

ABSTRACT

Research Title : The result of participatory learning activities in environment and sufficient development with environmental conservation in Suansunandha Rajabhat University of third year students, environmental science

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This research is experimental research. The aims of this research are 1) to study the result of participatory learning activities in environment a and sufficient development 2) to compare environmental behavior in Suan Sunandha Rajabhat University of first and third year students in the field of environmental science, faculty of science and technology before and after experiment. The sample groups of this research are 83 first and third year students of environmental science, faculty of science and technology. The tools of this research consist of Five participatory lesson plans, thirty, thirty learning result tests, thirty environmental conservation behavior forms, sample collection using participatory lesson plan, pretest and posttest, questionnaires, behavior assessment forms of environmental reservation, analyzing the data in finding out efficiency of participatory lesson plans according to finding out test result by searching for content validity, IOC, difficulty index, discrimination, reliability, environmental observation behavior assessment, collection the data using questionnaires and rating scale. The data analysis uses frequency distribution, percentage, mean, standard deviation, T-test and F-test hypothesis testing, comparing environmental observation behavior of the students in the field of environmental science who are different in gender, age, education by using Independent Samples and 0.5 one-way ANOVA.

The result of this study found that

1. The students who were provided participatory learning activities in environmental reservation had high learning assessment score at 0.5 of significance according to the hypothesis.

2. The students had more observation behavior higher than before studying. In general they can be divided into three levels. Those are water reservation, green zone awareness and energy saving are in higher level. The garbage management and cultural reservation are in the middle level. The students who were different in gender and education had no different environmental reservation behavior. The students who are different in age had different environment observation behavior. In conclusion, the students had environmental observation behavior in the middle level. The students who were different in age and education had no different behavior in environmental reservation. Some students who were different in age had different behavior in environmental reservation. The information got from this study will be benefit for the students in environmental reservation. So, in general, the environmental reservation behavior of the first to third year students is different. The post-learning behavior is higher than pre-learning behavior. There are 0.05 differences in four levels such as water reservation, green zone awareness, cultural conservation and garbage management but here is no difference in energy saving. The result of the study can be an idea for the committee and people who get involved with development learning procedure of environmental reservation behavior including the attitude for reservation, protection and problem solving about environmental reservation leading to truly action.

Keywords: Participatory learning activity, Environmental conservation, Environmental conservation behavior