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## The development of camp on natural resources and environmental conservation in the ASEAN for youths in Roi-et province

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**Abstract** A camp on natural resources and environmental conservation in ASEAN countries for 35 youths in Roi-et province was developed by using a manual with an efficiency criteria of 80/80, to create an effectiveness index of the camp and analyze the youths' knowledge, attitude and leadership skills before and after attending the camp, differentiated by sex and age, using three different survey questionnaires. The data was calculated by percentage, mean average, standard deviation of the response items and analyzed through a t-test and f-test (One-Way MANOVA), to measure the efficiency criteria and create the effectiveness index. The results showed that the camp had an efficiency criteria of 90.04/83.44. The effectiveness index of the camp had a value of 0.6670, which means that 66.70% of the youths had improved their learnings on natural resources and environmental conservation in ASEAN knowledge, attitude and leadership skills were significantly higher after attending the camp than before, illustrated through a statistical significance value of .05. Moreover, there were no differences observed in the results regarding the youths' sex. However, there were differences observed among three different age groups of the youths, i.e., 14 to 15, 16 to 17 and 18 to 19 years old, as an univariate test showed ( $p < .000$ ).

**Keywords:** Camp, Manual, Knowledge, Attitude, Leadership skills

### Introduction

In the current world of crisis of not natural resources are destroyed in the balance of nature such as the forest has been destroyed the land is corrosion resistant plants and animals and some of the endangered species upstream and lowlying areas of drought-air the world to heat up, pollution in the atmosphere in the ground and in the water cause the serious, as the storm flood, earthquake. The possible causes of natural resources are destroyed all from the action of all the man. The decadence of natural resources and the environment is an important issue for one of the problems for people worldwide, both now and in

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the future. The developing countries must be having problems with the decadence of the environment and people need to be affected. The problem of natural resources decadent and the environment is a toxic continuously. And since the decadence of nature and the environment is a problem that accumulated itself and spread the scope out to slowly, but is getting tougher and do not know, this issue has been overlooked over time through until the distance to a few ten years, which is called a decade of development it appears that there is a serious problem the environment in some parts of the world and that this is similar in all the developed countries and are developing such as the pollution problem on the water problems of natural resources, deteriorating and wiped out quickly and the oil minerals and forestry plants, animals, etc. (SeeKua, 2007).

While the world is faced with the problem of natural resources and the Environment. Asean countries as another region with rich natural resources that support the sustainability of the eco-system both within the region and the world. In addition to a source of water, food, and energy and natural resources also have an important role in supporting the economic activity and the life of man. Asean is the ecological system that is unique and wide range of the Mekhong River Basin, Ha Long Bay and the lake the toba and the sea coast, a long stretch of approximately 173,000 kilometers away surrounded by the sea and the bay of such as the South China Sea of the sea and the Gulf of Thailand with the location of the right of ASEAN countries which is the tropical is water resource rich in 2007. Asean countries have water resources for the consumer goods and Brunei, Laos and Malaysia is a country that has a clean water. An average of per capita people in the region. At the same time ASEAN is the ground to 3% of the area. The world is so rich heritage of biodiversity have a country that has a rich resource with the biological diversity to 3 countries including Indonesia and Malaysia and Philippines. A wide variety of biodiversity, approximately 80% of the world. Asean is a wooded area covers up to 45%, If compared to the average forest of the world which is about disparity 30.3%, Including the forest of ASEAN is a residence of the different species of more than 40% of marine life in this world. The increase in the number of the population for economic growth in a fast combine with the social that occurs more and more. In the ASEAN group members, these elements will increase the pressure on the natural resources in both the regional level. Leading to the environmental issues across the border such as air pollution, water and land. The decadence of the environment in urban areas, fog toxic fumes across the border and the exhaustion of natural resources especially of biodiversity. In addition of consumption that add up to a trash can add up to shadow as a result of the development of a not sustainable growth. So even

though there is a fertility with natural resources but the ASEAN countries are confronted with the challenge of great in order to maintain the balance of the environmental sustainability in conjunction with the Thai economic development (Ministry of Natural Resources and Environment, 2011).

It is evident that the environmental issues occur with all the social world social regional or local level if not resolved with urgency and is the method is increasing. So the process that the people will see the value and understand the principles of the system the relationship between the man and the environment will lead to the development of the attitude awareness and responsible for the care of the environment as well as to develop skills to make informed decisions about the environment and to create ethical conduct in compliance to the environment to the quality of the environment is "Environmental Studies." (Kongsak, 2014). This environmental studies to learn to life learning for life and environmental resources is a basic factor in the life and activities of all human beings have on the Environment. To learn about the environment is the need for life (Wongchantra, 2011). Depending on how the knowledge of the environment or environmental studies is how important one of the ways that will help prevent and correct the natural resources and environment to deteriorate. As a problem solving environment that the cause and the end of the event by the process of environmental studies have a target is important to maximize their potential and to the human beings to shall be located with environmental sustainability by focusing on creating important 3 of 1) the awareness of the environment in this issue focus on creating the knowledge and understanding and appreciation of the environment or in other words is to create the intellectual property to occur in the man, 2) the attitude or awareness of the environment in this issue to emphasize the importance to see the value of the environment feel concern and jealousy when the environment is affected, or in other words, create a conscious or feel responsible to occur in the man and 3) the skills and participation in the environmental management of this issue focuses on the skills of the parse environmental issues with the root cause analysis of impact and guidelines in the edit, including the seek opportunities to apply the skills to use the results in the practice (Suwan, 2006).

However, the knowledge and understanding will be the best when there in the suitable age and is located in an environment that is conducive to the knowledge to achieve this purpose. And the teen is the Age that is over between the ages of children and adults. This is the ages are attitudes and his purpose is the age that is appropriate to the knowledge to create a positive attitude and engagement which the knowledge and create awareness for children and the youth in the conservation of natural resources and the environment. Especially the natural resources and environment of ASEAN is one approach to

sustainability, the base of the natural resources that highlight the participation of the people. The process of the camp is one of the format that can create the knowledge and create awareness to occur in a short period of time and performance. From the research results in both domestic and overseas market found that the camp activities with the value to the person. In other words, the user through into the camp will have the knowledge and the results to learn better with social networking with the and social better health complete strength is the attitude, features a livelihood have confidence and take pride in their own and the visions about yourself in a positive way (Jai-aree, 2555).

Camp activities as the learning activities that are located in the appearance of the change through the study of the means to change the Guidelines to manage the study to develop the learner in society Culture. As the person has the potential to learn as well as the individual and learn together by using the ideas from the cooperation of different organizations in the society to the adverse event. In addition to the camp in a variety of formats are also taught outside the classroom recognize the responsibility for the community to yourself, promote a good relationship the learner has direct experience an attitude that adverse event known to be jealous of proud of love and the loop on the nature and the environment. (Wongchantra, 2016) The camp environment can be an opportunity for the youth to experience with the other people learn to share and rely on each other. This will be the default to create a good relationship between fellow human beings and an opportunity to help the youth learn to accept the differences between people in this teacher should help guide the youth to reduce competition between each other. And it should be emphasized the importance of rights include section because it will help to reduce the problem of resource contention, both now and in the future as a help to overly between instead and can be an opportunity for the youth have experience in life a simple and natural dependency. If that makes the youth to see the value of life is simple and rely on the nature. It will reduce the use of resources at the national waste and luxury. In addition the camp environment can be an opportunity for the youth to provide feedback and display the environmental responsibility that he had lived in. This can make him confidence in Cha-am may be of self and feel a binding contract demonstrates that will participate in the Protection of resources and the environment of the following him (Wongchantra, 2016).

From the problem and the need of the above it is evident that the activities of the camp of the environment is in the process of embedding habits that best in the care of the environment. By the camp is the format of the learning activities outside the classroom to promote the youth learn through the practical and ongoing learning, to promote learning is a process activity places

and situations that can help the youth to learn at all times. Both a learning on an individual level to learn from your friends to learn in the group and is a learning from the real-world experience. Which of these processes will see the value of the team that developed the personality development of the social features enhance the communication skills as well as the creation of confidence and see the value of their own when the youth have the reason for environmental and shall be the problem solving process the environment. Because Thailand is one of the ASEAN countries and the impact of the access to the community of ASEAN to the natural resources and the environment is to use resources more than the ability to support the of the system of the ASEAN. Greenhouse Gas Emissions and air pollution is likely to increase the problem and waste water are trending up. Due to the expansion of the ASEAN economy from both the manufacturing sector and tourism, expansion of the city and the deforestation, etc.

So the activities of the youth camp conservation of natural resources and the environment is an activity that promotes the knowledge of the conservation of natural resources and the environment. Especially the natural resources and environment of Asean countries that is ideal for the youth because a short period. However, in the event of the camp of natural resources and the environment, Asean countries that very important should have the manual that is used in the camp activities. Because there is a learning process that is clear and be able to evaluate the learning. The Investigator is interested in the development of the guidelines for creating the knowledge and understanding the attitudes and participation in the camp activities of natural resources and the environment, ASEAN to youths with the development of the manual of the camp of natural resources and the environment for the ASEAN youth in Roi-et Province. So the young people who live in the province has the knowledge and attitudes to the natural resources and environment of Asean countries. It also came to participate in the maintenance of natural resources and the environment of ASEAN the following:

Objectives: develop a camp on natural resources and environmental conservation in ASEAN countries for 35 youths in Roi-et Province, using a manual with an efficiency criteria of 80/80, create an effectiveness index of the camp, and analyze the youths' knowledge, attitude and leadership skills before and after attending the camp, differentiated by sex and age, using three different survey questionnaires.

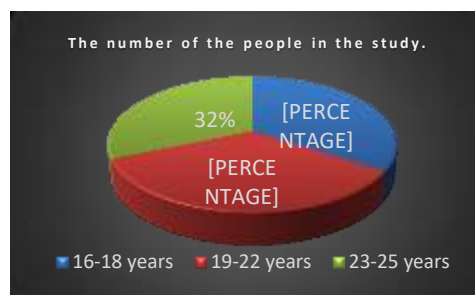
## **Materials and methods**

### ***People and Sample***

The people in the camp activities of natural resources and the environment of Asean countries in this time were the young people in Mueang district, Roi-et province 16-25 years of age 15,646 people.

**Table 1.** The number of the people in the study

The age range	The number of people
Age 16-18 years	12
Age 19-22 years	12
Age 23-25 years	11
<b>Sum</b>	<b>35</b>



**Figure 1.** The number of the people in the study

The sample in the camp activities of natural resources and the environment of Asean countries in this time were the young people in Mueang district, Roi-et province 16-25 years of age the sample 35 people. The voluntary sampling made to join the camp activities of natural resources and the environment of Asean countries.

***The tools that are used in the broadcast:*** the tools are used in the broadcast is guide activitive to camp natural resources and environment of ASEAN andn in measurement and evaluation is the knowledge test natural resources and environment of ASEAN, attitude measurement of natural resources and environment of ASEAN and measure leadership skills camp activities of natural resources and environment of ASEAN.

***Data collection***

Phase 1. The development activity guided the camp of natural resources and the environment of Asean countries.

Step 1 was prepared to learn basic information to the study materials from the basic information and learn from the document related research. To know the basic information before you create a guide by the study from the

document on the environmental studies the document and research related to the general Information of ASEAN. The learn the natural resources and the environment create a guide camp activities to the goal and define the scope of the materials from the manual camp activities that link to the general information about the Asean countries. To see the relationship between the man and the environment by remove the data that the study of the entire process of knowledge and analysis to identify the substance to create the manual.

Step 2 The development activity was guided the camp from the assessment by a qualified member and lead to try to find the quality of the guide is created a review of the suitability of the manual camp activities of natural resources and the environment of Asean countries to deliver expert it will evaluate the quality of the guide. Creating a query knowledge of natural resources and environment of ASEAN. Design, test your knowledge with the purpose of the scope defined content.

Step 3. The activity was guided the camp to use with the subject is to bring the manual camp activities from the development to the sample with a group of the trial which will be the manual camp activities and the control group that does not have the manual camp activities by comparing the knowledge attitudes to natural resources and the environment of Asean countries before and after the camp activities.

Phase 2. The use of the manual in the event the camp activities

The development of the manual camp activities was done by creating a manual camp activities. Customized the content and the objectives in the event. To make the content in the plan clear and consistent with the objectives of the research. The development activity guide the camp from the assessment by a qualified member and lead to try to find the quality of the camp activities.



**Figure 1.** The introduction to the participants camp activities and familiarize yourself with the participants of the event



**Figure 2.** The create an environment Activities Complimentary with the participants of the event

### *Statistics*

The statistics that are used in the analysis of the data.

1. The basic statistics was used as Percentage, Mean and Standard Deviation.

2. Statistics used to determine the value of the tool were as follows:-

2.1 The quality of the test was the discriminative power of the knowledge test using the formula. (Pinyo Anantapong, 2002) Reliability and the simple craving of the quiz. (P)

2.2 The quality of questionnaire was used for the power to identify the individual by using item-total techniques using the formula simple correlation of Pearson. (Pinyo Anantapong.P, 2002). The find the confidence of the questionnaire was done by alpha coefficient by the way Cronbach (Pinyo Anantapong, 2002)

3. The statistics to test the assumptions was t-test at the level of the statistical significance 0.05, F-test (One – Way MANOVA) at the level of the statistical significance 0.05, Univariate Test at the level of the statistical significance 0.05.

### **Results**

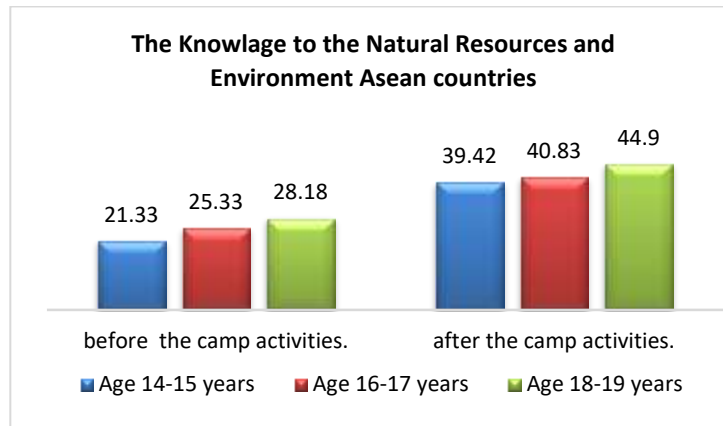
The performance of the guide camp activities natural resources and environment of ASEAN. There was the performance of the manual camp activities as the 90.04/83.44 which according to the criteria set and index the performance of the guide camp activities natural resources and environment of ASEAN at the 0.6670. It was the youth participating in the ASEAN environment and resources camp using the manual camp activities natural resources and environment of ASEAN is the progress in the Percent 66.70.



The knowledge of natural resources and environment for ASEAN the youth in Roi Et province before the training activities youth sample has mean knowledge of ASEAN natural resources and environment. The overall level was moderate level and after the camp activity, the overall level was at the most. When comparing the average score of knowledge about the natural resources and the environment of the ASEAN youth group of both samples 3 the age range found that is based on the assumption of the research. The average score of knowledge about the natural resources and environment of ASEAN after the camp activities was higher than before the activities of the camp of the statistical significance level .05. By identifying the gender of the youth group, for example by using the One-way ANOVA, so found that the sum of the scores squared deviations between the groups is equal to 3.202 and the average value is equal to 3.202. Sum of the scores squared deviations within the group is equal to 282.970 and the average value was equal to 8.575 with the statistics of Ephraim equal to 0.373. The value of Levene Statistics for more than 0.05 indicated that the variance of a comparison group did not vary and classified by the age range of the youth group of the sample found that the sum of the scores squared deviations between the group was equal to 184.679 and the average value was equal to 92.340. Sum of the scores squared deviations within the group was equal to 101.492 and the average value was equal to 3.172 with the statistics of Ephraim equal to 29.114 with the statistical significance level .05 as shown in Table 2 and Figure 3.

**Table 2.** The average score of knowledge about the natural resources and the environment before and after the camp activities

Age. (n=35)	Before the camp activities			After the camp activities			t	df	p
	$\bar{x}$	S.D.	Knowledge level	$\bar{x}$	S.D.	Knowledge level			
Age 14-15 years	21.33	4.03	moderate	39.4 2	1.72	Much	- 15.19 6	11	0.000*
Age 16-17 years	25.33	1.67	moderate	40.8 3	1.89	Very Much	- 28.51 6	11	0.000*
Age 18-19 years	28.18	1.90	moderate	44.9 0	1.70	Very Much	- 14.61 1	10	0.000*
<b>Sum</b>	<b>24.94</b>	<b>3.44</b>	<b>moderate</b>	<b>41.7 2</b>	<b>2.85</b>	<b>Very Much</b>	<b>- 19.44 1</b>	<b>32</b>	<b>0.000*</b>

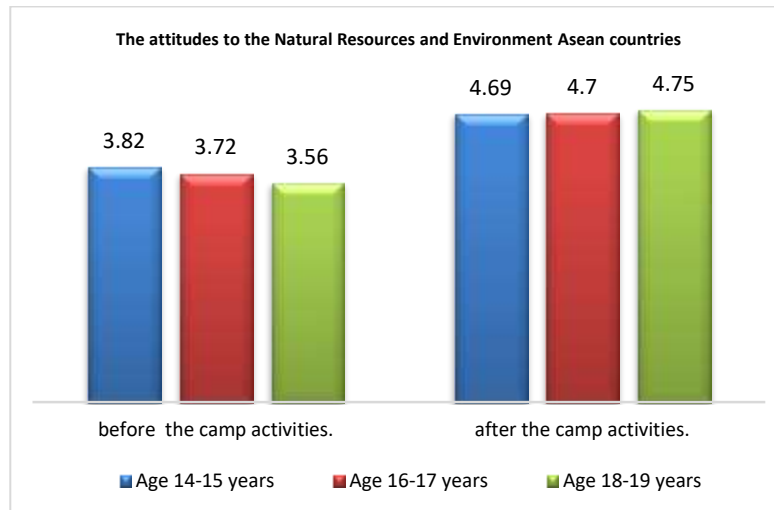


**Figure 3.** knowledge of natural resources and environment of Asean countries

Positive attitude toward the natural resources and environment of ASEAN before the activities of the camp of the youth group examples had agreed level. After the activities of the camp of the youth group examples had agreed level by identifying the gender of the youth group. For example, Sum of the scores squared deviations between the group was equal to 0.073 and the average value was equal to 0.073 the sum of the scores squared deviations within the group was equal to 1.150 and the average value was equal to .035 with the value the sig of levene statistics for more than 0.05 indicated that the variance of a comparison group did not vary and classifieds Age 16-18 years, 19-22 years and 23-25 years. It was found that the sum of the score squared deviations between the group was equal to 0.023 and the average value was equal to 0.012. The sum of the scores squared deviations within the group was equal to 1.20 and the average value was equal to .037 by the values of Levene Statistics for more than 0.05 indicated that the variance of a comparison group did not vary as shown in Table 4 and Figure 4.

**Table 3.** The attitudes of natural resources and environment of Asean countries before and after activity arrangement of youth

Age. (N=35)	The before activity arrangement of youth			The after activity arrangement of youth			t	df	p
	$\bar{x}$	S.D.	Attitudes level	$\bar{x}$	S.D.	Attitudes Level			
Age 14-15 years	3.82	0.31	Agree	4.69	0.23	Strongly Agree	-9.53	11	0.000*
Age 16-17 years	3.72	0.19	Agree	4.70	0.16	Strongly Agree	-14.63	11	0.000*
Age 18-19 years	3.56	0.34	Agree	4.75	0.17	Strongly Agree	-11.28	10	0.000*
<b>Sum</b>	<b>3.70</b>	<b>0.29</b>	<b>Agree</b>	<b>4.71</b>	<b>0.19</b>	<b>Strongly Agree</b>	<b>-18.47</b>	<b>34</b>	<b>0.000*</b>



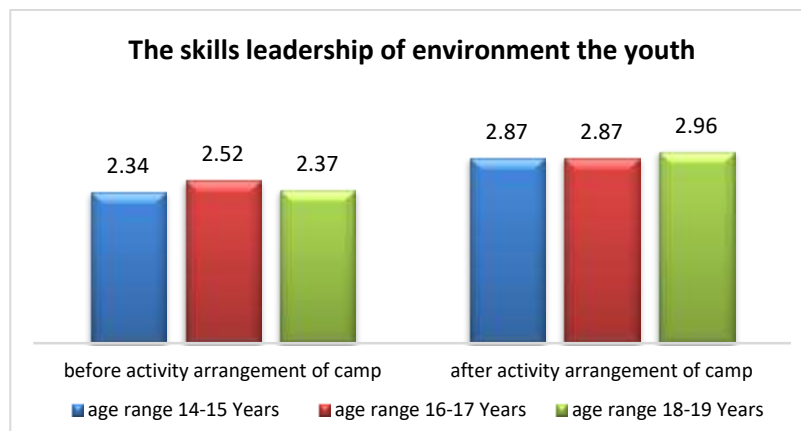
**Figure 4.** The attitudes of natural resources and environment of Asean countries before and after activity arrangement of youth

**Table 4.** The skills leadership of environment the youth before and after activity arrangement of youth

Age (N=35)	Before the camp activities			After the camp activities			t	df	p
	$\bar{x}$	S.D.	Knowledge level	$\bar{x}$	S.D.	Knowledge level			
Age 14-15 years	2.34	0.35	moderate	2.87	0.13	Most	-4.643	11	0.000*
Age 16-17 years	2.52	0.21	Most	2.87	0.09	Most	-4.598	11	0.000*
Age 18-19 years	2.37	0.32	moderate	2.96	0.03	Most	-5.759	10	0.000*
<b>Sum</b>	<b>2.41</b>	<b>0.29</b>	<b>moderate</b>	<b>2.90</b>	<b>0.10</b>	<b>Most</b>	<b>-8.395</b>	<b>44</b>	<b>0.000*</b>

Leadership skills environment of youth before environment of youth was recorded. There was the average score of leadership skills level was moderate and after the camp activities in very levels. When comparing leadership skills of natural resources and the environment, ASEAN group of both samples 3 the age range found that the assumption of the research with the average score of leadership skills environment after the event was higher than before the event with the statistical significance level 0.05 by identifying the gender of the youth group. For example, sum of the scores squared deviations between the group was equal to 0.001 and the average value was equal to 0.001 the sum of the scores squared deviations within the group was equal to 0.361 and the average value was equal to 0.011 with the statistics of ephraim equal to 0.114 with the values of Levene Statistics for more than 0.05 indicated that the variance of a

comparison group did not vary and classified by the age of the youth group. For example, sum of the scores squared deviations between the group as 0.057 and the average value was equal to 0.028 the sum of the scores squared deviations within the group was equal to 0.305 and the average value is equal to 0.010 with the statistics of ephraim equal to 2.967 with the value the sig. of levene statistics for more than 0.05 indicated that the variance of a comparison group does not vary as shown in Table 4 and Figure 5.



**Figure 5.** The skills leadership of environment the youth before and after activity arrangement of youth

The youth group for example, male and female had the knowledge, attitude and skills leadership of environment did not vary with the statistical significance level 0.05. The youth group, male and female had the knowledge, attitude and skills leadership of environment. Differences in the statistical significance level 0.05 for the test of the univariate test that the age ranged 14-15, 16-17 and 18-19 years old had the knowledge, attitude and skills leadership of environment.

## Discussion

The performance of the guide camp activities natural resources and environment of ASEAN. There was the performance of the manual camp activities as the 90.04/83.44. Which, according to the criteria set and index the performance of the guide camp activities natural resources and environment of ASEAN was 0.6670. It was youth participating in the ASEAN environment and resources camp by using the manual camp activities natural resources and environment of ASEAN is the progress in the Percent 66.70, followed the concept Kamonlapecth (2006) said that the manual was a document to know

about the one of the to the user by the look to your readers or users understand and can perform in it manually and follow the concept Wongchantra (2010) said that the environmental education was the process of broadcast knowledge integrated, which about the relationship between a man and the environment nature. It was a process that lead to develop of the environment. There was content about the creation of the development process to the awareness and care for the environment and the problems associated with the environment. This was the knowledge about the environment which the attitudes and skills were resolved the conflicts of the environment as a consistent with Charernsook, Wongchantra and Salee (2016) studied the development of training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students Sisongkhram district, Nakhon Phamon province. The index the effectiveness of the training activities found to promote the conservation of local vegetables of the river basin Songkhram. The research found that training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students Sisongkhram district, Nakhon Phamon province was effective as 83.23/86.55 and productivity was equal to 0.6795. And consistent with Sookngam, Wongchantra and Sachiyo (2015) studied the development of training manual of natural resources and environmental variables, laser-ASEAN countries, Lao People's Democratic Republic of Lao (Lao PDR) that developed the training to be effective based on criteria 80/80 and index study the effectiveness of your training manual.

The knowledge of natural resources and environment for ASEAN, the youth in Roi-Et pmpole found the knowledge of ASEAN natural resources and environment. The overall level was moderate before the training activities youths and after the camp activity. When comparing the average score of knowledge about the natural resources and the environment of the ASEAN youth group of both samples 3 the age ranges found that the assumption of the research. The average score of knowledge about the natural resources and environment of ASEAN after the camp activities was higher than before the activities of the camp of the statistical significance level .05, followed the concept of Whungpanit (1983) that the person was broadcast stories from the learning to practice the training and they had seen through the sensations. The facts or the details of a story was known the experience of a person. It built up a knowledge the measurement of the memory knowledge, they needed to measure the ability to remember the facts or experience, or measure the mind from experience. Lhapim (1994) said that the knowledge refers to the ability to remember what the experience. Consistent with research for Ongon, Wongchantra and Sachiyo (2016) studied on the development of training manuals Natural resources and the environment of ASEAN: the Socialist

Republic of Vietnam. The research was found that as a group of experiments are the average score of knowledge and attitude after the training is higher than before the training and students. The trial group had the knowledge and the overall positive attitude and both 5 group higher than the control group and students. The group had a trial skill score in the facilitator training that the students the self-assessment and the facilitator to evaluate after the training in many levels and students. The trial group had the knowledge and attitude skills in a speech training of natural resources and the environment, ASEAN: the Socialist Republic of Vietnam was higher than the students in the control group was the statistical significance level 0.05. Consistent with Teengam, Wongchantra and Sachiyo (2016) studied the development of the activities, and youth environmental conservation by using a process environmental studies were intended. Hsin-Ping and Yore (2005) stated that the behavior attitude awareness of emotion and the knowledge that effect on the environment between students year 5 Canada with Taiwan.

Positive attitude toward the natural resources and environment of ASEAN before the activities of the camp of the youth group examples was agreed level and after the activities of the camp. The basic information from the recipe booklet documents related research sets the format of the content in an attitudes and how to create the attitudes were learned to apply to a guide to create a measure attitude toward the conservation of natural resources and the environment of Asean countries. Sutthiloet-Arun (1996) studied that the mentioned factors that cause the attitude. They stated that influence of the group that the person to small groups or with the large group can influence to change the attitude. The interpretation from the way people was summarized who knew the factors to like or dislike the related such as teacher teaching in the first hour. Charernsook, Wongchantra and Salee (2016) studied the development of training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students Sisongkhram district, Nakhon Phamon province. There was a type of local vegetables river basin Songkhram Sisongkhram district, Nakhon Phamon province found that development of training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students had the attitude to train about local vegetables. Tiammuangpan, Wongchantra and Salee (2016) stated that the development of music events for environmental conservation for teachers music in the secondary educational service area office 27 Roi Et province with dy the knowledge attitudes, found that after the music events for environmental conservation, teacher, the music to the event. Hanson and David (2006) reported that learn Index measured the attitude of the trainer to complete the assessment of the training to assess the attitude and performed the training

according to the format of the Kirkpatrick model in the 4-sided. The assessment criteria and the judgment was very important.

The leadership skills environment of youth before environment of youth averaged as moderate. Comparing leadership skills of natural resources and the environment of ASEAN group found that average score of leadership skills environment after was higher than before the event. Similar concept of Dokthaisong (1992) who stated the leader is for leading to the most influential art and must help the group to achieve the highest goal. The concept of Tornson (2001) said that modern leadership in addition to the three groups discussed in the current development and changed the ideas about leadership as a major leadership. Consistent with Aninssit, Chumnan and Chaichompu (2016) studied the influence of leadership over the leader of the management of academic institutions that affected the quality of the student in the secondary educational service area. The level of leadership over the leader of leaders and educational institutions in the secondary educational service area office 18 and overall revenue level is in more, 2. The quality level of the learner schools in the secondary educational service area office 18 in many levels and 3. The leadership over the leader of leaders with the quality of the student school in the secondary educational service area office 18 has a relationship with the statistical significance level .05. And in accordance with the Research for Chum-Aphai, Wongchantra and Wetchakama (2015) studied the development of the activities of the training, apply the environment in high school Nampong district, Khon Kaen province found that the students trained the environment was higher than before the training. Gaunt (2008) stated that the teachers to teach the students at School of Music in England reported that the stress showed between the inspiration of the teacher that had the effect of the interest to student confidence and the process of teaching.

The youth group, male and female the knowledge and attitude leadership skills environment did not vary with the statistical significance level 0.05 and youth groups that divided by the age range had the knowledge and attitude leadership skills environment which differed in a statistical significance level 0.05. Consistent with Deesri (1980) reported that the factors that influence the change of knowledge or the factors that associated with intellectual and the components of the non-wisdom. Suwanna (1984) said that the attitude was a matter of emotional response to stimuli from the scholar. Wongchantra and Salee (2016) studied the development of the camp activities environment in conservation to prevent the forest resources for the youth Kalasin Province found that the format of the camp activities environmental studies was designed with the performance equal to 87.54/85.22 and knowledge about environmental awareness to the environment and the participation in the preservation and

protected the forest resources consistent with Charernsook, Wongchantra and Salee (2016) who studied the development of training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students Sisongkhram district, Nakhon Phamon province found that training events to promote conservation of the local vegetables river basin Songkhram for 2<sup>nd</sup> grade students had the knowledge about the local vegetables of the river basin. Wongkhamchan, Chantakat and Chompoolong (2014) stated that skills and practice of computer based learning to the career found that the lesson computer and planned to manage learn skills by computer based on learning to the career had impact on the learning of the students during the study on computer. Spinolo (2015) stated the learning environment in the school of green and the normal school in Portugal found that the learning environment of the Students Grade 9 School in both schools did not differ.

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