

RESEARCH ARTICLE

Competency Development of Stakeholders in Sustainable Tourism: A Mixed-methods Case Study in Koh Mak Subdistrict, Pak Payoon District, Patthalung Province

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Abstract

This study aims to determine how to enhance stakeholder participation in sustainable tourism in Koh Mak subdistrict, Pak Payoon district, Patthalung province, Thailand. The research sample included 39 individuals from the community, private, and public sectors. This study is a mixed-methods investigation that combines quantitative and qualitative findings to confirm their consistency.

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Data from the quantitative research was analyzed by comparing the mean scores before and after the competency development process for sustainable tourism. Data from the qualitative research was analyzed by content analysis. The quantitative research revealed that the overall and dimensionally average scores increased after the competency development process. However, statistical analysis revealed that the mean scores were not different before and after the intervention. The qualitative research demonstrated an increase in stakeholders' competence in sustainable tourism. Due to the fact that competency development is a time-consuming and ongoing activity, it takes time to grasp the results clearly. Generally, the findings indicate that organizations involved in the tourism industry must comprehend and consistently implement the competency development process to enable communities to perform better and effectively manage sustainable tourism.

Keywords: Competency Development, Sustainable Tourism, Mixed-methodology Research

บทความวิจัย

การพัฒนาสมรรถนะของผู้มีส่วนได้ส่วนเสียในการท่องเที่ยว อย่างยั่งยืน: การวิจัยแบบผสานวิธีกรณีศึกษาตำบลเกาะหมาก อำเภอปากพะยูน จังหวัดพัทลุง

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งานวิจัยนี้มุ่งศึกษาวิธีการสร้างการมีส่วนร่วมของผู้มีส่วนได้ส่วนเสียในการท่องเที่ยวอย่างยั่งยืนในตำบลเกาะหมาก อำเภอปากพะยูน จังหวัดพัทลุง ตัวอย่างการวิจัยจำนวน 39 คน ได้แก่ สมาชิกชุมชน ภาคเอกชน และภาครัฐ การศึกษานี้เป็นการวิจัยแบบผสานวิธีโดยใช้การวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพเพื่อยืนยันความสอดคล้องของผลการวิจัย การวิจัยเชิงปริมาณใช้การวิเคราะห์ข้อมูลโดยการเปรียบเทียบคะแนนเฉลี่ยก่อนและหลังกระบวนการพัฒนาสมรรถนะด้านการท่องเที่ยวอย่างยั่งยืน การวิจัยเชิงคุณภาพใช้วิธีการวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา ผลการวิจัยเชิงปริมาณ พบว่า คะแนนเฉลี่ยทั้งโดยรวมและรายมิติของหลังกระบวนการพัฒนาสมรรถนะเพิ่มขึ้น แต่เมื่อพิสูจน์ทางสถิติแล้ว พบว่า คะแนนเฉลี่ยก่อนและหลังไม่แตกต่างกัน ส่วนผลการวิจัย

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เชิงคุณภาพ พบว่า ผู้มีส่วนได้ส่วนเสียมีสมรรถนะเพิ่มขึ้น ทั้งนี้ การพัฒนาสมรรถนะเป็นกระบวนการที่ต้องใช้เวลาและต้องดำเนินการอย่างต่อเนื่องจึงเห็นผลได้อย่างชัดเจน ดังนั้น ผลของการศึกษานี้แสดงให้เห็นว่า หน่วยงานที่เกี่ยวข้องกับการท่องเที่ยวจะต้องเข้าใจกระบวนการพัฒนาสมรรถนะและจำเป็นต้องดำเนินการอย่างต่อเนื่องตามกระบวนการพัฒนาสมรรถนะ เพื่อให้ชุมชนมีสมรรถนะสูงขึ้นและสามารถดำเนินการท่องเที่ยวอย่างยั่งยืนได้อย่างมีประสิทธิภาพ

คำสำคัญ: การพัฒนาสมรรถนะ การท่องเที่ยวอย่างยั่งยืน การวิจัยแบบผสานวิธี

Introduction

Tourism relies significantly on high-quality and engaging destination settings in terms of natural and cultural characteristics (Hunter, 1997). However, uncontrolled tourism may also bring negative effects such as natural resource exploitation (Ateljevic, 2020), unequal distribution of tourism revenue (Khan et al., 2020), and local culture change (Tolkach & Pratt, 2019). Such negative effects of tourism paved the way to sustainable development as an environmental management strategy in the late 1980s, where sustainable tourism principles and policies were presented (Hunter, 1997) as a means of addressing these problems. This suggests that local stakeholders must be able to manage their local tourism sustainably.

According to Budeanu, Miller, Moscardo, and Ooi (2016) and Streimikiene, Svagzdiene, Jasinskis, and Simanavicius (2021), research on competency development is primarily focused on examining a wider range of indicators that reflect sustainable tourism resulting in slow-down progress in practice. That is, a result of the knowledge of how to construct them has lagged advancements in the industry. Hunter (1997) suggested that sustainable tourism should be considered an adaptive paradigm that allows for various approaches according to specific circumstances. Therefore, skill development programs should be encouraged for the local community to enhance sustainable tourism (Dangi & Petrick, 2021) so that local stakeholders can sustainably manage their own local tourism.

Although there have been debates over the significance of destination and stakeholders' participation in achieving sustainable tourism (Streimikiene et al., 2021), only a few empirical studies have examined how the stakeholders participated in sustainable tourism (Martins, Ferreira, & Costa, 2022). In addition, there has not been any study exploring how to develop competency in sustainable tourism for local stakeholders. Thus, this study aims to develop competency among stakeholders toward sustainable tourism and explores stakeholders' engagement in sustainable tourism by applying the competency development process.

Literature Review

1. Sustainable Tourism Development

Sustainable tourism was developed to have the least possible environmental impact and local culture while providing income and jobs for locals (Budeanu et al., 2016). The widely used definition of sustainable tourism is that it fully accounts for its current and future economic, social and environmental impacts addressing visitors' needs, industry, environment, and host communities (GLOBE'90, 1990 as cited in Bramwell & Lane, 1993). To achieve sustainable tourism in practice, competence among relevant stakeholders is crucial (Dangi & Petrick, 2021).

Global Sustainable Tourism Council (GSTC) (2013) developed the GSTC Criteria to provide a framework for assisting tourism operators or organizations in meeting sustainable tourism

requirements. GSTC criterion consists of four dimensions: sustainable management, socioeconomic, cultural impacts, and environmental impacts. This can be considered a guideline for sustainable tourism competency used in this research. However, there is no one-size-fits-all approach to assessing sustainable tourism development (Asmelas & Kumar, 2019). Therefore, one more dimension should be added to assess sustainable tourism competency in the Thai context.

Moreover, since Thailand is recognized globally in terms of its reputation for tourism service (World Economic Forum, 2019), providing high-quality service is crucial in creating Thailand's distinctive tourism identity. As a result, "quality service" is another dimension of sustainable tourism competency that needs to be strengthened in the Thai context.

2. Competency Development

According to Spencer and Spencer (2008) competency refers to a person's personality attributes that allow them to complete tasks and deal with challenging circumstances. Competency consists of three elements: knowledge, skills, and attribute that support individuals to perform outstanding (Randall & Sim, 2014). These three competency components can be developed through learning, practicing and mentoring (Younas & Waseem, 2020).

Human resources development is a process or an activity on a short-term or long-term basis for expanding job knowledge,

experience, productivity, and achieving employment goals through learning (Swanson & Holton, 2009). Argyris (1976) proposed the concept of single-loop learning and double-loop learning. The knowledge acquired through listening or reading is referred to as single-loop learning. This understanding does not inspire the development of novel ideas. In the double-looping learning process, when knowledge is gained through reading, listening, and asking questions, new ideas will be generated to stimulate the creation and develop unique innovation.

Numerous studies aim to increase competency through single-loop learning, mainly through training that provides explicit tourism knowledge (Kapera, 2018). This might be because of the simplicity with which the approach can be executed. According to Leimbach (2010), the application of knowledge gained from training decreased gradually over time, and after 12 months of training, the utilization of knowledge was only 35%.

According to Jacobs and Washington (2010), for effective competency development, four main steps of human resources development should be applied: identifying the need, designing activities, implementing and managing them, and evaluating the results. These four steps need to be repeated for improvement continuously.

To develop sustainable tourism competency, this research used a double-loop learning process and the four main steps of human resources development. Doing this could promote long-term sustainable tourism for the local stakeholders.

3. Koh Mak Sub-district

Koh Mak subdistrict is on an island located in the middle of Songkhla Lagoon in Pak Phayun District, Patthalung Province. It approximately covers an area of 164 square kilometers. High tourism potential can be seen in the Koh Mak subdistrict as the area is filled with green forests, mountains, lakes, and cultural and traditional attractions. In terms of human potential, some villages realize the importance of their local tourism and have gathered to promote tourism.

The high potential of Koh Mak and the Thai government's policy on encouraging the spread of tourism from the primary tourism city to the secondary tourism city (Patthalung is one of 55 secondary cities) have led to an increase in the number of tourists visiting Koh Mak. Before its natural and cultural are exploited to become unsustainable, the local stakeholders must improve their competence to be able to manage their local tourism.

Methodology

This study is mixed-methods research in which quantitative and qualitative findings are combined concurrently to ensure their consistency. The use of differing approaches has the potential to provide a greater depth and breadth of information (Almalki, 2016). This research was conducted for 12 months, from December 2017 to November 2018.

A purposive sampling method was used to select key informants with distinct characteristics from three categories of stakeholders in sustainable tourism, which were as follows: (1) community members who operate local tourism as a secondary source of income; (2) private sectors who operate tourism as their main source of income; and (3) local government officers involved in tourism. The primary intention of the study was to develop sustainable tourism competency for the community members since it is a crucial element in the sustainability of local tourism operations. As a result, the community stakeholder group had the highest number of key informants, as shown in the Table 1.

Table 1
Number of key informants classified by stakeholder groups and data collection method

Data collection method	Number of key informants classified by stakeholder groups			
	Community members	Private sectors	Local government officers	Total
1. Quantitative data collection				
1.1 Before the competency development process	27	6	6	39
1.2 After the competency development process	27	6	6	39
Total	27	6	6	39

Table 1

Number of key informants classified by stakeholder groups and data collection method (Cont.)

Data collection method	Number of key informants classified by stakeholder groups			
	Community members	Private sectors	Local government officers	Total
2. Qualitative data collection				
2.1 In-depth interview	5	3	2	10
2.2 Focus group discussion	22	3	4	29
Total	27	6	6	39

For the quantitative methodology, a questionnaire was used for data collection. There were 23 questions in the questionnaire. Self-assessment with a five-level Likert scale for measuring sustainable tourism competency in all five dimensions was employed. A pretest-posttest design was used to measure competency level before and after the competency development process to determine whether the competency level increased because of the process. Therefore, within-group compare mean was used to analyze the quantitative data.

There were six hypotheses, one for the overall sustainable tourism competency and five for each of its dimensions as follows:

1. After developing sustainable tourism competency, participants get higher scores in the overall level of competency than before the process.

2. After developing sustainable tourism competency, participants get higher scores in the sustainable management dimension than before the process.

3. After developing sustainable tourism competency, participants get higher scores in the socioeconomic impact dimension than before the process.

4. After developing sustainable tourism competency, participants get higher scores in the cultural impact dimension than before the process.

5. After developing sustainable tourism competency, participants get higher scores in the environmental impact dimension than before the process.

6. After developing sustainable tourism competency, participants get higher scores in the quality service dimension than before the process.

For the qualitative methodology, a semi-structure interview was employed. To increase the reliability of the qualitative data collection, focus group and observational notetaking were employed. A content analysis was used for qualitative data.

The details of research action according to the four steps of human resources development process are as follows:

Step 1. Identifying the need for sustainable tourism competency development;

Step 2. Designing activities for competency development; To promote double-loop learning, we created a variety of learning activities; lecture, experiential learning, learning by doing, brainstorming, on the job training, and providing feedback.

Step 3. Implementing. Four programs were designed for implementing the learning activities; (1) Two workshops with lecture, roleplays, and providing feedback were conducted. (2) Nine meetings were arranged including six internal meetings among local stakeholders and researchers, and three external meetings involving members of successful community-based tourism. (3) One field trip was conducted to visit and study three successful tourism communities for 3 days 2 nights.

Step 4. Evaluating the results. The questionnaires, interview, focus group, and observational notetaking were used to assess participants' competency.

Research Findings

1. Quantitative Findings

Table 2

The findings of the t-test dependent (within group) comparing mean of sustainable tourism competency before and after the competency development process

Sustainable tourism competency	Competency development	n	mean	S.D.	t		
					(one-tailed)	df	sig.
Overall	Before	32	80.32	21.56	-1.475	27	.152
	After	32	86.21	19.19			
Sustainable management	Before	32	20.04	5.62	-1.168	27	.253
	After	32	21.32	5.92			
Socioeconomic impact	Before	32	14.21	4.28	-1.353	27	.187
	After	32	15.25	3.44			
Cultural impact	Before	32	14.46	3.99	-1.051	27	.303
	After	32	15.29	3.45			
Environmental impact	Before	32	16.96	5.03	-1.507	27	.143
	After	32	18.50	4.67			
Quality service	Before	32	14.64	3.54	-2.037	27	.052
	After	32	15.86	3.10			

*p<.05

The mean scores of the overall sustainable tourism competency before and after the competency development process were 80.32 (S.D. = 21.56) and 86.21 (S.D. = 19.19). This showed that the score derived after the process was higher than before the process. A statistical t-test dependent was used to test the first hypothesis, and

the results showed $t = -1.475$ (one-tailed) and $p = .152$. When the level for statistical significance was set at $.05$, the overall sustainable tourism competency score had a p value greater than $.05$, which indicates that there is no statistically significant difference between the participants' scores before and after the competency development process. Therefore, the first hypothesis is rejected.

When the sustainable tourism competency was examined by dimensions, the mean scores of each dimension after the competency development process were higher than the before scores. The mean scores of before and after the process in the sustainable management, socioeconomic impact, cultural impact, environmental impact, and quality service were 20.04 (S.D.=5.62) and 21.32 (S.D.=5.92), 14.21 (S.D.=4.28) and 15.25 (S.D.=3.44), 14.46 (S.D. = 3.99) and 15.29 (S.D. = 3.45), 16.96 (S.D. = 5.03) and 18.50 (S.D.=4.67), and 14.64 (S.D.=3.54) and 15.86 (S.D.=3.10), respectively.

When comparing the mean scores of pre and post employing the process for each dimension, it was found that the after-processed mean scores were not higher than the before-processed scores at a statistical significance of $.05$. For the sustainable management dimension, it was found $t = -1.168$ (one-tailed) and $p = .253$. The socioeconomic impact dimension, had a t -value of -1.353 (one-tailed) and $p = .187$. The cultural impact dimension, had a t -value of -1.051 (one-tailed) and $p = .303$. The environmental impact dimension, had a t -value of -1.507 (one-tailed) and $p = .143$. The quality service dimension, , had a t -value of -2.037 (one-tailed) and $p = .052$. When

the level for statistical significance was set at .05, each dimension of sustainability tourism competency score had a p value greater than .05. Therefore, all hypotheses are rejected.

Although the overall after-processed mean scores of each dimension of the competency were not statistically significantly higher than the before-processed scores, the after-processed mean scores of overall and each dimension are higher than the mean-scores before the development process, as shown in the Figure 1. This is because the competency development takes time, and as this study has eight months lag of the before and after process, it may not be long enough to demonstrate statistical significance.

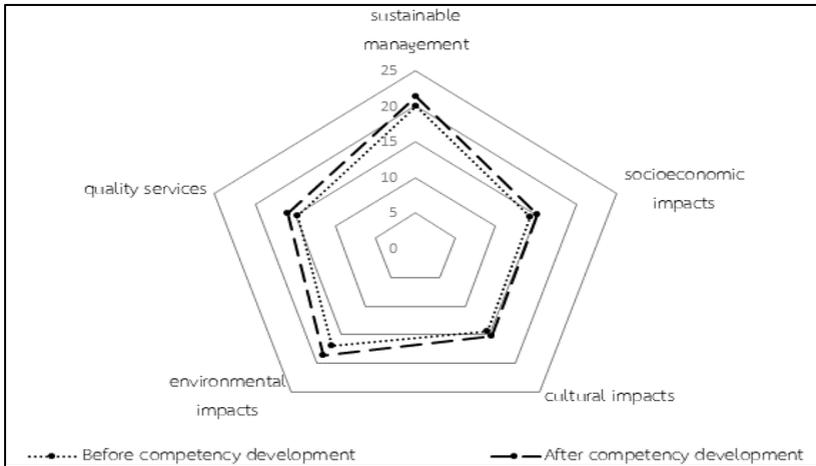


Figure 1. Comparing the mean scores of sustainable tourism competency of each dimension before and after the competency development process

2. Qualitative Finding: The findings before the competency development process

2.1 Less Participation and Knowledge

Thirteen key informants reflected on the problem of stakeholders' participation. They mainly focused on their benefit and the lack of communication, resulting in decreased participation and sharing of ideas. This has led to not creating distinctive tourism products such as tourist attractions and souvenirs. This was captured in an extract from a community member.

“When we had a meeting, the topics were unclear and there was no conclusion drawn from it. This led to a lack of coordination and uncertain progress. Subsequently, the community members failed to realize the meeting’s significance and neglected to attend the meeting.” (P15)

Koh Mak Subdistrict is surrounded by Songkhla Lake, which attracts tourists. Therefore, tourism is related to water tourism. However, the locals admitted that they knew very little about the safety of water tourism.

“I’m really worried about safety for tourists. Almost every day, we send boats out to serve them. But in case of a drowning, we don’t know what to do.” (P9)

2.2 Negatively Cultural Impacts

In terms of cultural impact, nowadays more tourists – both Thais and foreigners - are increasingly visiting Kho Mak. They occasionally behaved inappropriately, which might lead young people to imitate those behaviors and violate the local cultural traditions of a multicultural Thai-Muslim community.

“ In our country, the weather is hot. We understand that some foreigners feel warm and some of them don’t dress appropriately... I worry that if our kids frequently observe inappropriate clothing, they may accept it as the standard and imitate it. ... We also concern about alcoholic beverages. There are a lot of Muslims in our community. Alcohol is not appropriate for tourists to bring.” (P20)

2.3 Negatively Socioeconomic Impacts

Additionally, the community members who welcomed visitors into their homes as homestays expressed their reluctance to cook for them with local ingredients.

“Sometimes I have to buy seabass to cook for the tourists. I’m nervous because I have no idea what food with seabass would be. We have lots of local fish but I’m not sure if they might be able to eat our local fish. I felt anxious when preparing the

local fish for them, especially when they were staring at me.” (P22)

The findings of the quantitative and qualitative studies are consistent showing that the before competency development process, the stakeholders have low sustainable tourism competency. Therefore, they should have sustainable tourism competency.

3. Qualitative Finding: The findings after the competency development process

After the competency development process, the communities that have successfully managed sustainable tourism allow the stakeholders to learn from direct experience, visit the actual sites, and learn from the experienced people. The stakeholders had inspiration and applied the knowledge to their community. This was captured in an extract from a community leader.

“After visiting them, we have a lot of ideas and directions to begin our tourism.” (P5)

3.1 Participation Increasing

The stakeholders set the monthly meeting and have a clear objective for their community tourism, which is “the community can earn extra income from tourism and maintain the local way of life”. According to observation in each monthly meeting, it appeared that the stakeholders expressed more opinions

and made decisions together. This was reflected in a comment from a local government officer.

“When we do, we have more to discuss. We are aware of the tasks and topics we must cover when we meet. Unlike before, we have nothing to discuss because nothing has been done, therefore no one attended the meeting. But now there are many more people join the meetings.” (P35)

3.2 Positively Socioeconomic Impacts

According to meeting observation, there are noticeable changes. The meeting’s leader did an excellent job of preparing the topics and encouraged discussion among the key informants to reach consensus decisions. At the third meeting, more specific methods of managing community tourism were discussed. Eventually, the third meeting resulted in collaboration and putting the concepts mentioned into practice; for example, setting up community regulations for tourists and arranging community markets with consensus rules. This was reflected in an extract from a community leader.

“For a long time, we used to think that our community need a (fresh) market. But we had no idea how to start. ... When we first opened the market, we noticed that the tourists enjoyed buying the local products, and we earned from

their spending. ... To offer a range of locally produced goods, we had set a rule stating that there can only be three shops selling for the same products in the market. ” (P2)

3.3 Sustainable Management

However, these regulations were understood verbally. Therefore, we proposed that they should be collated and concisely documented for reference. Besides, it will be useful if they amend the regulations later.

Moreover, the stakeholders allocated work to get tourism service ready. Groups for cultural arts, homestays, cuisine, and vehicles service for tourists were formed. This is tangible proof that they are increasing their competency to sustainably manage their tourism.

In addition, the vehicle service team modified their tricycle side trailers by using local materials to build the roof of the vehicle to provide distinctive experience for tourists. This resulted in local transportation services being made available to tourists, which led to income distribution to the community members. As a result, the community established a reputation that reflected its identity. Their modified tricycles were displayed at district-and province-level tourism events. Thus, double-loop learning is a process that enables the community to combine its identity with tourism to give the tourists a distinctive impression and a novel experience.

The cultural group revived local performances such as the Manora dance, long drum dance, and shadow puppet. Both elderly and young community members perform to the tourists visiting the community market. By doing this, they were not only preserving and promoting their culture but they also providing revenue to the locals. This was captured from an extract of a youth Manora performer.

“I’m so proud to perform. I feel like my dream comes true. ... Even though I’ve been working hard to practice, I want to perform so that everyone come to see the wonderful show.” (P17)

Additionally, the Subdistrict Administrative Organization, which regularly allocated officers to participate in the activities of the competency development process, recognized the significance of sustainable tourism development. This was reflected in an extract from a government officer.

“Having officers who are directly accountable for community tourism would help local tourism become more viable by increasing collaboration with government sectors.” (P38)

3.4 Environmental Impacts

In terms of environmental impact, after the training on sustainable tourism, the Subdistrict Administrative Organization announced that Koh Mak sub-district is a foam-free area for single-

use food packaging. There is a campaign to use local materials for food containers, such as banana leaves, especially for selling food in the community market. This was captured from an extract of a community leader.

“Single-use food packaging is prohibited in community markets, and food containers must be made from indigenous materials such as banana leaves.” (P3)

Discussion and Conclusion

1. Empirical Findings

This pioneering empirical study examines the sustainable tourism competency development of all related local tourism stakeholders. The present study used mixed-methods research. The quantitative research revealed that both the overall and dimensionally average scores increased after the competency development process. However, statistical analysis demonstrated that the mean scores were not statistically significantly different before and after the intervention.

The qualitative research revealed an increase in the competence of stakeholders in sustainable tourism. The stakeholders participate more in their local tourism, for example, by holding more meetings and sharing more ideas and knowledge. Besides, they practice sustainable management, for example, establishing community regulations for tourists, organizing community markets with consensus

rules, and allocating work based on their aptitude. The announcement of being a foam-free area for single-use food packaging, as well as the campaign to use local materials for food containers, are examples of environmental impact.

However, the quantitative findings demonstrated that the mean scores before and after the intervention were not statistically significantly different, and the qualitative findings revealed considerable evidence of competency development in sustainable tourism. Since competency development is a time-consuming and ongoing activity, it takes time to grasp the results clearly.

1.1 Process of Learning Involvement

Moreover, the study highlights that competency development in sustainable tourism is the process of learning involvement among all related stakeholders. This finding argues Lee's (2013) finding, which reported that sustainable tourism development is the increased involvement of host residents in decision-making process. Based on the findings, we argue that sustainable tourism development involves learning, especially double-looping learning, not only in decision-making. Moreover, we argue that sustainable tourism development involves all related stakeholders, not only the host resident. Additionally, based on the results of this study, competency development through a learning process among stakeholders should include four steps of human resources development: identifying the need, designing activities, implementing, and evaluating the results.

Besides, we suggest that this process is looping in nature and requires constant developing time.

1.2 Service Quality as Competency in Sustainable Tourism in Thai Context

Further, this research highlights quality service as another competency dimension for sustainable tourism in the Thai context because it is an identity and value-added of Thai tourism. As stated by the World Economic Forum (2019), Thailand is recognized globally for its reputation for tourism service, and offering high-quality service is critical in creating Thailand's distinct tourism identity.

1.3 Mixed-methods Research

Finally, the quantitative findings do not reveal the statistically significant competency development; however, the qualitative findings demonstrate several consequences of the development of sustainable tourism competency, which arise as a result of the double-loop learning among the stakeholders. Therefore, mixed-methods research is useful for combining quantitative and qualitative findings to confirm their consistency. According to Almaliki (2016), using different methodologies has the ability to deliver more depth and breadth of information.

2. Managerial Implication

From a managerial perspective, the research findings illustrate the importance of understanding how stakeholders improve their sustainable tourism competency and the consequences of this development. The results of this study suggest the activities designed to foster emotional connections leading to engagement among stakeholders relevant to tourism; local government, community member, and the private sector. These promotional programs should be designed to increase stakeholder involvement and provide opportunities for them to learn, make decision, and work together. Besides, the programs should be designed with several learning activities to enforce all three levels of competency: knowledge, skills, and attribute. Simultaneously, they can together improve their local tourism sustainably. This point is crucial because to enhance sustainable tourism, all relevant stakeholders should learn, make decisions, and work together.

For the policy maker, they should understand that competency development can apply the process of human resource development, including four steps: identifying the need, designing activities, implementing, and evaluating the results. Besides, competency development arises from the continuous of double-loop learning process. Therefore, it is necessary to design a competency development program properly. In addition, the distinct context and requirements in each area; therefore, a best practice should not be universally applicable in every area, even in

the same country. To establish an understanding of the context and requirements, local government should assign a key person to oversee the local tourism and collaborate closely with the community and private sectors. The management in this way is competency-based human resource development.

Recommendations for Future Studies

Further research needs to explore the competency development process of sustainable tourism across various tourism communities such as agricultural communities, indigenous communities, and fishery communities.

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