

การพัฒนาโปรแกรมเสริมสร้างการเห็นคุณค่าในตนเองและทักษะทางสังคมสำหรับนักศึกษาการศึกษาออกโรงเรียน

The Development of A Program to Enhance Self-Esteem and Social Skills of Non-Formal Education Students

หงษ์ฟ้าธีรวงศ์กุล และคณะ

Hongfah Theerawongnukul and Others

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ ๑) วิเคราะห์สภาพปัญหาและความต้องการการเรียนรู้เพื่อพัฒนาการเห็นคุณค่าในตนเองและทักษะทางสังคมของนักศึกษาการศึกษาออกโรงเรียน ๒) พัฒนาโปรแกรมและนำโปรแกรมไปทดลองใช้ ๓) ศึกษาปัจจัยที่สนับสนุนและอุปสรรคของการนำโปรแกรมไปใช้การวิจัยและพัฒนาครั้งนี้แบ่งเป็น ๔ ระยะคือ ๑) การวางแผนวิเคราะห์สภาพปัญหาและความต้องการการเรียนรู้เพื่อเสริมสร้างการเห็นคุณค่าในตนเองและทักษะทางสังคมโดยการวิจัยเชิงสำรวจใช้แบบสัมภาษณ์เก็บข้อมูลจากผู้บริหารและครูและใช้แบบสอบถามเก็บข้อมูลจากกลุ่มตัวอย่างคือนักศึกษาการศึกษาออกโรงเรียนที่ศึกษาการศึกษาขั้นพื้นฐานระดับมัธยมศึกษาตอนปลายในเขตกรุงเทพมหานคร จำนวน ๓๙๖ คน ๒) การออกแบบโปรแกรมและการนำโปรแกรมไปทดลองใช้โดยการวิจัยกึ่งทดลองแบบกลุ่มเดียวทดสอบก่อนและหลังการทดลองกับกลุ่มตัวอย่างคือนักศึกษาการศึกษาออกโรงเรียน 30 คน ใช้แบบวัดความรู้ ทักษะ และเจตคติก่อนการทดลองและหลังการทดลอง ๓) การศึกษาปัจจัยสนับสนุนและอุปสรรคในการนำโปรแกรมไปใช้โดยการสนทนากลุ่ม ๔) การปรับปรุงแก้ไขโปรแกรมโดยการนำข้อค้นพบของการวิจัยมาปรับปรุงรูปแบบของโปรแกรม

ผลการวิจัยพบว่า ๑) สภาพปัญหาของนักศึกษาการศึกษาออกโรงเรียนด้านการเห็นคุณค่าในตนเองได้แก่ เจตคติเกี่ยวกับการตระหนักรู้ในการเห็นคุณค่าในตนเอง และผู้อื่นสภาพปัญหาด้านทักษะทางสังคม ได้แก่ (๑) การคิดวิเคราะห์ตัดสินใจและแก้ปัญหาอย่างสร้างสรรค์ (๒) การจัดการกับอารมณ์และความเครียด (๓) การสร้างสัมพันธ์ภาพที่ดีกับผู้อื่น ส่วนความต้องการการเรียนรู้ทั้งด้านพุทธิพิสัย ทักษะพิสัยและเจตคติสอดคล้องตามสภาพปัญหาที่ระบุไว้ทุกด้าน ๒) องค์ประกอบของโปรแกรมประกอบด้วย การวางแผน การออกแบบและการนำโปรแกรมไปใช้และการประเมินผลหลังการทดลองพบว่าคะแนนแบบวัดความรู้ ทักษะ และเจตคติของกลุ่มทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ .๐๕ ๓) ปัจจัยที่สนับสนุนของการนำโปรแกรมไปใช้มีปัจจัยภายนอก ได้แก่ นโยบายของสำนักงานการศึกษาอกระบบและการศึกษาตามอัธยาศัย วิทยาการกระบวนการและการจัดโอกาสให้มีการสะท้อน

ประสบการณ์ และปัจจัยภายใน ได้แก่ แรงจูงใจจากภายในศาสนาที่ยึดถือหลักศีลธรรมและการตระหนักในคุณค่าที่ไม่มีเงื่อนไข ความรัก และการพัฒนาตนเอง ส่วนอุปสรรค ได้แก่ การขาดวิทยากรกระบวนการที่ได้รับการฝึกอย่างดี

คำสำคัญ: การพัฒนาโปรแกรม/การเห็นคุณค่าในตนเอง/ทักษะทางสังคม

Abstract

The study aimed to: 1) analyze situations in terms of problems and needs in enhancing the self-esteem and social skills for non-formal education students, 2) develop and implement the program, and 3) study the relevant factors that support and limit the implementation of the program. The research and development design was divided into 4 phases: 1) Planning, by survey research, using interviews to collect information from administrators and teachers and using questionnaires to collect information from 396 non-formal education students in the Bangkok area; 2) Design of a planned program and program Implementation: the nature of the proposed research was quasi-experimental, using one-group: pre-test and post-test were designed for 30 non-formal education students; 3) Evaluation and Accountability were studied to measure the appropriateness of the program and relevant factors that supported and limited the implementation of the program through a focus group discussion; 4) Develop the planned program by using the findings of the research.

The results were as follows: 1) Problems of the non-formal education students related to their self-esteem included attitudes about self-esteem awareness; whereas problems with social skills were (1) Critical thinking, decision making, and creative problem solving; (2) Emotional and stress management; and (3) Building meaningful relationships. The learning needs and required knowledge, skills and attitudes were based upon the identification of all of the problem areas. 2) The program consisted of the following components: planning; design and implementation; and evaluation and accountability. After the experiment, the experimental group's scores were significantly higher than before the experiment at a significant level of .05 in three aspects, namely knowledge, attitude, and skills. 3) Relevant factors which supported the implementation of the program were both extrinsic motivation---Non-formal Education Policy, facilitators, opportunity for experience reflection, and intrinsic motivation---moral awareness, unconditional worth, love and personal growth. A limitation might be the lack of well-trained facilitators.

KEYWORDS: PROGRAM DEVELOPMENT/SELF-ESTEEM/SOCIAL SKILLS

Introduction

His Majesty the King's concept of education involves the roles and duties of educators or teachers, to "make good learners; make them strong and healthy, physically and mentally", (Foreign Office, 2011). Concerning the youth, His Majesty the King has also suggested developing education as the way to solve the problems in the present situation.

Suriyadeo Tripathi, Phannipha Sangthong, and Sisarawimol Salachan (2013) pointed out that young people who lack life assets were in a state of risk. From the life assets survey of 20,892 young people between the ages of 12-25 in the 18 provinces of Thailand, Thai youths exhibited deficiencies in four key aspects: 1) 34% lacked the quality of a giving nature; 2) 43% lacked religious involvement; 3) 51% lacked spiritual bonds (turning to materialism) and the reflection of youths within a community framework; and 4) 30% exhibited acceptance towards not telling the truth. It was also found that at present the modern trend towards globalization is affecting youths' life assets in two main aspects. The first aspect was intrinsic life asset with 15 indicators. The second aspect was extrinsic life asset with 33 indicators from 8 indicators of family power, 11 indicators of wisdom establishing power, 6 indicators of peers and activities power, and 8 indicators of community power. The

findings showed two main weaknesses, namely, the lack of being givers and the lack of public-mindedness. They suggested that life assets should be conducted through activities for young people to have opportunities to express themselves with the help of facilitators.

The summary of community strategy in Bangkok Reformation and Thailand Reformation, (Bangkok People Council, 2011) found that the educational problems of Bangkok were that the youths in communities had low standards of education, high incidence of dropping out of school, and an overlap of education, which in turn contributed to the social problem of drug addiction. They also found that base curriculum standards were not met by city communities. The suggestions, therefore, were that the curriculum had to be based both on religious principles and administered within a citywide community-minded environment.

An informal interview with a teacher at the Non-formal Education and Informal Education Center in Nakhonchaisri (Parthana Yimsisai, personal communication, February 16, 2011) suggested that most non-formal education students lacked self-esteem and social skills. They were not confident and not able to work and co-operate with others.

Due to the problems mentioned above, Non-formal Education and Informal Education Centers in Bangkok have joined Soodyod

NFE (the star of Non-formal Education Contest) in order to give non-formal education students a chance to express their talents both in their learning and creativity (Office of Non-formal Education and Informal Education, 2013).

Archanya Ratana-Ubol (2002) suggested that non-formal education served current social situations to help develop learners' ongoing learning. Sarkar (1998) emphasized that Neo-humanist Education---holistic education to lift learners' physical, intellectual, mental, and spiritual potentials---was a new hope to help people live their lives more critically and more wisely and increase their responsibility towards the entire universe. In addition, Experiential Learning was suggested because individuals are able to learn from their own experiences under authentic learning situations, which achieves change for long-term development. Kolb's (1984) experiential learning cycle was one of the most effective learning methods as an on-going process. Among major programming models, Boone, Safrit, & Jones (2002) presented "Developing Programs in Adult Education: A Conceptual Programming Model".

To tackle the problems and theories reflected above, the researcher developed a program to enhance self-esteem and social skills for non-formal education students based on Developing Programs in Adult Education: A Conceptual Programming Model

(Boone, Safrit & Jones, 2002) and integrated learning activities from Experiential Learning (Kolb, 1984) and Neo-humanism (Sarkar, 1998). Furthermore, students would have the opportunity to attend religious services and do public-minded service.

Objectives

- 1) To analyze situations in terms of problems and needs in enhancing the self-esteem and social skills for non-formal education students
- 2) To develop and implement a program to enhance the self-esteem and social skills for non-formal education students
- 3) To study the relevant factors that support and limit the implementation of the developed program

Scope of the Study

The scope of the research was as follows:

1. Population: The population was comprised of 62,283 non-formal education students in Thailand studying in basic education at upper secondary level between the ages of 15-25 in academic year 2012.
2. Variables: The independent was the Developed Program based on the integrated process of learning between experiential and Neo-humanist learning. The dependent variables were Self-esteem and Social Skills.

3. Content: There were 2 main aspects of content: 1) Self-esteem Awareness (discovering one's aptitude and personality; discovering one's strong points and weak points; having skills of setting one's life aim and directions to success) 2) Social Skills (critical thinking, decision making and creative problem solving skills; emotional and stress management; building meaningful relationships with others.

Conceptual Framework

Conceptual Framework was shown in Figure 1 as follows:

1. Input: Input included situations in terms of problems and needs, a research and development approach, a non-formal education program, experiential learning theory and Neo-humanist education theory, self-esteem and social skills.

2. Process: The process was under a three-process program of Boone, Safrit and Jones (2002): planning, designing of a program, implementation, and evaluation and accountability. It was divided into four phases. The learning activities were from the result of integrating two learning theories: experiential learning and Neo-humanist education. The four steps of each learning activity were: 1) building a relaxing learning atmosphere and promoting self-image, 2) exchanging learning experiences by observing and reflecting on the experience together, 3) summarizing learning concepts, 4) monitoring the concepts by acting and practicing regularly.

3. Output: The expected results of this study were to develop a program to enhance self-esteem and social skills for non-formal education students.

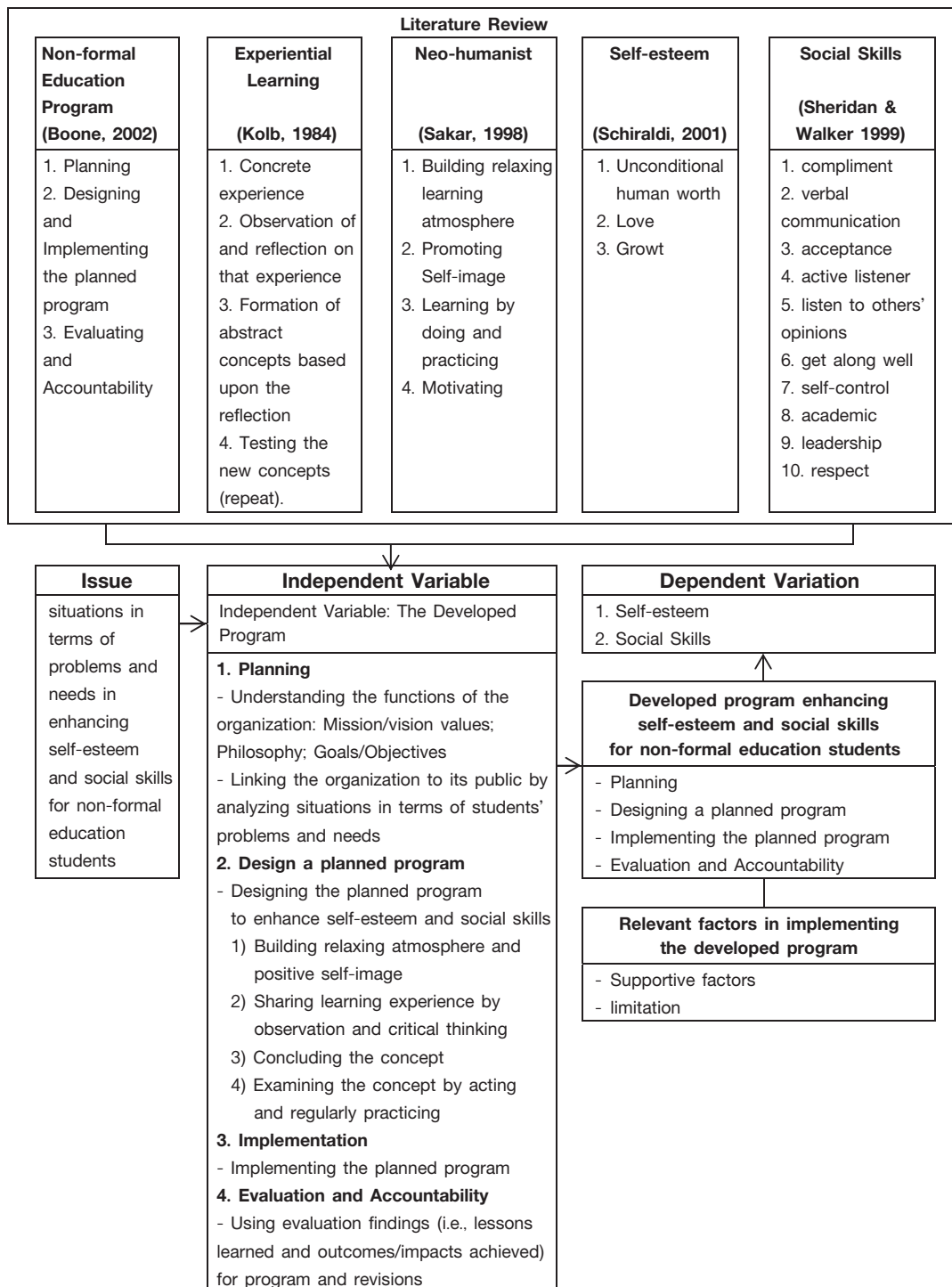
Methodology

The research and development procedures were divided into four phases:

PHASE 1: Planning

The planning of the program development involved key stakeholders, including educational administrators, instructors, students and the researcher. Instruments were utilized to survey stakeholders for problems and needs for enhancing self-esteem and social skills for non-formal education students. The population was comprised of non-formal education students studying at upper secondary level between the ages of 15-25. The sample size was 396, determined according to Yamane (1973) at .05 error and 95%, which resulted in a sample size of 30 students in the Bangkok area. Two instruments were utilized to survey the immediate state of problems and needs: an interview for administrators and teachers, and a questionnaire for non-formal students. The study and analysis of the problems and needs revealed in these data was fundamental in developing a program designed to enhance the self-esteem and social skills of non-formal education students.

Figure 1: Conceptual Framework



PHASE 2: Designing a Planned Program

The formulation of a planned program also involved the stakeholders. Through the survey, they had an opportunity to choose, offer, or suggest the content, skills and activities to design the planned program to enhance the self-esteem and social skills of non-formal education students. The data collection of situations in terms of problems and needs from Phase 1 was used to design the program based on the theoretical concept. The content, activities, learning materials and criteria of evaluation were designed to be appropriate for the context of each area. The pre-test and post-test were conducted to measure students' knowledge, skills, and attitudes towards self-esteem and social skills. There were five units in the program: 1) Visiting and Having Experiences from Learning Resources 2) Self-esteem Awareness, 3) Critical Thinking, Decision Making and Creative Problem Solving, 4) Emotion and Stress Management, and 5) Building Meaningful Relationships with Others.

PHASE 3: Program Implementation

The nature of the proposed research was quasi-experimental, using One-Group: Pre-test Post-test design. The purpose of the pre-test was to ensure that the nature of the selected quasi-experimental research was valid, whereas that of the post-test was to obtain the needed data in the evaluation

of the proposed program. The techniques were applied to thirty non-formal education students as the experimental group. The experiments were carried out with a pre-test and post-test.

PHASE 4: Evaluation and Accountability

After applying the developed program for one month, the follow-up activities and interviews were conducted to identify the related supporting factors and limitations in order to give a possible remedy.

Results

The results for each research objective were as follows:

Objective 1: To analyze situations in terms of problems and needs in enhancing the self-esteem and Social skills of non-formal education students. The situations in terms of problems and needs to enhance self-esteem and social skills for non-formal education students were identified in two main parts:

Part 1: General Information

The non-formal education students were from six Bangkok Non-formal Education Center Groups by Multi-stage Stratified Random Sampling. From 396 students, there were 265 female (66.92%) and 131 male (33.08%) between the ages of 15-25. They were all studying Basic Education at the

upper secondary level. Three hundred students (75.76%) were from formal education in Basic Education at the lower secondary level and ninety-six students (24.24%) were from non-formal education in Basic Education at the lower secondary level. Three hundred fifty-one students (88.64%) were single and 45 students (11.36%) were married. One hundred fifty-six students (39.40%) never joined activities related to enhancing self-esteem and social skills and 240 students (60.60%) previously joined activities related to enhancing self-esteem and social skills. One hundred thirty-two students (39.29%) used to join boy-scout camps. Sixty-three students (18.75%) used to join girl-guide camps. One hundred thirty students (38.39%) used to join moral and ethics camps. Eleven students (3.27%) used to join other camps.

Part 2: The problems and learning needs in enhancing self-esteem and social skills were as follows:

2.1 The problems were identified in two areas: self-esteem awareness and social skills.

2.2 The learning needs and required skills were based upon the identification of four problem areas and the skills needed as follows:

From table 1, the first rank of the difference between expectation and present state for self-esteem awareness was discovering one's own ability and personality: to analyze one's own ability (Diff. = .62). The second rank was discovering one's own strong points and weak points: to set one's life aim (Diff. = .42). The third rank was having skills in setting aims and the direction to succeed: to set direction and life planning to meet one's own life aim or expected success (Diff. = .30).

Table 1: Learning Needs for Self-esteem Awareness

Aspect	Expected Behavior	Indicator	Expectation		Present State		Diff.	Rank
			\bar{x}	SD	\bar{x}	SD		
Self-esteem awareness	1.1 Discovering one's own ability and personality	To analyze one's own ability	3.92	.90	3.30	.90	.62	1
	1.2 Discovering one's own strong points and weak points	To set one's life aim	4.05	.88	3.62	.93	.42	2
	1.3 Having skills in both goal setting and direction to succeed	To establish direction and life planning to meet one's life aim or expected success	4.36	.82	4.06	.96	.30	3

Table 2: Learning Needs for Social Skills

Aspect	Expected Behavior	Indicator	Expectation		Present State		Diff.	Rank
			\bar{x}	SD	\bar{x}	SD		
Social skills	1. Critical thinking, decision making and creative problem solving	To evaluate situations confronted with right information and reasons	4.09	.86	3.43	.90	.66	2
	2. Management of stress and emotions	To stop violence in certain situations by means of peaceful ways	4.12	.93	3.32	.94	.80	1
	3. Building meaningful relationships with others	Willingly follow social regulations in all situations	4.21	.88	3.69	.96	.52	3

From table 2, the top rank of the difference between expectation and present state for social skills was the management of stress and emotions: to stop violence in certain situations by means of peaceful ways (Diff. = .80). The second rank was critical thinking, decision-making and creative problem solving: to evaluate situations confronted with the right information and reasons (Diff. = .66). The third rank was building meaningful relationship with others: to willingly follow social regulations in all situations (Diff. = .52).

Objective 2: To develop and implement a program to enhance the self-esteem and social skills of non-formal education students.

The results of the program development and program implementation were as follows:

Part 1: The results of the program development to enhance the self-esteem and

social skills of non-formal education students had four aspects:

1. Rationale: every individual has a self-esteem based on having good reactions towards one's society.

2. Basic Concept: in order to enhance individuals' self-awareness, they have to be given opportunities to discover their holistic inner-selves and realize their potential in developing themselves and their society. Those opportunities, in turn, ought to be based on social contexts and provisions which are widely open to individual diversity.

3. Components of the Program: The program consisted of planning, designing and implementation, and evaluation and accountability.

The outline of the unit plans were shown in table 3.

Table 3: Outline of Learning Unit 1-5

Objectives	Content	Learning Activities	Learning Medias and Resources	Assessment	Learning Hours
Unit 1 Visiting and Having Experiences from Learning Resources - To visit and have experiences from learning resources	Three religious preaching resources (Buddhism, Islam, and Christianity) about self-esteem and social skills	1. Visiting five learning resources: Mary Help of Christian Church, Islamic Center Foundation, Don Bosco Technology College, School for Blind Children, and Emerald Buddha Temple 2. Student's self-reflection	1. Student's learning record 2. Observation assessment form 3. A freelance tour guide 4. Three religious places 5. A technological college 5. A school for blind children	1. Student's learning record 2. Researcher's observation	28 (8 hours of preparation, 10 hours of trip activities and 10 hours of self-reflection on assessment their own eight areas of living)
Unit 2 Self-Esteem Awareness - To enhance student's self-esteem	Self-esteem - Meaning of self-esteem - Self-esteem awareness raising - Self-image - Eight areas of living	1. Building relaxing learning atmosphere 2. Who am I? - Create name cards. 3. My strong points and weak points 4. My self-image 5. Student's self-reflection	1. CD player with music for lowering brain waves 2. Color cards and color pencils for making students' name cards 4. Worksheets 5. Student's learning record 6. Facilitators' observation assessment	1. Pre-test 2. Student's learning records 3. Facilitators' observation assessment 4. Students assess their own eight areas of living	18 (8 hours of class activities and 10 hours of self-reflection on assessment their own eight areas of living)
Unit 3 Critical Thinking, Decision Making and Creative Problem Solving - To enhance student's social skills for critical thinking, decision making and creative problem solving skills	- Positive critical thinking - Learning styles	1. Building relaxing learning atmosphere 2. Ways to think critically and positively 3. Different learning styles 4. Ways to approach to others with different learning styles, make decision and solve problem creatively	1. Sheets with numbers for a drawing line from 1-100 2. Pens 3. Worksheets 4. Student's learning record 5. Facilitators' observation assessment forms	1. Student's Learning records 2. Facilitators' observation assessment	18 (8 hours of class activities and 10 hours of self-reflection on assessment their own eight areas of living)

Table 3: Outline of Learning Unit 1-5 (Cont.)

Objectives	Content	Learning Activities	Learning Medias and Resources	Assessment	Learning Hours
Unit 4 Emotional and Stress Management - To enhance student's social skills for emotional and stress management	- Types of emotional management	1. Building a relaxing learning atmosphere 2. Experience a fear moment 3. Ways to control feeling and action in situations	1. Balloons 2. Presentation 3. Worksheets 4. Student's learning record 5. Facilitator's observation assessment forms	1. Student's learning records 2. Facilitators' observation assessment forms	18 (8 hours of class activities and 10 hours of self-reflection on assessment their own eight areas of living)
Unit 5 Building Meaningful Relationships to Others - To enhance student's social skills for building meaningful relationships to others	- Three Different determinations: self-determined (SD), other-determined (OD), and balance self-determined (BSD)	1. Building relaxing learning atmosphere 2. Role plays of three different determinations 3. Goal setting 4. Voting the NFE Star	1. CD player with special music for lowering brain waves 2. Role cards 3. Worksheets 4. Student's learning record 5. Facilitators' observation assessment forms	1. Students' life goals and planning 2. Voting forms 3. Student's learning records 4. Facilitators' observation assessment forms 5. Program Satisfaction Evaluation	18 (8 hours of class activities and 10 hours of self-reflection on assessment their own eight areas of living)
Total					100

4. Implementation Principles: 1) participation of all members involved in all steps within the program; 2) empowerment was expressed by one another; 3) collaborative learning was

revealed to students during the activities. A Program to Enhance Self-Esteem and Social Skills for Non-formal Education Students is shown in Figure 2.

Figure 2: A Program to Enhance the Self-Esteem and Social Skills of Non-formal Education Students

Planning	Design and Implementation	Evaluation and Accountability
<p>Organization Analysis:</p> <ol style="list-style-type: none"> 1) Vision 2) Mission 3) Philosophy 4) Goals 	<p>Unit Design:</p> <p>Unit 1 Visiting Learning Sources (Fieldtrip)</p> <p>Unit 2 Self-esteem Awareness</p> <p>Unit 3 Critical Thinking, Decision Making, and Creative Problem Solving</p> <p>Unit 4 Emotion and Stress Management</p> <p>Unit 5 Building Meaningful Relationships with Others</p>	<p>Evaluation before Implementation:</p> <p>Pre-test</p> <ol style="list-style-type: none"> 1) Self-Esteem Attitude Test 2) Knowledge and Social Skills Tests
<p>Analysis of Situations in Terms of Problems and Needs:</p> <ol style="list-style-type: none"> 1. Interview (for administrator and teachers) 2. Questionnaire (for non-formal education students) 	<p>Course Outline:</p> <ol style="list-style-type: none"> 1. Objectives and Indicators 2. Content 3. Learning Activities 4. Learning Media 5. Evaluation 6. Time 	
<p>Literature Review:</p> <ol style="list-style-type: none"> 1. Program Development <p>Boone (2002)</p> <ol style="list-style-type: none"> 1) Planning 2) Design and Implementation 3) Evaluation and Accountability 2. Experiential Learning <p>Kolb (1984)</p> <ol style="list-style-type: none"> 1) Concrete Experience 2) Observation of and Reflection on that Experience 3) Formation of Abstract Concepts Based upon the Reflection 4) Testing the New Concepts 3. Neo-humanist Education <ol style="list-style-type: none"> 1) Building a relaxing learning atmosphere 2) Promoting Self-image 3) Learning by doing and practicing 4) Motivating 	<p>Unit Plans:</p> <ol style="list-style-type: none"> 1. Objectives and Indicators 2. Content <ol style="list-style-type: none"> 1) Self-esteem 2) Social Skills 3. Learning Activities <ol style="list-style-type: none"> 1) Planning (8 hrs) 2) Open Ceremony and Orientation (1 hr) 3) Visiting Learning Sources (9 hrs): <ul style="list-style-type: none"> - Mary Help of Christian Church - Thai Islamic Center - Don Bosco Technological College - The Bangkok School for the Blind - Temple of the Emerald Buddha 4) Pre-test +Life Skills Activities (32 hrs) <p>Step1: Building Relaxing Learning Atmosphere and Promoting Self-image</p> <p>Step 2: Exchanging Learning Experiences by Observing of and Reflecting on the Experience together</p> <p>Step 3: Summarizing Learning Concepts</p> <p>Step 4: Monitoring the Concepts by Doing and Practicing Regularly</p> <p>Motivation was used in all steps.</p> 4) The NFE Star Award + Post-test 5) Certificate Ceremony and Closing Ceremony 6) Evaluating and Follow-up (50 hrs) 4. Learning Media 5. Evaluation 6. Time 7. Teaching Record 	<p>Evaluation during Implementation:</p> <ol style="list-style-type: none"> 1. Learning Record about self-esteem and social skills <ol style="list-style-type: none"> 1) Personality 2) Strong Points and Weak Points and ways to be improved 3) Life Goal with Short Term and Long Term Planning 2. Conclusion of concepts learned and skills to be remembered to apply in life 3. Evaluate peers to select one student that reflects the most on self-esteem and social skill to get the NFE Star Reward 4. Teachers evaluate students' behaviors while learning 5. Students evaluate their behaviors while learning
<p>Administrator, teachers, students, facilitators and researcher planned the program together.</p>	<p>Implementation Principles:</p> <ol style="list-style-type: none"> 1. Participation 2. Empowerment 3. Collaborative Learning 	<p>Evaluation after Implementation:</p> <ol style="list-style-type: none"> 1. Post-test <ol style="list-style-type: none"> 1) Self-esteem Attitude Test 2) Knowledge and Social Skills Tests 2. Program Evaluation

Part 2: The results of the program implementation

The findings were students' knowledge, attitudes and performances towards self-esteem and social skills had been changed. After the experiment the experimental group's scores were significantly higher than before the experiment at a significant level of .05 in the three aspects which included knowledge, attitude, and skills. From students' learning records and informal interviews, the results showed the development of students' enhancement of Self-esteem and Social Skills as follows:

1. Self-esteem was reflected from these 3 expected behaviors: (1) Discovering one's own ability and personality; students had more self-confidence and were able to have discussions with new friends in the groups, (2) Discovering one's own strong points and weak points; students could develop their good points and correct their weak points, (3) Having skills in setting goals and directions to succeed; students were able to set clear life goals for both short term and long term.

2. Social Skills were reflected from these 3 expected behaviors: (1) Critical thinking, decision making and creative problem solving such as having learnt ways of receiving information and how to make use of communicating to others and not under evaluating oneself or even being discredited; (2) Emotional and stress management such

as feeling relaxed from practicing yoga and meditation, being more good-tempered and optimistic, and being able to adjust more to family and society; (3) building meaningful relationships with others such as being able to listen to others' opinions and assisting others, and live harmoniously within society.

Objective 3: To study the relevant factors that supported and limited the implementation of the developed program.

After the implementation of the developed program, it was presented to triangular key persons from the informal interviews and the focus group. The results of the four aspects of the developed program were as follows:

1. Appropriateness of the program components: The planning was appropriate because the learning activities were conveniently set on a three-day holiday which encouraged student attendance. All stakeholders had an opportunity to share their ideas and plan the program together. Design and Implementation: 1) Unit Design: starting with the field trip helped the students who came from different learning district centers to become acquainted. They, in turn, brought this gained experience to share in the learning activities. 2) Unit Plans (content, learning activities, leaning media, skills, learning hours, and evaluation): the content and activities helped students learn how to pay more respect to themselves and

to others in their everyday lives. 3) Facilitators: facilitators encouraged students to involve themselves in every activity. The trainers were good listeners, and helped students share their opinions. 4) Network (communities, learning centers): when visiting religious organizations, the students had opportunities to revise and reflect upon their moral and ethical values acquired through their life experience and intrinsically motivating them to be more confident and develop themselves.

2. Supportive Factors:

2.1 Internal Organization Supportive Factors were the policies of Non-formal Education Centers; teachers were promoted to be trained as facilitators to run the activities of the program. From group discussion, Dr.Manote, teaching Islamic study in a university, explained that as intrinsic motivation, the clearest factors to improve students' self-esteem and social skills should be their moral or ethical values, which are the deep factors inside each student. Islam preaches about learning from birth to death; therefore, when learning, it will be reflected that one has values. Buddhism preaches to its followers to be rooted in the good deeds one has done. Then, people would have health and happiness and treat people as human beings, not objects. Christianity preaches that people should love God with all their hearts, souls, and intelligence, and

love others as they love themselves. The greatest love is unconditional love-the way God loves humankind. All of these most practiced religions in Thailand disseminate teachings meant to guide human beings in developing themselves.

2.2 External Organization Supportive Factors were 1) Policy of Non-formal Education Office: The developed program should be proposed to the Non-formal Education Office in order to put the program in the Non-formal Education curriculum. 2) Budgets: If the program were approved as the policy of the Non-formal Education Office, budgets would be supported. 3) Network or Learning Centers: There were various learning centers available in and around each Non-formal Education Center. Different Non-formal Education Centers were able to select for students' field trips based on their selection of the learning resources available in their local areas.

3. Limitation

This type of program had not been previously available. Moreover, additional well-trained facilitators would be needed.

Conclusion

The research and development procedures were divided into four phases: 1) Planning, 2) Designing a Planned Program, 3) Program Implementation, and 4) Evaluation and Accountability.

The results were as follows:

1. Problems of the non-formal education students about self-esteem was attitudes about self-esteem awareness; whereas problems about social skills were 1) Critical thinking, decision making, and creative problem solving; 2) Emotional and stress management; 3) Building meaningful relationships with others. The learning needs and required knowledge, skills and attitudes were based upon the identification of all the problem areas.

2. The process was under the three-process program of Boone: planning, designing of a program, implementation, and evaluation and accountability. The learning activities were from the result of integrating two learning theories: experiential learning and Neo-humanist education. The four steps of each learning activity were: 1) building a relaxing learning atmosphere and promoting self-image, 2) exchanging learning experiences by observing and reflecting on the experience together, 3) summarizing learning concepts; and 4) monitoring the concepts by acting and practicing regularly. Students were motivated by the researcher in every step of the activities in order to enhance self-esteem and social skills. After the experiment the experimental group scored significantly higher than before the experiment at a significant level of .05 in the three

aspects, namely knowledge, attitude, and skills.

3. Relevant factors which supported the implementation of the program were both extrinsic motivation---Non-formal Education Policy, facilitators, opportunity for experience reflection, and intrinsic motivation-moral awareness, unconditional worth, love and personal growth. The limitation might be the lack of well-trained facilitators.

Discussion

1. Findings of the problems and needs about self-esteem were self-esteem awareness: 1) discovering one's own ability and personality; 2) discovering one's own strong points and weak points; 3) to set one's life aim, and having skills in setting aims and the direction to succeed. Findings of the problems and needs about social skills were 1) Critical thinking, decision making and creative problem solving, 2) Emotional and stress management, and 3) Building meaningful relationships with others. The researcher made use of the findings to design a program to enhance the self-esteem and social skills of non-formal education students. As Archanya Ratana-ubol (2002) suggested that non-formal education served current social situations to help develop learners' ongoing learning, a program was designed to help solve students' problems and serve their needs.

2. Findings of the designing and implementation of the planned program were satisfied by all involved because of the good participation throughout each step of the program, the students' empowerment from the facilitators, and the students' sharing of collaborative learning. The students were able to change their attitudes and behaviors even during the program and continue applying its concepts to their real lives because there were three sequential factors: 1) unconditional human worth, 2) love, and 3) growth (Schiraldi, 2001).

3. Findings of the relevant factors that supported and limited the implementation of the program. Well-trained facilitators encouraged students to involve themselves in most activities. As Suriyadeo Tripathi and others (2011) suggested that life assets should be conducted through activities for young people to have opportunities to express themselves with the help of facilitators, students were stimulated by facilitators to reflect their experiences and what had been learned.

Recommendations

Implementation principles of this program were as follows:

1. Participation of all members involved in all steps of the program. Administrator, teachers, students, facilitators, and researcher participated in planning the activities and evaluated the program after implementation.

2. Empowerment was expressed by one another. In enhancing self-esteem for others, each had to see the others' worth and so each would see ones' own worth before seeing the others'.

3. Collaborative Learning was revealed to students during activities. Students acquired their knowledge through team work.

Recommendation for Further Research

The development of a program to enhance self-esteem and social skills for non-formal education should be explored for other levels of age or to different groups of student levels and for students in other educational systems such as formal education and informal education.

References

- Archanya Ratana-Ubol. (2002). *Non-formal education programming*. Bangkok: Chulalongkorn University Press.
- Bangkok People Council. (2011). *Important problems of Bangkok people*. Retrieved January 16, 2012, from <http://coc.hida.ac.th/node/7751>
- Boone, E. J., Safrit, R. D., & Jones, J. (2002). *Developing programme in adult education* (2nd ed.). Long Grove: Waveland Press.
- Foreign Office. (2011). *His Majesty the King: The teacher of the land*. Retrieved May 6, 2012, from http://thailand.prd.go.th/view__news.php?id=5443&a=1
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice-Hall.
- Office of Non-formal and Informal Education. (2013). *Non-formal education students' talents project: Sudyod NFE*, Retrived May 6, 2012, from http://203.172.142.J/information/beta/sudyod_project.htm
- Parthana Yimsisai. (2011, 16 February). Interviewed by Hongfah Threerawongnukul. Teacher at the Non-formal Education and Informal Education Center, Nakhonchaisri.
- Sarkar, P. R. (1998). *Discourses on neohumanist education*. Bangkok: Fah Apai.
- Schiraldi, G. R. (2001). *The self-esteem workbook*. Oakland: New Harbinger Publications.
- Sheriden, S. M., P Walker, D. (1999). *Social skills in conter: Considerations for assessment, interention, and generalization*. In C, R. Reynolds, ST, B. Gutkil (Eds.) *The handbook of school psychology* (3rd ed.), pp. 686-708. New York, NY: Wiley.
- Suriyadeo Tripathi, Phannipha Sangthong, & Sisarawimol Salachan (2013). *The study of students' life assets*. Bangkok: Mahidol University.
- Yamane, T. (1973). *Statistics: An introductory analysis*. Singapore: Harper.

ผู้เขียน

นางสาวหงษ์ฟ้าธีรวงศ์นุกูล ที่ปรึกษาโครงการจัดการเรียนการสอนตามหลักสูตรกระทรวงศึกษาธิการ เป็นภาษาอังกฤษโรงเรียนเตรียมอุดมศึกษาพัฒนาการ กรุงเทพมหานคร ๑๐๒๕๐

อีเมล: theerawongnukul@gmail.com

รองศาสตราจารย์ ดร.อาชญญา รัตนอุบล รองคณบดี ฝ่ายวิจัยและบริการวิชาการ ประธานสาขา การศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย กรุงเทพมหานคร ๑๐๓๓๐ อีเมล: archanya@gmail.com

อาจารย์ ดร.ย้ง กิรติบุรณะ ผู้เชี่ยวชาญ อาจารย์ประจำคณะวัฒนธรรมศาสตร์ มหาวิทยาลัย มหาสารคาม มหาสารคาม ๔๔๑๕๐ อีเมล: nykeerati@hotmail.com

หมายเหตุ: ได้รับการสนับสนุนทุนวิจัยจาก “ทุน ๙๐ ปี จุฬาลงกรณ์มหาวิทยาลัย” จากกองทุน รัชดาภิเษกสมโภช จุฬาลงกรณ์มหาวิทยาลัย

Authors

Miss Hongfah Theerawongnukul Academic Supervisor, English Program, Triamudomsuksa Pattanakarn School, Bangkok, Thailand 10250.

E-mail Address: theerawongnukul@gmail.com

Assoc. Prof. Archanya Ratana-Ubol, Ph.D. Associate Dean for Research and Academic Services; Head Department of Non-formal Education, Lifelong Education, Faculty of Education, Chulalongkorn University, Bangkok, Thailand 10330

E-mail Address: archanya@gmail.com

Ying Keeratiburana, Ph.D. Expert in Cultural Sciences, Department of Cultural Sciences, Mahasarakham University, Mahasarakham Province, Thailand 44150

E-mail Address: nykeerati@hotmail.com

Acknowledgments

This research was supported by The 90th Anniversary of Chulalongkorn University Fund (Ratchadaphiseksomphot Endowment Fund), Thailand. Therefore, the researchers would like to express their sincere gratitude to the organization.