

Development of Life Skills through Critical and Creative Thinking Life Skills Training Program

*Samith Jueajinda
Dhonburi Rajabhat University, Thailand*

Abstract

The objectives of this research were to study and develop life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University. The samples in this research were the first-year undergraduate students in the Faculty of Education, Dhonburi Rajabhat University that registered in the second semester in 2015. The researchers selected from the study of life skills scores that were lower than twenty-fifth percentile amount fifteen students. The research instruments were life skills test and the life skills training program for developing critical thinking and creative thinking. The instruments to process data included means standard deviation and comparison data with t-test (dependent sample).

The results of the study were as follow:

1. The research of life skills through critical thinking and creative thinking in the first-year undergraduate students in the Faculty of Education, Dhonburi Rajabhat University was at a high level in this research.

2. These first-year students had life skills through critical thinking and creative thinking before and after participating in the program and was at the significantly level of .01

Keywords: Life skills and develop life skills

Background and Signification of the Research Problem

There have been rapid changes in various academic fields of study due to the prosperity associate with the era of globalization. Thai society has changed according to that prosperity. The state of society is more complicated and effects the way of life of everyone, especially teens who are growing up in the age of learning. It is found that behavioral problems are emotional problems. Behavior relationships with friends and family. Usually occurs during adolescence. Because adolescents are in the age of adjustment. It is self-seeking age want to accept freedom as well as have their own ideals. Due to the unique characteristics of adolescence, rapid changes in the body. Emotional change need for independence, acceptance from friends and to accept from society in order to adapt to the new society and environment. These may be important factors in risk behavior (Adam, R.A., and Other.1994: 6).

Life skills from the definition of various organizations and related department are ability Psychosocial Competency. This is an important ability to promote physical and mental health for living in today's society happily. Problems in behavior, stress and pressure in life must be developed psychosocial competency leads to health promotion including encouraging people to have the desired attributes of the society. Applying life skills to the management of education started with the World Health Organization. World Health Organization (World Health Organization (WHO). 2014: Online) has initiated the use of life skills to teach people the empowerment in order to reduce the violence in the society caused by human behavior and to enhance the human society to maintain health for health community.

Therefore, the researcher realized the importance of applying life skills to teaching and learning. And is interested to study and development of life skills through critical thinking and creative thinking life skills training. In addition, the researcher taught in the field of psychology for a long period of time. Consequently the researcher had perceived

the problems of thinking skills and Dhonburi Rajabhat University has given the identity of students is moral, ethical and have life skills. Researchers have focused on the student development approach to the university's identity. In this research, the researcher has conducted the study and develops life skills in one side only because that process is the basis of behavior. Then develop other life skills.

Objectives of Research

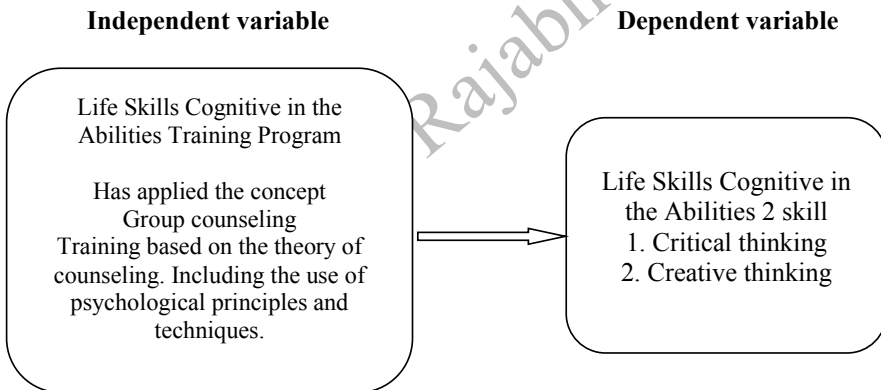
1. To study life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University.
2. To develop life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University by the life skills training program to develop critical thinking and creative thinking.

Hypothesis

Students participating in the Life Skills Cognitive in the Abilities Training Program can gain more advanced life skills than before participating in the development of life skills training program.

Conceptual Framework

In this study, the researcher introduced the life skills Cognitive in the Abilities training program as an Independent variable and Life Skills Cognitive in the Abilities 2 skill include Critical thinking and Creative thinking as a dependent variable as shown in the illustration.



Scope of the Research

The study consisted of 2 phases.

1. To study of life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University.
2. To develop life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University by the life skills training program for developing critical thinking and creative thinking.

1. Content of the Research

This study was to develop life skills through critical thinking and creative thinking of students in the Faculty of Education, Dhonburi Rajabhat University.

2. Population

The population used in this study was the undergraduate first-year students. Faculty of Education, Dhonburi Rajabhat University registered in the second semester in 2015. There were 316 respondents in this study.

3. Variable

1. Independent variable is Life Skills Cognitive in the Abilities Training Program consisted of critical thinking and creative thinking.

2. Dependent variable is Life Skills Cognitive in the Abilities consisted of critical thinking and creative thinking.

4. Timing

The duration of this study was the second semester of the academic year 2015 for 12 weeks, with a trial period of 1 lesson per 60 minutes.

5. Area

Dhonburi Rajabhat University

Research Methodology

1. Research Design

In this study, is the experimental research by using One Group Pretest-Posttest Design (Creswell. 2003: 170) which the experimental designs as shown in the table 1:

Table 1. Trial Plan One Group Pretest-Posttest Design (Creswell. 2003: 170)

Pretest	Treatment	Posttest
T1	X1	T2

The meaning of symbols is as follows.

T1	is	Pretest
X1	is	Treatment
T2	is	Posttest

Sample-Data Source

Sample-Data Source

1. The sample used for the study Life Skills Cognitive in the Abilities consisted of critical thinking and creative thinking was undergraduate students, Faculty of Education, Dhonburi Rajabhat University at registering in the second semester in 2015 number 316 persons.

2. The sample used for the development critical thinking and creative thinking was undergraduate students, Faculty of Education, Dhonburi Rajabhat University registering in the second semester in 2015 had overall life skills score from 25th percentile to 15th.

Research Instrument/Setting, validating and reliability finding

Research Instrument

The research instruments used in this research were as follows:

1. Life skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University.

2. Life Skills Cognitive in the Abilities Training Program.

Validating and reliability finding

1. Validity

1.1 Life skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University.

The researcher used Life Skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University. The assessment form covered of 30 items. Professional 3 people namely Associate Professor Pranee Ramasute, Assistant Professor Dr. Skol Voracharoensri, Assistant Professor Dr. Montira Jarupeng considered check on language usage. Check Content Validity of Life Skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University had consistency between the questions and the terminology in each of the individual aspects. Next the researcher used Life skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University has been reviewed and revised according to the recommendations of the experts

1.2 Life Skills Cognitive in the Abilities Training Program.

The researcher used Life Skills Cognitive in the Abilities Training Program Reviewed by Professional 3 people namely Associate Professor Pranee Ramasute, Assistant Professor Dr. Skol Voracharoensri, Assistant Professor Dr. Montira Jarupeng are considered check on language, concept, theory, technique, purpose, and evaluation method. Next the researcher used Life Skills Cognitive in the Abilities Training Program has been reviewed and revised according to the recommendations of the experts.

2. Reliability

The researcher used experimental data to find discrimination questions are 30 items by analysis Item-Total Correlation and Alpha-Coefficient of Cronbach in order to find reliability of the questionnaire was divided into 2 parts.

1. Critical thinking has Alpha-Coefficient .89
2. Creative thinking has Alpha-Coefficient .90

3. Data Collection

3.1 Study of life skills

1. The researcher used Life Skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University are 30 items data collection with the sample was undergraduate students in the Faculty of Education, Dhonburi Rajabhat University at registering in the second semester in 2015. There were 316 respondents in this study.

2. The researcher take the scores from the Life skills Cognitive in the Abilities assessment form of students Dhonburi Rajabhat University for analysis.

3.2 Developments of life skills to conduct experiments Life Skills Cognitive in the Abilities Training Program. Researcher had developed the following steps procedures :

3.2.1 Pretest

The researcher recruited a sample of the 25th percentile life skills scores and interviewed them to volunteer for the 15th Experimental Life Skills Cognitive in the Abilities Training Program.

3.2.2 Pretest

The researcher conducted a trial with a group of 15 experimental groups using a Life Skills Cognitive Abilities Training Program. The researcher has created a 12-week period between 1 December 2015 and 16 February 2016.

3.2.3 Pretest

The researcher conducted a Life skills assessment Cognitive Abilities of 15 experimental groups. After participating in the 12th Life Skills Training Program on February 16th, 2019, the posttest score was used.

4. Data Analysis

4.1. Basic statistics include:

4.1.1 Mean

4.1.2 Standard Deviation

4.2 Statistical employed to analyze quality included:

4.2.1 Content Validity: Index of Congruence: IOC) (Luang Saiyos and Angkana Saiyos. 1996: 248)

4.2.2 Reliability: Cranach's alpha coefficient (Luang Saiyos and Angkana Saiyos. 1997: 200)

4.3 Statistical employed test hypothesis include:

T-test: Dependent Sample (Chulsri Wongratana 1991: 201)

Conclusion

In this research can be summarized as follows:

1. Undergraduate students of Faculty of Education, Dhonburi Rajabhat University registering in the second semester in 2015 have Life skills in overall and individual thinking. Critical thinking and creative thinking in a very high level

2. Life Skills Cognitive in the Abilities include critical thinking and creative thinking of undergraduate students Faculty of Education, Dhonburi Rajabhat University registering in the second semester in 2015 have life skills in overall and individual thinking before and after join Life Skills Cognitive in the Abilities Training Program was at the significantly level of .01

Discussions

1. The students participating in this research found individual life thinking skills and performed at a very high level after completion of the program through different activities. It would be wise to continue this process, as reflected the training program on a regular basis so that student can embed skills into their way of thinking.

2. Life skills development in overall and individual thinking before and after joining Life Skills Cognitive in the Abilities Training Program was at the significantly level of .01. Results of this research are consistent with the research hypothesis. Life Skills Cognitive Abilities Training Program is a pattern to promote psychosocial competency and the achievement of the objective of preventing and promoting quality of life. Life skills training the basic form of life skills training. There are 3 levels: (World Health Organization, 2014: 23) Level 1 basic components of life skills and general practice. To achieve self-discipline Level 2 applies life skills related to self-discipline. It is related to social and life problems. Level 3 applies skills related to specific situations, self-discipline, concepts of life skills training and Ducan, Rebecca D. (2001). Said that practicing essential life skills or basic skills should be aligned with the application to promote ethics. There are many types of management.

1. If the training is continuous, this can be adjusted. It is usually a basic life skills training. This will be the content that will be a part of the training and will be the basis for future development and further stimulate life skills.

2. Life skills training programs must be well planned, systematic in the early lessons. It must be designed as a basis for future life skills training.

3. To successfully train life skills, one should teach life skills without depending on a particular subject.

4. Life skills training should be practiced when there is a suitable time or opportunity, combined with the training in other subjects. This will be a good and very useful way. Especially in management in elementary school or any school. Having a single

teacher teaches in many subjects, which will lead to lessons on life skills. And part of the structure of the lesson.

5. Life skills training programs should be conducted by faithful agencies. Believe in the philosophy of life skills including parental and community partnerships.

Suggestions

1. Suggestion beneficial usage

1.1 From the research result life skills include critical thinking and creative thinking of undergraduate students Faculty of Education, Dhonburi Rajabhat University has life skills in overall and individual thinking. Critical thinking and creative thinking are very high level. Therefore, the university should improve its thinking skills to a higher level.

1.2 Life Skills Cognitive Abilities Training Program who will apply this program. Applied people should be knowledgeable, understand the theories of counseling including being well-trained to enhance the training experience before it can be used to develop life skills.

2. Suggestion for further study

2.1 In the next study life skills should be monitored after participating in the life skills training program.

2.2 Life skills should be studied with other populations including elementary school, adolescents or teens in secondary school.

2.3 There should be the development of other life skills such as Decision Making, Problem Solving, Effective Communication, Interpersonal Relationship Skills, Self – Awareness.

Bibliography

- Adam, R.A., and Other.(1994). What Research Say to the Classroom Teacher: Critical Thinking. Social Education.
- Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed method approaches. Thousand Oaks, Calif: Sage Publications.
- Chulsri Wongratana ,(1991). Techniques for using statistics for research. Bangkok: Chulalongkorn University Book Center
- Ducan, Rebecca D. (2001). Youth leadership life skills development of participants in the west Virginia 4-H camping program. College of Agriculture, Forestry, and Consumer Sciences at West Virginia University. Online
- Luang Saiyos and Angkana Saiyos (1995). Technique for Measuring Learning. Bangkok:Suvarina Hermana
- Luang Saiyos and Angkana Saiyos (1996). Learning Measurement Techniques Bangkok: Children's Club
- World Health Organization.(2014). Life Skills Education for Children an Adolescents in School. Geneva: World Health Organization. Online.
- World Health Organization.(1997). Life Skills Education in school. Geneva: World Health Organization. Online