) Behavior test about tourism environmental conservation. 20 positive questions define the level of attitude in 5 levels. Set the scoring criteria, i.e. highest check 5 points, high check 4 points, medium check 3 points, low check 2 points, lowest check 1 point.

4) Take the knowledge test, attitude test, and behavior test of environmental conservation test, in the areas of forest conservation, solid waste management, energy conservation, and culture conservation. Created by the researcher for experts to verify the validity of the content validity of the tests and measures. analyzed the consistency of content (Index of item Objective Congruence: IOC). It showed that the IOC was 0.33-1. Improve the additional questions to be completely correct of which there are 3 experts.

5) Improve and manipulate knowledge test, attitude test and behavior test of environmental conservation test, in the areas of forest conservation, solid waste management, energy conservation and culture conservation complete and used for data collection.

Data Collection

This research is quasi-experimental research. (One-Group-Pretest-Posttest Design) (Table 2)

Table 2 One-group pretest-posttest design research plan

Sample Group	Pre-test	Treatment	Post-test
E	T_1	X	T_2

Symbols used in research plans were

E instead Experimental Group

T_1 instead testing of knowledge, attitude, and behavior of environmental conservation pre-test training

T_2 instead testing of knowledge, attitude, and behavior of environmental conservation pro-test training

X instead enhancing of knowledge, attitude, and behavior of environmental conservation for members of tourism homestay village by training package)

Statistics Used in Research

The data were analyzed by using 1) basic statistics; frequency, percentage, mean and standard deviation, 2) the suitability of the training package, 3) conformity index value, 4) difficulty of the environmental conservation knowledge test, 5) the discriminant power of a test, 6) confidence value, 7) process efficiency value (E_1), 8) result efficiency value (E_2), 9) Effectiveness index (E.I.), 10) statistics for test hypotheses; Paired t-test.

Results

The enhancing knowledge, attitude, and behaviors of tourism environmental conservation in the pre-test and post-test of homestay village members for tourism showed that;

(1) In the pretest, members of the village homestay for tourism overall had an average score of knowledge about environmental conservation posttest at a medium level ($\bar{x}$=7.27), in the post-test, overall they had an average score of knowledge of environmental conservation at the highest level ($\bar{x}$=17.17). It showed that in the post-test, the average score of knowledge of environmental conservation of the members of the tourism homestay village for environmental conservation was higher than the pre-test statistical significance ($p < .05$) as shown in Table 3.

Table 3 Comparison of average scores on average knowledge of environmental conservation using pretest and posttest training

Item		Pre-test (n=30)			Post-test (n=30)			t	p
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
Knowledge of tourism environmental conservation	Forest conservation	1.73	0.45	Medium	4.23	0.43	Highest	-18.730	<.0001*
	Solid waste management	1.80	0.71		4.13	0.35		-15.139	<.0001*
	Energy conservation	1.80	0.48		4.23	0.43		-23.451	<.0001*
	Culture conservation	1.93	0.69		4.57	0.50		-20.077	<.0001*
	Total	**7.27**	**0.68**		**17.17**	**0.83**		**-29.099**	**<.0001***

Note. * Statistically significance .05.
Highest 16.01-20.00, High 12.01-16.00, Medium 8.01-12.00 Low 4.01-8.00, Lowest 0.00-4.00

(2) In the pre-test, members of the village homestay for tourism overall had an average score of attitude about environmental conservation at the neutral level ($\bar{x}$=3.16), in the post-test, overall they had an average score of attitude of environmental conservation at the strongly agree level ($\bar{x}$=4.48) It showed that in the post-test, the average score of attitude of environmental conservation of the members of the tourism homestay village for environmental conservation was higher than the pre-test statistical significance ($p < .05$) as shown in Table 4.

Table 4 Comparison of average scores on an average attitude of environmental conservation using pretest and posttest training.

Item		Pre-test (n=30)			Post-test (n=30)			t	p
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
Attitude of tourism environmental conservation	Forest conservation	3.15	0.34	neutral	4.40	0.28	strongly agree	-17.422	<.0001*
	Solid waste management	3.19	0.41	neutral	4.52	0.27	strongly agree	-15.820	<.0001*
	Energy conservation	3.34	0.27	neutral	4.47	0.21	strongly agree	-17.051	<.0001*
	Culture conservation	2.95	0.31	neutral	4.57	0.20	strongly agree	-40.558	<.0001*
	Total	**3.16**	**0.18**	**neutral**	**4.48**	**0.10**	**strongly agree**	**-40.185**	**<.0001***

Note. * Statistically significance .05.
strongly agree (4.22-5.00) agree (3.42 – 4.21) neutral (2.62 – 3.41) disagree (1.81 – 2.61) strongly disagree (1.00-1.80)

(3) In the pre-test, members of the village homestay for tourism overall had an average score of behaviors about environmental conservation posttest at the medium level ($\bar{x}$=2.96) and in the post-test, overall they had an average score of behaviors of environmental conservation at the highest level ($\bar{x}$=4.37). It showed that in the post-test, the average score of behavior of environmental conservation of the members of the tourism homestay village for environmental conservation was higher than the pretest statistical significance ($p < .05$) as shown in Table 5.

Table 5 Comparison of average scores on average behaviors of environmental conservation using pretest and posttest training.

Item		Pre-test (n=30)			Post-test (n=30)			t	p
		$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
Behaviors of tourism environmental conservation	Forest conservation	2.99	0.22	Medium	4.32	0.29	Highest	-22.170	<.0001*
	Solid waste management	3.05	0.17	Medium	4.50	0.23	Highest	-30.366	<.0001*
	Energy conservation	2.80	0.23	Medium	4.42	0.25	Highest	-31.729	<.0001*
	Culture conservation	2.99	0.28	Medium	4.25	0.38	Highest	-15.469	<.0001*
	Total	**2.96**	**0.12**	**Medium**	**4.37**	**0.16**	**Highest**	**-39.512**	**<.0001***

Note. * Statistically significance .05.
Highest (4.22-5.00), High (3.42 – 4.21), Medium (2.62 – 3.41) Low (1.81 – 2.61) Lowest (1.00-1.80)

Discussion

1) The enhancing knowledge of environmental conservation for members of tourism homestay village in the areas of forest conservation, solid waste management, energy conservation, and culture conservation, in the posttest, they had an average score of knowledge of environmental conservation higher than the pretest statistical significance ($p < .05$). As a result, the training package can enhance knowledge of environmental conservation for members of tourism homestay village which into 4 sets in total which are; 1) forest conservation, 2) solid waste management, 3) energy conservation and 4) culture conservation by using the technique of lecturing to insert the study from the video. As a result, the training participants had increased knowledge of conservation tourism as tourism which aims to learn and understand the local nature and culture by adhering to the principle of respecting the dignity of ecosystems, facilitating and economic opportunities for communities and localities are important. Wanna Wongwanich (1996) said that knowledge is the above behavior that the learner only may be classified by practice or by seeing, hearing, and remembering this level of knowledge, including knowledge of definitions, meanings, facts, and theories, structure rules, and solutions. Prapapen Suwan (2011) said that the knowledge component includes the experiment was an experiment based on observation, proof, validation, and use of reasoning process verification, which we can observe by seeing weighing, measuring, counting, and checking a theory, be able to summarize what is observed according to logic as a theory or subject matter. They are mixed because the original theory or idea is the basis for creating a new theory and is not ethical, the subject matter will not only focus on the good or the bad but will focus on understanding and explaining what it will be. (Phitsawong Thamphantha, 2010). The consistent with the results of the study of Srisuwan Kasemsawat (2010) found that after the study, students had higher academic achievement than before the study. And Jackrit Thinkhamchoet, and Prayoon Wongchantra (2021) found that students had higher knowledge about environmental conservation after the training than before the training. And Kannika Sookngam, Prayoon Wongchantra, and Wutthisak Bunnaen (2021) found that after training, students had average scores on soil, water, and forest conservation according to the royal science higher than before the study. And Suwakhon Phakeewai and Prayoon Wongchantra (2020) found that after the participation, the youth had higher mean scores of knowledge about participating in the environmental conservation camp activities than before the participation. And Uthai Chankong (2008) found that students who study with integrated teaching methods have higher learning outcomes than cooperative students who quest for knowledge. And Prasert Ploybutr (2007) found that after school, students who study with learning activities on the conservation of natural resources and the environment in schools have

higher academic achievement than before school. And Rattanaporn Khemnachit (2007) found that after the training, students had higher knowledge about environmental conservation than before the training. And Phanadda Ritsumdaeng, Wannasakpijitr Boonserm, Kannika Sookngam (2021) found that after the training, students had higher knowledge about environmental conservation than before the training.

2) In the post-test, the enhancing attitude toward environmental conservation for members of tourism homestay village in the areas of forest conservation, solid waste management, energy conservation, and culture conservation, they had an average score of attitude toward environmental conservation higher than the pre-test statistical significance ($p < .05$). As a result of the training process of environmental conservation tourism for homestay village members recreational activities such as games and workshops are provided. As a result, after participating, the participants had a positive attitude toward environmental conservation in more training sessions in applying environmental conservation principles in environmental management whether it is to preserve, protect, restore repair, or rebuild improvement over natural conditions production and efficient use of resources reuse substitute for something else monitoring the quantity and quality of resources (Sakorn Kuecharoen, 1988). Where ecotourism is a tourism nature-based model that is beneficial to conservation due to the availability of funds for the protection of the area jobs are created for the community or locality along with education and create environmental awareness (Sriprapha Chaiworawat, 2002). Cognitive attitude can change when a person receives new information and the media if their attitudes towards knowledge change. It will affect the attitude of the person. It is a change in the norm of character as well as organizing activities related to environmental conservation. It will help the participants to play a role in environmental conservation. It create more perspectives and attitudes to develop (Sirinan Binrosa, 2008). The consistent with the results of the study of Chuleewan Praneetham (2019) found that after the training attitude toward environmental conservation was higher than before the trainig. And Sailom Teeruk and Teerachai Netthanomsak (2009) found that after school attitudes about environmental conservation of students was higher than before school. And Oranuch Limtasiri (2020) found that after studying, students had higher attitude to conserve the environment than before studying. And Patticha Kulsuwan, Jurairat Kurukodt, and Prayoon Wongchantra (2017) found that after studying, students had a higher attitude to conserve the environment than before studying. And Phanadda Ritsumdaeng, Wannasakpijitr Boonserm, Kannika Sookngam (2021) found that after school, attitudes about environmental conservation of students is higher than before school. And Thongchai Pronyusri, Wannasakpijitr Boonserm, Likhit Junkaew (2021) found that after studying, students had a higher attitude to conserve the environment than before studying. And Thanet Kessin and Chananna Rodsut (2018) found that after school, attitudes about environmental conservation of students was higher than before school. And Prayoon Wongchantra, Kannika Sookngam, Uraiwan Praimee, Suparat Ongon, Likhit Junkaew, Phanadda Ritsumdaeng, Surasak Kaeongam, Thongchai Pronyusri, Kuantean Wongchantra and Wutthisak Bunnaen (2022) found that after studying, students had a higher attitude to conserve the environment than before studying.

3) In the post-test, the enhancing behaviors of environmental conservation for members of tourism homestay village in the areas of forest conservation, solid waste management, energy conservation, and culture conservation, they had an average score of behaviors of environmental conservation higher than the pre-test statistical significance ($p < .05$). As a result of doing activities together in a group raise awareness of the impact of nature and the environment on behavior change in environmental conservation in a better way. As a result, participants were trained in behavioral tourism environmental conservation increased after the training. The behavior is an action or response to the conservation of the environment. This is expressed in the form of actions or responses to the tools the researcher uses to observe behavior (Wichan Maneechot, 1992). A person's behavior is a consequence of social attitudes and norms, with the suggestion that cognitive attitudes. This can be changed when a person receives new information such as participating in an event and receiving news from news channels and media affects individual behavior. It is a change in the norm of character, that a person gains from learning which results in the person having to modify their own behavior (Sirinan Binrosa, 1992). Including environmental conservation or environmental conservation methods to facilitate the sustainable use of various human characteristics, such as the restoration of the degradation of natural resources and man-made rare reserves and sustainable use, etc., which must be planned according to the unique properties of the

resource and select appropriate resources (Kasem Junkaew, 2001). The consistent with the results of the study of Srisuwan Kasemsawat (2010) found that after studying, students had higher behaviors toward environmental conservation than before studying. And Oranuch Limtasiri (2020) found that after studying, students had higher behaviors toward environmental conservation than before studying. And Khanitha Jaiyen (2013) found that after training, students' behaviors related to river conservation were higher than before training. And Pannipa Hemsamak (2018) found that after studying, students had higher behaviors toward environmental conservation than before studying. And Chuleewan Praneetham (2019) found that after participating, tourists showed higher behaviors about environmental conservation in the activity than before participating. And Charoenchit Leepattphanich (2002) found that after studying, students had higher behaviors toward environmental conservation than before studying. And Chantaravipa Onphueng (2002) found that after studying, students' behavior regarding environmental conservation of grade 6 students was higher than before studying. And Jeerapha Thongsang (2007) found that after studying, students had higher behaviors toward environmental conservation than before studying.

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