

The Development of Activities Exhort Quality of the Youth

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INTRODUCTION

Education aims at “all round development” of personality including spiritual aspect of being, body and intellect.(Passi,1997) People who graduate should be good persons, intellectual and happy ones. Education is used as the most important tool in building a civilized, balance and happy society. Technical education helps people to become productive members of the society and lead to a meaningful of life. The success is that large percentage of people graduate from school, find job for their living .Yet there are events happening in their lives, such as accident , lack of senses of security, carelessness about society and environment, violence law etc. It ruins quality of life. Hence, increasing public for an improved quality of life is demanded.

Problem solving is one side of quality which is necessary in life, for the reason that people have to face with variety problem around them. One who can solve problem suitably, will remain in society happily. On another side, responsibility of the youth is required for improving quality of life, for their needs as learners and as member of society. From The National ACT, education has to reform and educators have done a weird thing in this country. Compulsory education is up to twelve years. The curriculum is shifting towards a more independent learning and problem solving with a high level of literacy. The aspiration to introduce the activity to develop the quality of the youth is possibly with variety of methods. It's urgent task to all concerns for developing necessary values in the youth to progress the nation. The researchers are interested in studying and developing media and activity models exhort the quality of the youth as the needs to find out the proper ways and tools. The study have split into three phases as detail in next topics.

OBJECTIVES

The objectives are to develop the suitable activities to exhort quality of the youth to become the next high powerful generation of society, the researchers have set three main objectives as follow:

1. To study factors and activities model which related to youth quality.
2. To develop media, activity models and their instruction for developing the quality of the youth in responsibilities and capacities of problem solving.
3. To find out the efficiency of activity models that develop the quality of the youth in the context of responsibilities and capacities of problem solving.

HYPOTHESES

Media and Activity models are developed carefully by analyzing tasks. They also have approved by the experts: thus, they might obtain over standard criterion. These are:

1. Media of activities product able to present contents well.
2. The activity models of responsibility aspect able to increase awareness of the youth.
3. The manner of responsibility of the youth is significantly higher when exposed to the activity models of responsibility aspect than before exposing to the activity models of responsibility aspect.
4. The problem solving skills of the youth after exposing to this activity models is significantly higher than before exposing to the activity models of problem solving aspect.

METHODOLOGY

The study based on survey research in the first phase, then the media were developed and experimental research in the last phase. In the first phase, the ideas of technical college students all over Thailand about factors effected to their behaviors and activities model were collected. In the second phase, media and activity models in the contexts of responsibility aspect and problem solving skill aspect were developed. The last phase, an experiment was held on to a selected class of students for each aspect.

Sample: For first phase, the sample was consisted of 1,515 students from 15 institutions from both government and private sectors in technical field. The sample for trying out and experiment were consist of one class of students for each program

Tools: the survey methods were used to study the responsibility aspect and problem solving aspect of the students. The responsibility aspect was held by four different questionnaires. They are- (1) Questionnaire of General Information related to personal, social and environmental, (2) Questionnaire on Responsibility Attitude, (3) Self-Assessment of Responsibility, and (4) Questionnaire of Activity Models. The problem solving skill aspect was held by (1) General Questionnaire on personal, family, friendship and teaching-learning in school, (2) Questionnaire on Influence of Activity Models, (3) Situational Test for Problem Solving in Technical Aspect. Tools for experiment were Video on “Problem and Responsibility of the Youth, ” Students’ manual song and games.

DELIMITATION

The study was delimited to technical students in vocational institutions. The teachers and experts only used as invitation guests. This sample of study may not be representative of technique youth throughout Thailand. The delimitation of the study were as follow:

1. The study was held with the sample of the youth in vocational institution to a selected-class for each aspect.

2. Quality of the youth was defined only responsibility and ability to solve problem which might not cover all aspects of quality.

PROCEDURES

The independent variable consists of activity models including media for developing the quality of the youth. The dependent variable consists of scores on awareness of responsibility, self assessment on behavior of responsibility in the consideration of the quality of the youth on responsibility, and situational test for problem solving on this aspect

First: The survey method of the first phase was studied by questionnaires to 80 students and teachers in technical colleges to find out the responsibility and problem solving skills to be guideline of questionnaire. Data were analyzed and assessed by experts. Model and factors related to responsibility and ability to solve problem were studied on 1,515 technical students. The outcomes of the study were used as guidelines for developing media and activity models at the second phase.

Developing media and activity models process: the first stage was developing media: VDO program presenting the responsibility aspect and then, developing activity models. The concept of this media presented 5 aspects of responsibilities. They are self-responsibility, family-responsibility, study-responsibility, society-responsibility, and environmental-responsibility. The contents were demonstrated by the selection from variety of mass communication and government units, which have expanded variety of responsibility concepts. Finally, twelve units of stories were composed in this VDO program.

Developing activity models process: The researchers used the outcomes of first phase to develop activity models process and media for those activities to increase the responsibility and problem solving skills. These activities were exposed to the youth, 15-22 years old technical students. It involves weekly activities like sport-days and musical competitions among the youth. The media used for activity was VDO on "Problem and Responsibility of Youth" along with its manual, activity plan, games, articles, songs, and sports. These media and activities model were tried out with one class of students for improving. They were assessed by group of experts.

The last phase: These media and activities model were used with on class of technical students

DATA ANALYSIS

To study the influence of factors towards responsibility and ability of solving problems, 1,515 Vocational Technique Students all over Thailand were asked to response

the Questionnaire about factors and activity models. They were also tested for awareness of Responsibility, assessed themselves on responsibility. They were test on Problem Solving in Technique situation. This stage was to find out that (1) Responsibility related significantly with age, level of education, awareness of responsibility, chores, friends, behavioral model, upbringing, relationship in student's family. (2) Effective factors that could explain responsibility were age, awareness of responsibility, aims, chores, education, friends, behavioral model, upbringing, relationship in student's family and school. This equation could explained 34 percents of responsibility.

$$RES = 37.087+2.620Ag+0.277Aw+3.869Ai+0.332Ch-0.376Ed +0.56Fr+1.12OMo-0.08 Ra+0.314Re+0.329Sc$$

(RES = responsibility, Ag =Age, Aw = Awareness, Ai = Goals, Ch =Chore , Ed = Education, Fr = Friend, Mo = Role Model, Ra = Raising method, Re= Family relationship, Sc = School environment)

The study of the influence of factors towards ability of problem solving: Effective factors that could explain this ability were level of education, friends and school. The equation was:

$$ASP = 7.271-0.004Per+2.371Ag-0.001Ch+9.484Ed-0.460Fa -0.154Fr-0.266Med-0.16Mot+0.287Num+0.002Ra-0.0003Rel+0.225Sc$$

This equation could explain 31 % of ASP

(ASP = Ability of Problem Solving, Per = Perception, Ag = Age, Ch = Chore, Ed = Education, Fa = Father's Education, Fr = Friend, Med = Media, Mot = Mother's Education, Num = Family member, Ra = Raising, Re = Family relationship, Sc = School environment)

FINDINGS

The developing of media and activities was assessed by the students from School of Industrial Education, King Mongkut's University of Technology related to language, activity, the quality of VDO, contents, and the suitable song, games, and other media and suitable of time. These media were improved and first tried out with students in technical institute. They also assessed by experts. The outcomes have shown that experts evaluated this media as good on Continuously of Presentation, Content, Ideal presentation of each unit. They evaluated as average on Clear picture and clear Voice .This statistic was shown as in Table 1:

Table 1: Mean and Standard Deviation of Experts' Assessment on VDO

Topic	\bar{X}	SD
1. Clear Picture	2.67	.57
2. Clear Voice	3.33	.57
3. Continuously of Presentation	4.66	.50
4. Content	4.00	.00
5. Ideal presentation of each unit	3.66	.57

Means of responsibility were compared before and after experiment by t-test. The results were as follow:

Table 2: T-Test of Self's Assessment Score on Responsibility before and after Participating the Activities Program.

Aspect of Responsibility	n	Before		After		t
		\bar{X}	SD	\bar{X}	SD	
Oneself	36	13.69	1.37	14.11	.89	2.26*
Study	36	17.83	2.21	19.25	2.79	3.46**
Work	36	27.97	2.32	28.69	2.66	1.86
Family	36	18.22	2.73	20.06	2.95	3.18**
Society	36	32.72	2.92	33.83	3.53	2.10*
Environment	36	14.17	2.96	16.28	2.86	3.75**
Total	36	124.61	9.27	132.22	11.59	4.37**

* P<.05

** p< .01

From Table 2. It was seen that students assessed themselves almost aspects of responsibility significant differently before and after participating the program. On aspect of work ,they assessed themselves no significant differently.

The result of participating on problem solving program . Thirty three students joined the program and were tested by situational test before and after the program the t-test score were as in Table 3.

Table 3. T-Test of Score on situational test before and after Participating the Activities Program.

	n	\bar{X}	SD	t
Before the experiment	33	19.00	5.09	3.008**
After the experiment	33	22.67	6.84	

** P < .01

From Table 3.It can be seen that score of students ability on problem solving between pretest and posttest were significant differently

DISCUSSION

The result have shown that there were many factors influenced the responsibility such as age, conciseness responsibility, goals of life, homework, level of education, peer group, relationship among family members, and school environment. The influenced factors towards the quality of youth on skill of problem solving were level of education, friends, and school environment. It was found that higher level of education effected problem solving skills. This skill was intellectual process as Guilford (1967) explained that problem solving skill consisted of various abilities such as memory, cognition divergent thinking, convergent thinking and evaluation. When people learned in higher level, they had more ability. Thus they had more skill to solves problem.

Model of activities, according the youth desire was to have weekly activity and sometimes for special activity. The content of program have to design for developing the students to learn, to adjust and to avoid isolation from the society. The study of Sternberg (1985) had explained that the capacity of learning develops Contextual Sub-theory which motivates persons to get response, to share and to gain ideas from environment and experiences. Marasri Chanchalor (1991) found that the suitable assignment could increase the responsibility of Grade 6 students. The assignment have to compatible with the Contextual Sub-theory. It was clarified that the proper assignment was able to increase the responsibility of students. The procedure of the research have done by processes of planning together, awareness exhorting, finding out means, collaborating, sharing the responsibility, and following up relatively. Students should be participants, audience and commentators. Some special activities should be added occasionally. The contents to be presented should related to the behavior of good persons. The activities could be inside and outside school. According to these procedures which was grouping process, it was approved to be effective.

Developing media and activity should carry on variety models. In this research, the main purpose of media VDO was to motivate for awareness and present the concept of content. After finding suggestions and improving the quality some content had to be changed for proper presentation but still this media was not the only media which able to develop all desired characteristics of students.

This experimental study on activity models to develop quality of youth has succeeded in achieving the objectives and match all the hypotheses. It can be said that there were many related components, the quality of media was improved two times before using. However, to maximize the quality of media teachers can use the available sources such as: image of persons, activities, posters, brochures, articles on TV and radio, etc. However these media should be analyzed for concept to present.

The most important model to underline is **“unity among staff”, good relationship among staff and participants and providing suitable facility for participants.** These situation help to promote quality of the youth.

Generally, developing the quality of youth could be done more effectively during childhood than the grown up stage. By gradually training to learn as “learning by doing” especially, by the family at home is the best classroom for them to learn. It’s not easy task to develop when they grow up because of high ego, more self-awareness, and conditioned behavior than the child. Strategy of activity models must consider many components totally different from the child. This study shows that developing at stage of late adolescent is possible. However, all activities have to be carefully analyzed and make strategy from many components. Activity models should be several types within regular and extra curricular activities.

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