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Creating Competency Development Courses for Small-Sized Tourism Personnel and Entrepreneurs through Value-Based Participation Training by Using Sustainable Sufficiency Economy: Case Study of Eastern Province Group Chonburi, Rayong, Chanthaburi, Trat

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Abstract

The purpose of this research was to 1) study primary data for the creation of competency development courses for small-sized tourism personnel and entrepreneurs and 2) develop value-based participation training through training of community personnel and entrepreneurs by using the Sustainable Sufficiency Economy principle. The study found that 1) small-sized tourism personnel and entrepreneurs require workshop training in new business possibilities, development of new products from local raw materials, creation of business plans for government budget requests, online sales, and production of videos to sell products to operate tourism businesses in the community and sell tourism products; 2) workshop training courses were developed based on training needs according to the order of importance of the training needs of tourism personnel and entrepreneurs, participation in decision-making, involvement in building cooperation between small-sized tourism business entrepreneurs and related personnel, stakeholders, community members interested in becoming entrepreneurs, lecturers and researchers with the purpose of creating and designing course content that match with the capabilities of communities according to the Sustainable Sufficiency Economy principle. Accordingly, the operational training courses consisted of (1) a business feasibility study course according to the procedures for operating small-sized tourism businesses; (2) a business plan creation course for pioneering small-sized tourism businesses in communities and tourism products; and (3) a course in the creation of marketing innovations and digital marketing.

Keywords: competency, small tourism business, training, sustainable, sufficiency economy

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การสร้างสรรค์หลักสูตรสมรรถนะบุคลากรและ ผู้ประกอบการธุรกิจท่องเที่ยวขนาดย่อมผ่าน การมีส่วนร่วมสร้างคุณค่าจากการฝึกอบรม โดยใช้ หลักเศรษฐกิจพอเพียงอย่างยั่งยืน : กรณีศึกษากลุ่ม จังหวัดภาคตะวันออก ชลบุรี ระยอง จันทบุรี ตราด

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาข้อมูลพื้นฐานในการสร้างสรรค์หลักสูตรสมรรถนะบุคลากรและผู้ประกอบการธุรกิจท่องเที่ยวขนาดย่อมและ 2) เพื่อพัฒนาหลักสูตรฝึกอบรมที่เน้นการมีส่วนร่วมสร้างคุณค่าจากการฝึกอบรมบุคลากรและผู้ประกอบการชุมชน โดยใช้หลักเศรษฐกิจพอเพียงอย่างยั่งยืน ผลการศึกษา พบว่า 1) บุคลากรและผู้ประกอบการธุรกิจท่องเที่ยวขนาดย่อมมีความต้องการฝึกอบรมเชิงปฏิบัติการเกี่ยวกับความเป็นไปได้ในการทำธุรกิจใหม่ การพัฒนาผลิตภัณฑ์ใหม่ ๆ จากวัตถุดิบในท้องถิ่น การเขียนแผนธุรกิจเสนอของบประมาณจากภาครัฐ การขายของออนไลน์ การทำคลิปวิดีโอขายสินค้า เพื่อการประกอบการธุรกิจท่องเที่ยวในชุมชนและผลิตภัณฑ์การท่องเที่ยว 2) หลักสูตรฝึกอบรมเชิงปฏิบัติการ พัฒนาจากความต้องการฝึกอบรม โดยการลำดับความสำคัญที่ต้องการอบรมของบุคลากรและผู้ประกอบการธุรกิจท่องเที่ยว และการมีส่วนร่วมในการตัดสินใจ มีส่วนร่วมดำเนินงานสร้างความร่วมมือระหว่างผู้ประกอบการธุรกิจท่องเที่ยวขนาดย่อม บุคลากรที่เกี่ยวข้อง ผู้มีส่วนได้ส่วนเสีย ชุมชนที่สนใจเป็นผู้ประกอบการ วิทยากร และคณะนักวิจัยในการสร้างสรรค์ออกแบบเนื้อหาหลักสูตรที่ตรงกับขีดความสามารถของชุมชนโดยใช้หลักเศรษฐกิจพอเพียงอย่างยั่งยืน ทั้งนี้หลักสูตรฝึกอบรมเชิงปฏิบัติการประกอบด้วย (1) หลักสูตรการศึกษาความเป็นไปได้ของธุรกิจตามขั้นตอนการประกอบธุรกิจการท่องเที่ยวขนาดย่อม (2) หลักสูตรการสร้างแผนธุรกิจเพื่อบุกเบิกการประกอบการธุรกิจท่องเที่ยวขนาดย่อมในชุมชนและผลิตภัณฑ์การท่องเที่ยว และ (3) หลักสูตรการสร้างสรรค่นวัตกรรมการตลาดและการตลาดดิจิทัล

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Introduction

Small and medium-sized enterprises (SMEs) play a major role in the economy in multiple dimensions, such as in terms of being producers that create product and service diversity while also playing a major role in the hiring of labor in the country, thus contributing to the economic development in the region and the country. Thus, SMEs are a primary mechanism for promoting a secure economic base and the main channel for distributing income thoroughly to the population. However, recently SMEs have been facing challenges from rapidly changing technologies, whether in terms of production, business operation, competition from the economic structure, or changing consumer behaviors. As a result, SMEs are not adapting fast enough to keep up with changes and are suffering from business difficulties (“Unlock Thai SMEs, How to adapt to grow,” 2019). The major problems that SMEs often encounter include market factors, lack of marketing knowledge and capabilities, and capital factors, which often involve difficulties in loan applications with financial institutions; they still suffer from problems associated with financial information reliability and business planning, and in terms of technology factors, they lack the basic knowledge essential for supporting modern academic techniques (Pechkong, Churintr, & Kongrungchok, 2017) Moreover, there are several reasons most SMEs fail, such as lack of clear objectives, wrong target group choices, lack of marketing expertise, lack of sufficient business knowledge and experience, lack of capabilities in making changes, lack of distinction, and investment in things not profitable for business (Siam Commercial Bank, n.d.). Thus, these problems need to be resolved and corrected, and support has to be provided to enhance business capabilities in favor of progress and sustainable competitiveness.

Chonburi, Rayong, Chanthaburi, and Trat are provincial groups in the eastern region of Thailand with similar outstanding resources and high potential in terms of tourism economy. Therefore, there is the need to develop tourism business entrepreneurs and tourism personnel. According to the 4 years Provincial Group Development Plan (2018-2021), the eastern region provincial group has determined one goal, which is for the medium and small entrepreneur and the community entrepreneur to obtain sustainable competitiveness from the beginning of the business, business planning, marketing, and management to develop the product form that uses creativity and innovation as well as the good standard quality under the green concept (Office of Strategic Management, Eastern Province Group, 2018)

For the aforementioned reasons, SME entrepreneurs crucially need to develop themselves to possess knowledge about how to start businesses, business feasibility knowledge, and business

planning knowledge, whereby SME entrepreneurs have to possess the ability to write business plans and develop products that require creativity and innovations while possessing knowledge in marketing innovations and digital marketing. This is to enhance the competitiveness of tourism SMEs in line with the plan to develop the country's eastern provinces. Accordingly, support should be provided to promote participation in the development of workshop training courses among small-sized entrepreneurs and related personnel, stakeholders and persons interested in becoming entrepreneurs, alongside lecturers and researchers in order to develop courses that match the needs and capabilities of communities based on the Sustainable Sufficiency Economy principle in order to gradually operate tourism businesses with an emphasis on sustainable self-reliance and the ability to generate income and profits for entrepreneurs in the long-term in line with the concept of “managing sustainable tourism and achieving fair income distribution”, whereby improvements in the quality of life of community members are a major indicator of local tourism businesses achieving sustainability.

Therefore, this research focused on the creation of competency development courses for small-sized tourism personnel and entrepreneurs through participation value-based participation training by using the Sustainable Sufficiency Economy principle to ensure that small-sized tourism personnel and entrepreneurs can effectively apply their knowledge in operating their businesses.

Literature Review

For this research, the researchers studied concepts and theories to accompany the research work as follows: 1) Concepts and principles related to course development by Phengkhone, Na Thong Kaeo, Raksaphon, Jittapraphan & Phopthawi (2017), which described course development systematically to consist of the steps summarized as follows: (1) study of basic information for analysis of problems and needs; (2) specification of goals and objectives through analysis of basis data; (3) selection and provision of contents that are consistent with goals and objectives; (4) selection of appropriate teaching methods and activities; (5) specification of learning evaluation criteria; (6) course quality testing through trial use; (7) course evaluation; and (8) course improvement. Furthermore, Chompoolong (2002) had a concept to develop courses covering basic data analysis, development of course drafts, course quality testing, course trial use, course trial use evaluation, and course amendments and revisions. Winitchaikul (2008) also had a concept that specified course development procedures comprised of studying basic data, developing course drafts, the trial uses and course evaluation and improvements. Meanwhile, Dessler (1999) mentioned

a course development process as follows: Step 1 – requirement analysis; Step 2 – teaching format design through course development according to set plans; Step 3 – course creation; Step 4 – course implementation; and Step 5 evaluation and monitoring through use of tools to measure feedback or pre-post-tests to measure what learners learned. Accordingly, Phengkhone, et al., (2017), gathered data for course research and development according to the following steps: Step 1 – Study the basic data and needs of tourism entrepreneurs; Step 2 – develop courses by developing training course drafts; Step 3 – Evaluate the effectiveness of training courses through expert opinions and course trial use; Step 4 – Course revisions. 2) Training concepts, comprised, a systematic learning management process to enhance the knowledge, skills, competency and intentions of personnel to increase work effectiveness with the goal of improving self-awareness, increasing work skills and creating incentives for each person (Phengkhone, et al., 2017)

From the abovementioned course development and training concepts, the researchers developed the conceptual framework for creating competency development courses for small-sized tourism personnel and entrepreneurs through value-based training participation by relying on the Sustainable Sufficiency Economy principle: Case study of Eastern Province Group (Chonburi, Rayong, Chanthaburi, Trat) with the research procedures shown in the conceptual framework below.

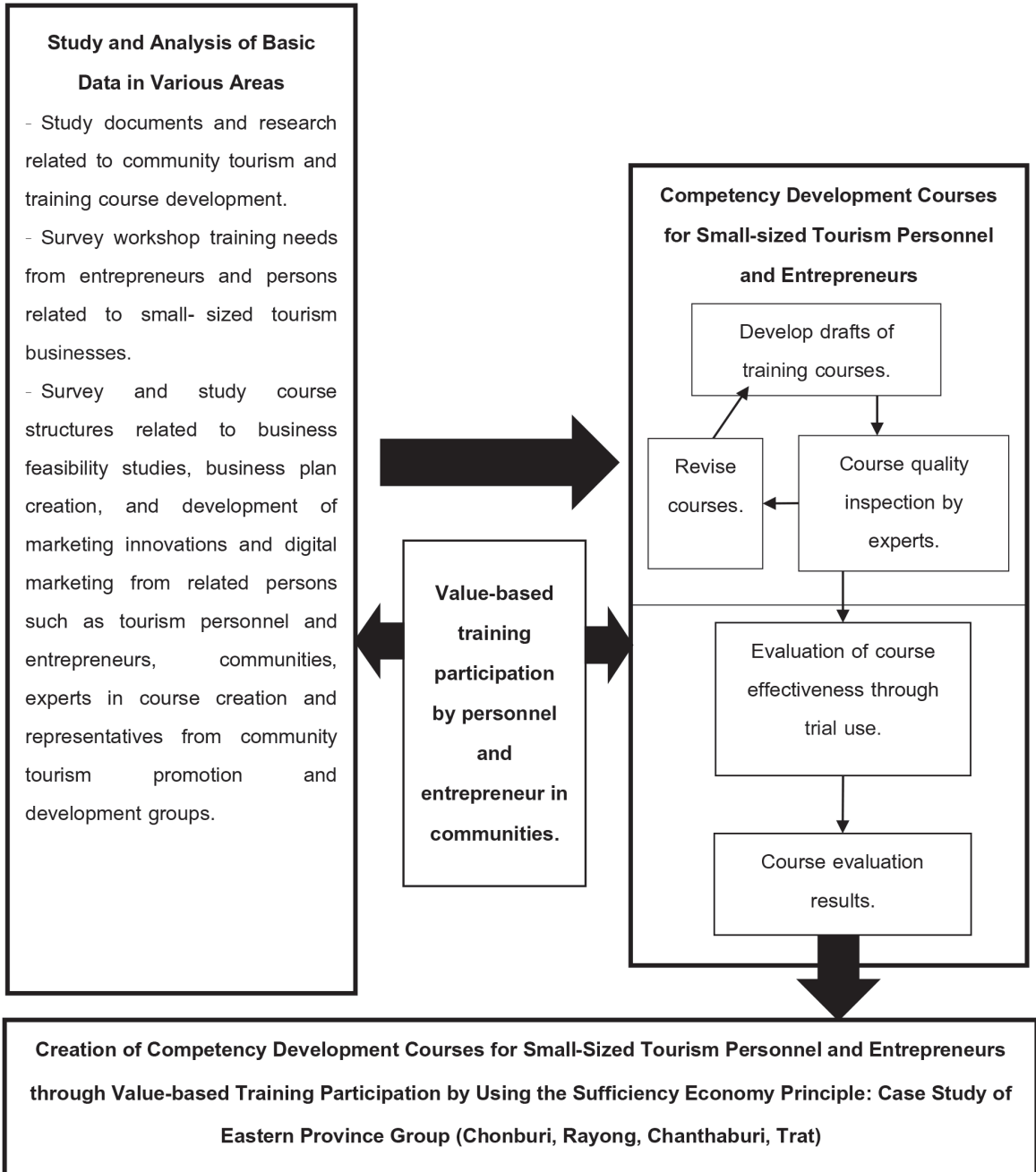


Figure 1 Conceptual Framework in Research

Objectives

1) To study basic data in creating competency development courses for small-sized tourism personnel and entrepreneurs.

2) To develop value-based participation training from training of personnel and entrepreneurs in communities by using the Sustainable Sufficiency Economy principle.

Research Scope

The purpose of the research was the creation of competency-based curriculum for personnel and small tourism business entrepreneurs thorough the participation in value creation from the training by using the philosophy of sufficiency economy: case study of eastern region provincial group (Chonburi, Rayong, Chanthaburi, Trat).

This research used a mixed method design by using both quantitative and qualitative research components. The method research scope was as follows:

1. The population and sample scope consisted of the research population, namely, small-sized tourism personnel and entrepreneurs in 4 provinces, namely, Chonburi, Rayong, Chanthaburi, Trat, numbering 840 people total. The sample group used to survey operational training needs to be consisted of 288 people. Accordingly, qualitative informants obtained by purposive sampling consisted of 10 people per province for a total of 40 people from 4 provinces, while the number of subjects used in the evaluation of course effectiveness numbered 200 people from 4 provinces.

2. As for the content scope, value-based participation training consisted of operational training, whereby related small-sized tourism entrepreneurs and personnel collaborated with lecturers and researchers to create courses that matched community needs. As a result, there were 3 courses as follows: A business feasibility study course according to the procedures for operating small-sized tourism businesses, with course content consisting of use of the Sustainable Sufficiency Economy principle alongside business feasibility studies, production/operations/product/service feasibility studies, market feasibility, financial feasibility and organization and modern management feasibility; a business plan creation course for pioneering small-sized tourism businesses in communities and tourism products, consisting of production/service operation plans, modern management plans, marketing plans and financial plans for pioneering modern small-sized tourism businesses by relying on the Sustainable Sufficiency Economy principle; and a course in the creation of marketing innovations and digital marketing with course content consisting of the creation of marketing innovations in tourism such as new tourism product service innovations, process innovations, business management marketing innovations, basic digital marketing knowledge, key digital marketing tools, and main strategies for digital marketing for pioneering small-sized

tourism businesses by using the Sustainable Sufficiency Economy principle.

3. The variable scope consisted of Variable 1: education and analysis of basic data, and Variable 2: competency courses for small-sized tourism personnel and entrepreneurs.

Research Methodology

The creation of the competency development courses for small-sized tourism personnel and entrepreneurs through value-based participation training by using the Sustainable Sufficiency Economy principle relied upon the mixed research method involving both quantitative and qualitative research components. Accordingly, the quantitative research component consisted of the study of basic data by determining the operational training needs of entrepreneurs and persons related to small-sized tourism businesses. The research population consisted of 840 small-sized tourism personnel and entrepreneurs in 4 provinces, namely, Chonburi, Trat, Rayong and Chanthaburi. The sample group was divided into two sub-groups, namely, the group in the survey of operational training needs and the group used to test training course effectiveness. The size of the sample group used in the survey of operational needs was specified based on the formula by Taro Yamane (Yamane, 1967) with the error level at 0.05. Thus, 288 people were obtained for the sample group by multi-stage sampling according to the following steps: Step 1 - Simple random sampling by lottery consisting of 12 districts in Chonburi, Rayong, Chanthaburi and Trat provinces, whereby lots of 3 districts per province from the 4 provinces were drawn to pick districts to enter the sample group, by which 12 districts were obtained. Step 2 - Proportional stratified random sampling by comparing the proportions of small-sized tourism entrepreneurs in Chonburi, Rayong, Chanthaburi and Trat provinces where data were to be collected to obtain 288 people to be in the sample group according to each district randomly sampled by lottery in Step 1.

Meanwhile, for the sample group used to assess training course effectiveness, non-probability sampling was used, with purposive sampling used to obtain small-sized tourism business entrepreneurs and related persons who were willing to receive training in the 4 provinces at 50 people per province for a total of 200 people. In addition, the sample group was required to meet the inclusion criteria, namely, to have an interest in participating in training, and have the ability to complete at least 70% of the duration of all 3 training courses over a period of 2 days. As for the qualitative research to identify operational training needs, the key data informants were small-sized tourism personnel and entrepreneurs obtained by purposive sampling numbering 10 people per province from 4 provinces for a total of 40 people, who were subjected to structured interviews.

Data Collection and Analysis

For the collection of data in the research Creating Competency Development Courses for Small-Sized Tourism Personnel and Entrepreneurs through Value-Based Participation Training by Using Sustainable Sufficiency Economy: Case Study of Eastern Province Group (Chonburi, Rayong, Chanthaburi, Trat), data were collected according to the following procedure:

Step 1 – Basic data were studied alongside a survey of operational training needs of small-sized tourism entrepreneurs and related persons. Documents and research were studied on the topics of community tourism and course development and a survey into the courses that small-sized tourism entrepreneurs needed training was conducted along with a survey and study into course structures related to business feasibility, business planning, and marketing innovation and digital marketing courses from related persons, namely, tourism personnel and entrepreneurs, communities, course management experts and representatives from community tourism promotion and development groups.

In collecting survey data on training needs, a training needs questionnaire was used along with in-depth interviews. For analysis of the quantitative data in training needs survey, quantitative data analysis statistics were used, namely descriptive statistics consisting of percentages, arithmetic means and standard deviations, while for qualitative research data analysis, the research team summarized and analyzed all data gathered from in-depth interviews to add clarity to the quantitative research findings.

Step 2 – The drafts of the structure of the training courses were developed by using related concepts and theories and data analyzed from the sample group to create drafts for the structure of 3 courses, namely (1) a business feasibility study course according to the procedures for operating small-sized tourism businesses; (2) a business plan creation course for pioneering small-sized tourism businesses in communities and tourism products; and (3) a course in the creation of marketing innovations and digital marketing covering course objectives, contents, training course structure, training activities, and measurements and evaluations.

Step 3 – The quality of the courses was inspected by 10 qualified experts in order to determine the suitability and analyze the consistency of the courses. The tools used to evaluate the suitability and to analyze the consistency of the course drafts were an evaluation form for the suitability of course components made up of 5-level rating scales with values consisting of Highest, High, Medium, Low and Lowest with the acceptance criterion for the suitability of

the course set to a mean value of at least 3.50; and a course structure draft consistency evaluation form in the form of 3-level rating scales with values consisting of Consistent (+1), Consistency Uncertain (0) and Not Consistent (-1), whereby scores obtained from qualified experts were used to identify the consistency index and that a value of 0.50 or higher indicated an acceptable level of consistency.

Step 4 - The courses were used in training to determine the effectiveness of those courses and the courses' suitability as well as problems and obstacles encountered from the use of the courses. Accordingly, the trainees were able to meet the set conditions, namely, by expressing interest in receiving training, and being able to participate in all 3 training courses by at least 70% of the training duration over a period of 2 days.

Step 5 - The results of the use of the courses were evaluated by pre-test and post-test comparisons in the trainees by using mean values (\bar{X}) and standard deviations (SD). The paired t-test was used for the same questionnaire sets to test the differences between the results before and after training. In this research, the training courses developed were effective in increasing the training knowledge and skills of participants, as the training participants gained increased knowledge and skill levels after participating in the training by producing higher after training than before training with statistical significance ($p < 0.05$). In addition, the standard deviation after training was less than before training; this indicates a higher level of similarity in the level of knowledge of training participants after training.

Discussion and Conclusion

1. Studying the Basic Data in Creating Competency Development Courses for Small-Sized Tourism Personnel and Entrepreneurs

The study of the quantitative and qualitative results about the demand and the development of workshop curriculum in Chonburi, Trat, Rayong, and Chanthaburi consisted of the following details:

1.1 In the quantitative research result, there was the survey on demand and the development of 3 workshop curriculums, which were (1) Business Feasibility Study; (2) Business Plan Making for Pioneering of Small Tourism Business in the Community and Tourism Product; and (3) Creation of Marketing Innovation and Digital Marketing.

1.1.1 The knowledge and understanding of the business feasibility study, business plan making for pioneering of small tourism business in the community and tourism product, and creation of marketing innovation and digital marketing were presented in Table 1.

Table 1 Demand and Development of Workshop Curriculum

Community	Knowledge and Understanding/Content that Needed to Be Focused												
	Business Feasibility Study				Business Plan			Marketing Innovation and Digital Marketing					
	Knowledge and Understanding		Contents that Needed to Be Focused		Knowledge and Understanding			Content that Needed to be Focused		Knowledge and Understanding			
Very low knowledge and understanding and needed extra training	Moderate knowledge understanding and needed extra training	Project feasibility in terms of preliminary investment	Feasibility study in terms of production/ processing/ operation/ service providing	Finance feasibility study	No knowledge and needed extra training	Very low knowledge and needed extra training	Moderate knowledge and understanding and needed extra training	Product/ Service	Marketing plan	No knowledge and needed extra training	Moderate knowledge and understanding and needed extra training	Basic information about digital marketing	Creation in terms of marketing and example of modern marketing innovation
Bang Saray Community, Sattahip District, Chon Buri	✓	✓	✓	✓		✓	✓	✓			✓		✓
Salak Phet Community, Ko Chang District, Trat	✓	✓		✓			✓		✓			✓	
Pak Nam Krasae District, Klaeng District, Rayong	✓				✓						✓	✓	
Tapon Community, Khlung District, Chanthaburi	✓		✓						✓				✓

The table on the operational training development needs shows that questionnaire respondents had workshop training needs, knowledge and understanding about business feasibility studies at very low to medium levels and thus needed additional training. Additionally, for business plans for pioneering small-sized tourism businesses in communities and tourism products, the questionnaire respondents from some provinces had no knowledge, while others in some provinces had knowledge, with understanding levels ranging from very low to medium, thus also indicating need for additional training. Meanwhile, on integration of tourism innovations, marketing innovations and digital marketing innovations, the questionnaire respondents in some provinces had no knowledge, while others had knowledge with a medium level of understanding. Therefore, they needed additional training. As for the qualitative research for confirmation of the quantitative research, the questionnaire respondents have training needs for all 3 courses to gain greater knowledge and understanding.

1.1.2 In terms of training expectation regarding things that the respondents expected from the training in 4 provincial areas, it was found that most respondents in Bang Saray Community, Sattahip District, Chon Buri and Tapon Community, Khlung District, Chanthaburi, expected to receive new knowledge from the training; whereas most respondents in Salak Phet Community, Ko Chang District, Trat and Pak Nam Prasae Community, Klaeng District, Rayong expected to apply the knowledge obtained from the training in actual operation.

1.2 In the qualitative research result, the details of the survey on demand and development of workshop curriculum in terms of (1) Business Feasibility Study; (2) Business Plan Making for Pioneering of Small Tourism Business in the Community and Tourism Product; and (3) Creation of Marketing Innovation and Digital Marketing were as follows:

- In Bang Saray Community, Sattahip District, Chon Buri, the activity that tourists were interested when staying or traveling in Bang Saray was bicycle riding. Therefore, the community has the chance to do the new business as an alternative activity for recreation for tourists, which is in accordance with the quantitative research in terms of bicycle rental for sightseeing around the community. There is a high possibility that the community will have a chance to do the new business as an alternative activity for recreation for tourists. This is in accordance with the quantitative research, which states that the respondents needed to receive the training on business feasibility study for small tourism business. The respondents needed to receive the training on business plan making for pioneering of small tourism business in the community and tourism product. Moreover, the Bang Saray Pier is considered to be the tourist attraction

with high potential. Therefore, the pier and beach were created to be the new tourist attraction with the building of marketing network by using the innovation of new tourist destination branding under the name of “Seafood Street on the Beach & Bridge”. Similarly, there is also the concept of new business by fishermen family or family business, which is the selling of seafood from sailing to tourists. The fresh/processed seafood has become the branding innovation concept for fresh/processed seafood under the name of “Sot Sut Sap”.

- In Salak Phet Community, Ko Chang District, Trat, most gardens in Salak Phet Community are mixed garden with the plantation of fruits, homegrown vegetables, and local herbs. Due to the COVID-19 pandemic situation, people are more interested in herbal food. From such opportunities and potential, there is the possibility in the making of herbal restaurants and the planting/processing of herb as essential oil or herbal balm from lemon grass for mosquito repellent and liniment. This is in accordance with the quantitative research, which states that the knowledge and understanding about business feasibility study were at the moderate level and needed extra training. Also, in the business plan making for pioneering of small tourism business in the community and tourism product, the respondents needed extra training because the knowledge in this field was at the moderate level. Moreover, Salak Phet Community could create a tour program, sailing of cruise ship to nearby island, planting of mangrove forest, diving, or riding in Ruesa Mat-Kayak, including the small business, comprehensive homestay, and making of online media on volunteer tourism of the community. The creation of a program for ecotourism is the tourism innovation must rely on the marketing innovation and digital marketing, but concerning which most respondents do not have knowledge and understanding about the creation of marketing innovation and digital marketing. Therefore, the training in this aspect is needed.

- In Pak Nam Prasae Community, Klaeng District, Rayong, the community product of Prasae homestay tourism community enterprise is Khlu. The Prasae homestay tourism community enterprise has the need to extend the Khlu tea, such as making of Kratok Khlu tea or processing of Khlu into crisp rice, shampoo, soap, or shower gel. Nevertheless, the community obtains less understanding about business feasibility study. Moreover, it still needs to receive the training on business that provides knowledge about production, administration, management, digital marketing, and accounting and finance, as well as actual practice for bringing the knowledge into actual use. Likewise, the community entrepreneurs of Pak Nam Prasae Community need to receive the training about business plan making because the community members have never received the training. Only the community leaders had received the training and passed their

knowledge on to the members. Therefore, most members still lack knowledge about business plan making and need to receive the training to obtain knowledge. Also, the community needs to make an online sale or selling via Facebook due to the decrease of income because the tourists are afraid of travelling. Therefore, the online sales are needed for the tourists to know about the community product. The learning on the making of websites and advertisements via Facebook and how to live stream are needed.

- In Tapon Community, Khlung District, Chanthaburi, Tapon Community is the agricultural cultivation source. Its outstanding points are various fruits and hard-to-find local food. Also, the community has never received the training on the business feasibility study. Therefore, there is the need for training in order to improve the agricultural products, gain income throughout the year, and have sufficient living on limited funds as well as doing other businesses as extension from things that are currently being done to improve or process the existing agricultural products in order to gain more income and be able to do the sustainable small tourism business. Likewise, the community entrepreneurs of Tapon Community need to receive the training on business plan making that emphasizes product and marketing in order to be able to give information clearly. Moreover, receiving the knowledge on business plan making can help the community entrepreneurs make the business plan for requesting of support budget from the government sector. In the past, only the group leaders have received the training on business plan. Other members have never received the training. Furthermore, the community needs the products to reach the standard of the market with new innovations, be accepted, and sold on modern trade. There is also the need for online sales, making of product illustrations for sales, and selling of product via various media channels, such as Facebook. The modern technology can also be used to present the product to the consumers thoroughly.

The aforementioned study and analysis of basic data consisted of both quantitative and qualitative studies into the workshop training course development needs in Chonburi, Trat, Rayong and Chanthaburi provinces, which the researchers synthesized and identified 3 operational training courses, namely, (1) a business feasibility study course, (2) a business plan creation course for pioneering small-sized tourism businesses in communities and tourism products, and (3) a course in the creation of marketing innovations and digital marketing that is suitable and consistent with the needs of small-sized tourism entrepreneurs and related persons. Thus, after the workshop training courses were identified, the drafts of the training courses were subsequently developed.

2. Development of Value-based Participation Training from Training of Community Personnel and Entrepreneurs by Using the Sustainable Sufficiency Economy Principle

In the development of value-based participation training, the research team proceeded according to the following steps.

Step 1 – Develop Drafts of the Training Course Structure

The researchers had used the information obtained from the study of documents and research that were relevant to the curriculum development and the need to receive the training about the curriculum development in 3 curricula, which were business feasibility study curriculum, business plan making for pioneering of small tourism business in the community and tourism product curriculum, and creation of marketing innovation and digital marketing curriculum, for making the principles of the training curriculum development. There was the determination of objectives of the curriculum and contents that were consistent with the needs of the target group and the objectives of the curriculum. There was also the determination for training activities and the use of proper training materials, including the measurement and the evaluation of the training.

After the drafts of the training course structure were developed, they were presented in the next step to 10 qualified experts, namely, experts in courses and course evaluation, experts in business feasibility studies and business planning, experts in marketing innovations and digital marketing, and experts in community tourism development and promotion.

Step 2 – Check the Quality of the Curriculum

The checking of the quality of the curriculum proceeded as follows: 1) Assess the suitability of the curriculum by using the 5-point rating scale, and 2) Assess the consistency by using IOC. According to the checking result, it was found that 1) In the value of suitability of the curriculum, the total average value of suitability was at high to very high level ($\bar{X} = 4.00-4.90$) in the average of 4.45, S.D. .117 which was higher than the specified criteria (Srisaat, 2002, p.8) which was 3.41 and above, showing that the experts had opinion that the curriculum developed was suitable and can be used, and 2) In the value of consistency in each component in the curriculum obtained from 10 experts, it was found that the consistency index value between the questions and the objectives (IOC) was .981, which was higher than the specified criteria (Sukhothai Thammathirat Open University, 2002) with the IOC value of 0.50 and above, concerning which it can be considered that the contents of the curriculum are complete and can be used.

Hence, the researchers studied various related documents, causing the curriculum to obtain complete and suitable components at the high level that can be used in training management. This was in accordance with the findings of Thienbenja & Panjan (2020) who stated that in checking the quality of the curriculum, the overall assessment from the expert on the suitability of the curriculum was at the high level. This showed that the curriculum obtained the quality and can be used to arrange the training with the sample in the research.

After the quality of the courses was examined by the qualified experts, it was determined that the courses were appropriate and consistent in terms of components. Thus, in the next step the training courses were administered to small-sized tourism personnel and entrepreneurs.

Step 3 – Put the Curriculum into Practice

After using all 3 curricula to make the training for personnel and small tourism business entrepreneurs in Chon Buri, Rayong, Chanthaburi, and Trat with the use of the philosophy of sufficiency economy, the assessment result of 3 workshop curricula were as follows: From the respondents in 4 provinces in Curriculum 1 Business Feasibility Study; Curriculum 2 Business Plan Making for Pioneering of Small Tourism Business/Tourism Product; and Curriculum 3 Creation of Marketing Innovation and Digital Marketing, when considering each topic in overall, it was found that the overall contents and curricula for training were at the high to the very high level, meaning that the contents were consistent with the objectives of the curriculum because the lecturer had selected the contents that were suitable with the knowledge level of the community. This finding is in accordance with that of Klongsanoi & Boonsong (2021) who found that the objectives of the curriculum were suitable at the very high level and the contents of the curriculum were suitable at the very high level.

In the application of knowledge, the training participants had received the knowledge about the training in the business feasibility study, business plan making, and digital marketing innovation clearly because the curriculum focused on the contents that the training participants, who were the community entrepreneurs, can understand easily. The contents were explained in non-academic language with distinct examples. In terms of ability in knowledge application, the training participants can apply the knowledge for making, improving, and developing the business, such as cost calculation, marketing plan, or use of digital marketing media because the lecturer had put the personnel and the community entrepreneur into actual practice as well as presenting the work and listening to suggestions from the lecturer.

After providing training to the small-sized tourism personnel and entrepreneurs according to the courses in full, in the next step the courses were evaluated.

Step 4 – Course Evaluation Results

This step was for evaluating the results of training to provide knowledge and understanding to small-sized tourism personnel and entrepreneurs in the eastern province group (Chonburi, Rayong, Chanthaburi and Trat).

According to the assessment result on the knowledge of learners for pre-training and post-training and the comparison of learning achievement using paired t-test, the average and the standard deviation of learning outcome before the training was 9.45 and 2.74 points and after the training was 12.29 and 2.28 points respectively. Furthermore, the comparison of statistical average by using paired t-test at the significant level (α) of 0.05 was $P = 0.000$, which showed that the learning outcome for post-training obtained more average than pre-training significantly and the standard deviation for post-training was lesser than post-training. This indicated that the knowledge of training participants was at a more similar level after receiving the training (Klinpipat & Tingsapat, 2017). This finding is in accordance with that of Sudsangan, Ngamkanok, & Panhoon (2021) who stated that the average knowledge of being the new entrepreneur of training participant after receiving the training was higher than before receiving the training with a statistically significant level of 0.05.

Accordingly, it was possible to conclude that all 3 courses contained appropriate components and implementation methods that were effective and contributed to increased understanding and skill levels in the small-sized tourism personnel and entrepreneurs. This was possible due to the fact that the 3 courses were courses in which the trainees were interested and needed to adapt to their own work activities. The aforementioned courses were evaluated by experts and lecturers who were capable and had direct experience and interesting presentation techniques, and actual practices took place to promote in-depth knowledge and understanding. As a result, the trainees learned while enjoying their training and produced superior results to before training due to their high knowledge and skill levels, which can be effectively integrated with their own businesses.

Moreover, developing this training course focusing on the participation for building the value-based training by using the sustainable Sufficiency Economy Principle. This was the cooperation among small-sized tourism entrepreneurs and related personnel, stakeholders

and other communities who were interested in becoming an entrepreneur with the lecturers and the researchers. It studied the needs of the communities, then created the courses which relevant to the community capabilities along with the workshop training, promoted the trainees' creativity and their fully participations. Therefore, the small-sized tourism entrepreneurs would be able to operate their own businesses, generate incomes and profits based on the value-building for consumers and tourists.

In the building of participation of personnel and community entrepreneurs, the researchers had analyzed the use of participative training curriculum by applying the participation theory (Cohen & Uphoff, 1980, p. 6; Dale, 1973, p. 80) in 4 types, which were: 1) Participation in decision-making, which is the determination of need and prioritization; 2) Participation in operation, resource support, work administration, coordination, and assistance; 3) Participation in advantage gaining, which is the distribution of benefits inside the group; and 4) Participation in assessment and giving of opinion, approval, and expectation with influences that can change the people's behaviors in the group. The personnel and entrepreneurs received the training to participate in making the decisions on the curriculum because the curriculum and its contents were designed to suit the needs of personnel and entrepreneurs. The personnel and entrepreneurs also participated in the arrangement of training with the coordination between the researcher, lecturer, and training participants. Moreover, they participated in gaining advantage, which was knowledge and understanding from online training via Zoom application that can thoroughly gain access to the personnel and community entrepreneurs. They also participated in actual practice in which the knowledge can be applied to one's own business. Furthermore, there was also participation in assessment and opinion giving on the training.

Recommendations for Research Implementation

From the study results in terms of quantitative and qualitative on the creation of competency-based curriculum for personnel and small tourism business entrepreneurs through the participation in value creation from training by using the philosophy of sufficiency economy, the researchers have made recommendations for research implementation as follows:

1. Small-sized tourism business entrepreneurs and related personnel along with stakeholders and persons interested in becoming entrepreneurs can search for new tourism business/service opportunities from business feasibility studies and successfully create business plans to pioneer small-sized businesses and create factors for business pioneer success.

2. Persons intending to use the courses should study the details about the training courses in order to develop knowledge and understanding on the correct use of the training courses. Furthermore, course contents should be modified to suit each local context, and the data of trainees should be surveyed beforehand along with their needs and readiness for training in order to ensure that training activities occur in line with courses' set objectives.

3. Importance should be given to the selection of lecturers who possess knowledge and understanding of the local contexts and who have genuine expertise in the use of the training courses. Moreover, there should be sufficient numbers of lecturers (in cases where there are large numbers of trainees) present along with a work team to assist trainees in correct practices to ensure that trainees are able to apply their training in their own businesses.

4. The number of trainees from each province should not exceed 30 people. This is to ensure that knowledge exchanges and knowledge development occur appropriately according to time constraints.

5. Focus should be placed on organizing operational training activities to allow trainees to receive actual practice while also being encouraged and promoted to have creative thinking and fully participate in activities.

Recommendations for Future Research

This research is the creation of a competency-based curriculum for personnel and small tourism business entrepreneurs through the participation in value creation from training using the sustainable philosophy of sufficiency economy: a case study of the eastern region provincial group (Chon Buri, Rayong, Chanthaburi, and Trat). Therefore, in future research:

1. There should be an assessment of the impact of training to monitor the improvement of competency of personnel and small tourism business entrepreneurs.

2. Studies should be conducted to continuously monitor the implementation results of the courses to study the self-improvement of trainees on whether or not and how their skills improved.

3. Improvements should be made to modernize courses in line with the current situation and the contexts of trainees to ensure effective and efficient use of training resources such that trainees receive maximum training benefits.

Ethical Review

The aforementioned project has been reviewed and approved according to the Declaration of Helsinki by Ethical Review Subcommittee for Human Research, Suan Dusit University. Protocol No: 012/2021.

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