
Developing Life Skill Development Program for the 4th Year Students of Music of Education Program, Faculty of Humanities and Social Sciences Thepsatri Rajabhat University

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ABSTRACT

The purpose of this study were to 1) study the effectiveness of the life skill development program for the 4th year students of Music of Education Program, Thepsatri Rajabhat University, 2) compare the students' life skills before and after implementing the program, and 3) study the students' satisfaction on the life skill development program. The samples comprised 36 fourth year students majoring in Music of education enrolled in the 1st semester of academic year 2015. The research instruments were a program for developing life skills, a test of life skills, and a questionnaire on the students' satisfaction. Percentage, mean, and standard deviation were applied for data analysis. The findings revealed that 1) according the experts' examination, the program used for promoting life skills was effective, reasonable, and possible for using to develop life skills, 2) the students' life skills after the program implementation were higher than before, and 3) the students' satisfaction on the life skill program was at a high level.

Keywords: Life skills, life skill development, development program

1 INTRODUCTION

Life skills is the ability to adapt and behaving in the right way when faced with the challenges that arise in everyday life effectively. It is what helps to sustain the conditions for maintaining good mental health in order to adapt and behave in the right way while facing pressure or affecting from the environment which occurred (WHO, 1994:1). Life skills help supporting to awareness on the capabilities of their confidence in themselves (self - efficacy) and Self-esteem, which contributes to good mental health. Life skills support or motivate to take care of themselves and others (WHO, 1994: 4) Therefore, life skills are essential for human.

From the study on the situations of youth and juvenile in Lopburi during 2008-2009, it found that social circumstances of children who were witnessed or experienced to carry drugs in educational institute accounted for 28.30 percent, while the regional average level was 25.40 percent which was 2.90 percent higher than. Moreover, the study on documents and related literatures on prevention and drug problems, there were factors that associated with the drug mainly from self-esteem in schools and family (Ellis & Whiteley, 1979; Gilchrist, Schinke, & Maxwell, 1987; Emery et al. 1993)

Music Education students in 4th year at Thepsatri University, who were mostly male. Most of them work at night as musicians in tavern, pub, and bar to earn money while studying.

The behaviors of the students tend to smoke and rarely have sex with condoms. Such behavior is a risk factor for drug abuse and HIV infection. Therefore, in order to contribute immunity to the musical education students, the researchers chose to develop the life skills of students by using training programs to enhance life skills in four areas: developing self-esteem., rational decision, refusal and negotiation, and dealing of emotions. These are the goals of this study which allow music education students to live happily in society and not pose a problem to society.

2 RESEARCH OBJECTIVES

1. To create the life skills enhancing program for Music Education students.
2. To compare the life skills of the fourth year Music Education students between pre-program and post-program.
3. To study the satisfaction toward the program use of the fourth year Music Education students.

3 SCOPE OF RESEARCH

This research aims to the development of life skills for music education students by means of qualitative research and quantitative research methods to describe the findings in depth. Defined scope of the study as follows:

Population

This research studies on the students in fourth year of Bachelor in Music Education, Thepsatri Rajabhat University, first semester of the academic year 2015 with 36 people.

Variables

Independent Variable

1. Life Skills Program

Dependent Variable

1. Life skills of music education students
2. Satisfaction with the life skills program .

Scope of Content

This research aims to study life skills of students in the following points: self-esteem, rational decision making, refusal to negotiation, and emotional management.

Research Framework

The researchers defined the framework of research as appears in Figure 1.



Figure 1: Research Framework of Life Skills Program

4 RESEARCH METHODOLOGY

In order to build and formulate the program's effectiveness of life skills, the researcher conducted the followings:

1. Study the concept of cognitive behavior modification and information about self-control from texts, documents, and related research.
2. Researcher studies on following manuals: manual for activities organizing for development of life skills by the General Education Office, manual for activities organizing to strengthen life skills for children by the Ministry of Public Health, and manual for activities organizing of life skills for AIDS prevention by the Department of Non-formal education.
3. Compiled the concept of the study from the first and second stage to build a program of Life Skills Development for the fourth year Music Education students. Activities were organized for 9 sessions for one hour 30 minutes each, totaled 13 hours 20 minutes as shown in Table 1.

Table 1: Life Skills Program of the fourth year Music Education students, Thepsatri Rajabhat University

| Session | Topic | Objectives |
|---------|--------------------------|---|
| 1-2 | Self-esteem | <ol style="list-style-type: none"> 1. To provide students with an understanding of how to develop or improve their self-image. 2. To provide students with the development of self-improvement. 3. To enable students to appreciate and understand their pride. 4. To provide students with an understanding of the individual's life is different from the past,present, and future. 5. To enable students to understand the experience,expectations, and goals for their future. 6. To enable students to appreciate and understand their pride. 7. To enable students to apply the skills they have learned to use in everyday life. 8. To provide opportunities for students to encourage each other. |
| 3-4 | Rational Decision Making | <ol style="list-style-type: none"> 1. To enable students to prioritize the things that are essential to their own. 2. To provide students the skills they have learned to use in everyday life. 3. To provide opportunities for students to encourage each other. |
| 5-6 | Refusal Negotiation | <ol style="list-style-type: none"> 1. To enable students to explore their refusal to negotiate. 2. To provide students the importance of refusing to negotiate. 3. To provide students with an understanding of the process of refusing to negotiate. 4. Students will be able to resist the lures without conflict. 5. To provide students the skills they have learned to use in everyday life. 6. To provide opportunities for students to encourage each other. |
| 7-8 | Emotional Management | <ol style="list-style-type: none"> 1. To provide the students to learn adaptation of their ideas to relieve stress. 2. To enable students to learn how to relieve stress. 3. To provide students with insight of the process in dealing with emotions. 4. To enable students to use their skills in dealing with emotional situations. 5. To provide students the skills they have learned to use in everyday life. 6. To provide opportunities for students to encourage each other. |

| | | |
|----------|----------------------------|---|
| 9 | Program Termination | <ol style="list-style-type: none"> 1. To provide students the skills they have learned to use in everyday life. 2. To provide opportunities for students to encourage each other. |
|----------|----------------------------|---|

Life Skills program was then validated by five experts who were specialized in psychology, research, testing and evaluation to determine the suitability and feasibility of the program to develop the skills of students in music education. Life Skills program later improved by the revision following to the recommendation of experts. Finally it was used on a group of fourth year music education students.

Data Collection

The researcher collected data as follows:

1. Implemented Life Skills Program to the fourth year Music Education students for nine days every Wednesday at 13:00 to 14:30 hrs., totaled 12 hours and 20 minutes. A principle of participatory learning was used to raise awareness to develop the life skills in four areas: self-esteem, rational decision making, refusal to negotiate, and emotions management. Learning was cooperated with behavior observation.
2. One week after the Life Skills Program was terminated; the researcher had the fourth year students in Music Education to do a test on life skills measurement and satisfaction toward the program.

5 DISCUSSION

Based on the research results, discussions are covering below.

1. Results of the Life Skills Program.

It found that the Life Skills Program for music education students, the experts agreed that the program was appropriate to apply in enhancing life skills for students. This may be due to the researchers had used the theory of cognitive behavior modification and had adopted the ideas about teaching life skills for using in various situations or activities to resolve issues.

2. Comparison of students' life skills before and after the program.

By comparison of the life skills of Music Education students before and after the program, it found that overall the program had enhanced their life skills. Students gained life skills at a high level and higher than before receiving the program which was in moderate level of skills and experience. After the program, it was higher than before in all skills. This may be due to activities in the life skills program had focused on the situations for students' learning to think. It also emphasizes them to interact with each other in a mutual exchange of ideas and experiences. There were four areas: self-esteem, rational decision making, refusal to negotiate, and emotions management. There were also activities for students to explore to raise awareness about the value of life. As a result, students had changed themselves better which in line with the World Health Organization concept of teaching life

skills.(WHO.1994:1). WHO noted that circumstances or events the person has learned in life skills training are able to achieve proficiency for problems solving in many situations. This will lead to a change in better behavior. In accordance with Department of Mental Health (1999: 15-22), the curriculum provides learners with interactions among the students together with teachers and students to communicate with each other by speaking, writing, or drawing. The roles allow students to learn and develop life skills in four aspects: self-recognize to understand themselves, self-acceptance, self-confidence, and self-responsibility for personal and public aspects. They also enable to find solutions to modify the plans in lifestyle appropriately.

Life Skills Program allowed students with higher life skills by the following discussions.

1) Self-Esteem

The study found that after the program the students learned higher self-esteem skills because the activities in the program had organized the students to explore on their own selves. There were also activities for students to exchange ideas with each other as joint activities between them. This program made students understand their own goals in life, and enhanced self-esteem and self-love.

2) Rational decisions making

The study found that the rational decision making skill after the program was higher than before the program. This may be due to the development of skills through the activities in the study that students can use their skills to make a decision in a given situation. They employed critical thinking and self-determination to choose what is most valuable in life. This allowed them to analyze the advantages and disadvantages of what happened before. Life skill will help students to make decisions more rationally.

3) Refusal to negotiate

The research found that students use the skills in refusal to negotiate than before. This may be due to the development of skills through both activities and role-plays. These activities allowed students to explore their own skill in the refusal to negotiate. It also allowed students to share their experiences with friends. They practiced denial that does not cause conflict. Students would see the importance of denying by focusing in the importance of refusing to negotiate and foreseeing disadvantages of the refusal to negotiate.

4) Emotional management

The research found that after the program, they Music Education students had more skills to deal with emotions than before participating the program. This may be due to activities to develop skills in emotional management were the activities of a non-stress. Such activities allow students to learn how to deal with stress, to understand their motional situations by expressing their opinions and share experiences on how to deal with emotions. They accepted the idea of other people more than before. .

Suggestions

The suggestions on bringing the program in life skills enhancing to implement, the researcher suggested below:

1. In the activity of self-esteem was the most important activity. It is intended for students to appreciate and take pride in them. So this should organize in the atmosphere for students to feel safe and trust to offer opinions about their experience, disappointment, or upset with how to resolve the situation effectively.
2. In the activity of refusal to negotiate, students were trained with the skills to effectively deny. The research also found that Music Education students were most risk for substance abuse and AIDS infection due to lack of skills to deny. This activity by using role play in situations similar to real-life situations faced by students, they enable to see the process of denying effectively. This helped to avoid path to damages.

Suggestions for further research.

1. There should be future research on monitoring and evaluation of the implementation of life skills program that have been developed. Therefore, the students can apply skills in their daily lives for what reasons.
2. Family is an important factor in the development of students' life skills. It should have the parent involvement in skills development.
3. This research was to measure life skills using a life skills test in the research. Next time, in order to get more insights, interviewing test should be used to obtain data.

6 CONCLUSION

1. The result of development program of life skills to strengthen fourth year Musical Education students, it found that the experts suggested the program can be used to develop the life skills of students in the field of music education.
2. In overall, the life skills of students in Music Education at post-program stage was higher than pre-program stage. In particular, score at rational decision-making skills for life skills ranked the highest, followed by emotional management skills, and self-esteem skills.
3. The overall satisfaction with life skills program, the students of Music Education rated at a high level. When the item was considered by item, it found the highest value is providing them with a way to control emotions by taking deep breathing in and out slowly at the length of 1-10 counts. This helped to deal with emotions in many situations. Second rank was reflection activity that students reviewed their key points that should be developed. In addition, study from given situations, it made them realized the importance of refusing to negotiate. From example of case study, it helped them to learn the skills of denial bargaining. Respectively, for the least average, a case study about the anger of the subject was helpful to dealing with emotions.

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