

The Effects of a Life Skill Development Program on the Teenagers Awarded Pfizer Thailand Foundation's Scholarships Participated in the 7th Leadership Development Camp

Manasanan Hatthasak

Abstract— This research aimed to 1) examine the effects of a life skill development program on the teenagers who participated in leadership development camp, 2) compare their lives prior to and after the participation in the program, and 3) measure their satisfaction towards the program. The sample was comprised of 50 teenagers participating in camp from school in Pang Nga Province. The research instruments were made up of a life skill development program and two sets of survey questionnaires. The data were analyzed using descriptive and inferential statistics, including the mean, S.D., paired sample t-test, t-test, and ANOVA.

Keywords---Life Skill, Teenagers, Leadership, Camp

I. INTRODUCTION

BASIC education of Thailand aimed at developing students achieve performance 5 factors. Firstly, communication ability, thinking ability, problem solving ability, the ability to use the life skills. And the ability to use technology. Life skills are important to build or make in the nation's youth.

Life skills to help the youth to understand themselves. Know how to interact with other people, human relations, there is difficulty ban patient intelligence solve problem, adjust their stay in the society.

Youth is life skills to make immune self. Strength to take care of ourselves. Understand their needs, individual differences, deal with problems as well. Can choice analysis decided correctly. Youth comes to project leader at this time. Have the experience of activities that practice is thinking. This camp use group activities to develop life skills. The youth who participate experience in life skills that covers issues set the goal of life. Youth and sex education, which in a country should have a literacy in this matter. For children to grow into adults with quality. From the importance of life skills and the nation's youth.

Manasanan Hatthasak Faculty of Education , Kasetsart University, Bangkok, Thailand Phone: 6682-942-8780, e-mail: hatthasak@hotmail.com

The researcher wishes to do activities to develop leadership potential. And the operations research to study the activities , And this activity is a prototype or best practice activity to improve the condition of other youth.

II. OBJECTIVE

- 1) examine the effects of a life skill development program on the teenagers receiving Pfizer Thailand Foundation's scholarships who participated in the 7th leadership development camp.
- 2) compare their lives prior to and after the participation in the program.
- 3) measure their satisfaction towards the program.

III. PARTICIPANTS

50 Teenagers who Participated in the 7th leadership development camp from school at Pang Nga Province.

IV. METHOD

A. Research Instrument

There are two type of Research Instrument first a life skill development program involved different activities aimed at enhancing three areas of life development: 1) goal setting, 2) sex education, and 3) life skills, and 2nd it two sets of survey questionnaires. while the latter included 1) a self-evaluation questionnaire administered before and after the participation in the program, and 2) a questionnaire measuring the participants' satisfaction towards the program.

B. Statists

The data were analyzed using descriptive and inferential statistics, including the mean, S.D., paired sample t-test, t-test, and ANOVA.

C. Variable

Independent Variable: life skill development program

Dependent Variable : life skill in three areas
 1) goal setting, 2) sex education, and 3) life skills

D. Procedure

This quasi-experimental research , On group Pretest – Posttest Design . The data is collected before and after the experiment.

E. Data Analysis

Basic Data

The participant of the program is to develop the life skills of youth who received the Pfizer UK Foundation to participate in Youth Leadership Camp # 7 of 50 people, representing 100 percent . Most participants were female 72 percent, and in the secondary school 78 percent.

V.RESULTS

Basic Data

The Participants of the program is to develop the life skills of youth who received the Pfizer UK Foundation to participate in Youth Leadership Camp # 7 of 50 people, representing 100 percent . Most participants were female 72 percent, and in the secondary school 78 percent. As shown in the table1.

TABLE I
 THE STATUS OF THE PARTICIPANTS

The status of the Participants	Number	Percent
1. Sex		
Male	13	26.0
Female	36	72.0
No Answer	1	2.0
2. Level of education.		
Primary school.	8	16.0
Secondary school.	39	78.0
No Answer	3	6.0

Compare the results from the self assessment. Before and after the program participation of Participants. The results were as follows, Before participate the activities program. To develop life skills of the Youth Camp Youth Leadership Development, found. Goal Setting average in the medium 3.46, For sex education at a high level 4.02, and The life skills at a high level 3.96. After participate the activity, The participant self-evaluation higher, Goal setting in the high level 4.10, Sex education in the high level 4.36, And life skills at a high level 4.39. The overall mean before participation and 3.81 after joining the activity, increased at a high level 4.28. As shown in the table.2

TABLE II
 COMPARE THE RESULTS FROM THE SELF ASSESSMENT. BEFORE AND AFTER THE PROGRAM PARTICIPATION OF PARTICIPANTS

Self Assessment	Pretest		Posttest	
	Mean	SD	Mean	SD
Goal Setting	3.46	.51	4.10	.51
Sex Education	4.02	.56	4.36	.54
Life Skill	3.96	.40	4.39	.45
Total	3.81	.49	4.28	.50

Comparison of self assessment test scores before and after joining the program. The results were as follows. After the implementation of the program, the average self-evaluation score was significantly higher at $p = 0.05$. As shown in the table.3

TABLE III
 COMPARISON OF SELF ASSESSMENT TEST SCORES BEFORE AND AFTER JOINING THE PROGRAM

N	Mean	SD	The difference of average.	t	P
(50)					
Before	3.81	.49	.47		
After	4.28	.50		6.96	.00*

Comparison of scores from the assessment of the youth after the activity between female and male. The results were as follows. Before the program, the male and female participants evaluated themselves similarly at $p = 0.05$. After the program, in contrast, the average self-evaluation scores of the two groups differed significantly at $p = 0.05$ in terms of both overall development and the development of each area of life skills. As shown in the table.4

TABLE IV
 COMPARISON OF SCORES FROM THE ASSESSMENT OF THE YOUTH AFTER THE ACTIVITY BETWEEN FEMALE AND MALE

Self Assessment	N = 50				t	p
	Male		Female			
	Mean	SD	Mean	SD		
Goal Setting	3.80	.45	4.21	.48	-2.69	.01*
Sex Education	4.05	.67	4.49	.45	-2.60	.01*
Life Skill	4.11	.54	4.48	.36	-2.75	.00*
Total	3.99	.50	4.39	.38	-3.00	.00*

Comparison of scores from the assessment of youth after participating activities between the primary school and the secondary school. The results were as follows, the ratings of the participants from primary and secondary school were similar in terms of the overall development, while those for sex

education were significantly different at $p = 0.05$. After the program,. As shown in the table.5

TABLE V
COMPARISON OF SCORES FROM THE ASSESSMENT OF YOUTH AFTER
PARTICIPATING ACTIVITIES BETWEEN THE PRIMARY AND THE SECONDARY
Self Assessment N = 50

	Primary School		Secondary School		t	p
	Mean	SD	Mean	SD		
Goal Setting	3.48	.40	3.46	.53	.41	.88
Sex Education	3.49	.66	4.10	.45	-3.72	.00*
Life Skill	3.87	.31	3.99	.42	-.78	.43
Total	3.61	.33	3.86	.40	-1.79	.07

Finally, an analysis of the participants' satisfaction showed that all the four aspects of the program, namely context, input, process, and output, were highly satisfactory with the overall average score standing at 4.61. When each aspect was considered separately, context was the one receiving the highest average rating (4.71), followed by input (4.65) and process (4.57). In addition, output (4.52) could still be considered a highly satisfactory aspect despite its lowest rating. As shown in the figure 1

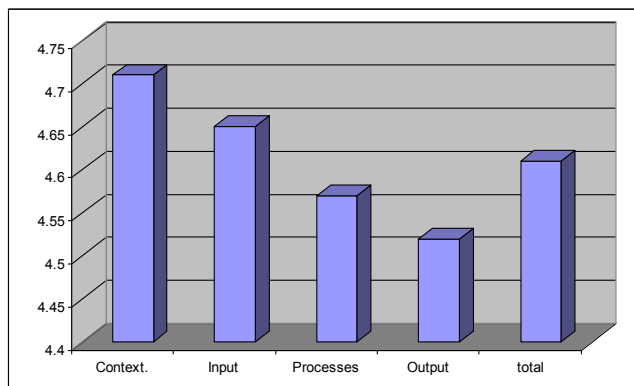


Fig.1 The graph shows the average satisfaction assessment in the activity

VI. DISCUSSION

The participants develop life skills from participation 3 activity goal setting, sex education, and life skills. The 3 key success factors of life skills development program, 1) Timing and appropriate activity throughout the program.2) Working group have efficiently, such as Speakers have the ability of activities.3) Working group on the role of work and understanding of the content activities in each period.

After the program, the average self-evaluation score of the male and female participants significantly difference level 0.05. The results indicated that the gender of the participants in the program. Affecting activities greatly. Another variable with a focus towards activities at this time. Education of the elementary and secondary levels. There are many differences to participate in the program at this time.

The satisfaction of the participants of the program found that the satisfaction at the highest level. When considering individual indicators of context, the study found that this activity allows program participants through the process of social responsibility. The import indicator found that the activities provided for youth. There are 3 activities Youth satisfaction scores in most levels is sex education activities, planting, know occupation activities. The process indicator, found that the sequential activities throughout the program are reasonable. The activities with the procedure as a extremely important things to make the participants understanding and experience, and can bring what has been used in the future. The output indicator, found participants have the understanding of life and society. This can lead to the ability to live happily.

A. Recommendations for this research

1. A needs assessment should have been carried out to identify the types of activities appropriate for the teenagers participating in the 7th leadership development program.
2. To determine whether this type of program has any long-lasting effects, a follow-up study should be conducted to monitor the behavioral change of the participants over 3-month and 6-month periods.
3. Age should have been taken into account. In this study, the participants were from primary or secondary school, and this big age gap had significant effects on the findings, particularly in terms of sex education.

B. Recommendations for the application of the research findings

1. The program developed in the present study can be implemented to enhance the life skills of teenagers with similar characteristics as well as from similar contexts and backgrounds.
2. Despite its applicability to similar groups of teenagers, the program may need to be adapted in terms of duration and venue to serve specific purposes.

3. Activity leaders who are able to run the activities specified in the program must be available. They must also be competent at communication, understand the backgrounds of the participants, and be able to help the participants to achieve the learning objectives.

4. A program manual should be developed in order that those interested in carrying out the program can run it effectively and correctly.

C. Recommendations for further research

1. One major strength of this research lies in the fact that it is a pretest-posttest study. This design should also be followed, if possible, in future research as it provides a clear evaluation of a development program.
2. If the program is adapted to teenagers with different characteristics and from different backgrounds, research should be conducted to evaluate its effectiveness. This will

serve as a body of knowledge that Pfizer Thailand Foundation can use for developing other beneficial activities for teenagers and the public.

REFERENCES

- [1] Chuthai Janjit,P. 2002. Learning and Teaching Psychokogy. Bangkok. Mateetip Publishing.
- [2] Kohdragoon , S.2013. Educational Psychology . Bangkok . Chu;alongkon University Publishing.