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Development of Participatory Learning Activities to Enhance Life Skills for Children and Youth Along the Ladpraow Waterside's Community

Arunrung Paphaphasid

College of Teacher Education, Phranakhon Rajabhat University, Bangkok, Thailand

Key words: Participatory learning, life skill, media literacy, significantly, harmonized mole

Abstract: The objective of this study were to develop participatory activities to enhance media literacy skill in child and youth of Rimklong Lad Prao community and to enhance media literacy skills in child and youth of Rimklong Lad Prao community. The Mixed methods were applied to use in this study. About 30 voluntary children and youths who were 9-15 years old, allowed and supported by their parents were participant group. The area of research were 6 communities; Sanjoaporsomboon community, Korsorbor Moo 5, Sanammuytoraor, Roummit-reangsaththa, Permsinroumjai and Roysrong community questionnaire, media literacy test interview and group discussion were tools to collect data. Qualitative data were from observation interview, note taking and descriptive content analysis. Quantitative data were analyzed by using frequency, standard division and t-test. Research results were as following; the participatory learning activities enhanced in media literacy of child and youths in Rimklong Lad Prao. They consisted of 4 activities namely creative media harmonized mole color and moral and art and athlete, respectively. Efficacy of participatory learning activities in media literacy life skill was standardization at 90.67/92.33.2. Online media literacy life skill's test of child and youths in Rimklong Lad Prao was significantly higher than the standard criterion at the 0.05.

Corresponding Author:

Arunrung Paphaphasid

College of Teacher Education, Phranakhon Rajabhat University, Bangkok, Thailand

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INTRODUCTION

National Child and youth development plan (currently the second 2017-2021) is the plan under National Child and Youth Development Promotion Act, B. E. 2550 which was applied as the development framework of national economic and social development plans (currently the Twelfth, 2019-2021). It has placed significant importance on improving the lives of children in terms of health, education, social protection, 21st

century skills, creative citizen who is able to adapt into the world's changing and social responsibility skill. These are related to His Majesty King Bhumibol Adulyadej the great's address's given on December, 4th, 2004 that "Child and youth have to be educated. Education is important. Adults have to promote and motivate children and youth to have self-esteem. The youth power has been the power of creating activities and put self aside to improve this nation for longtime in political history".

The analysis of child and youth situation and the changing found the important critical change that students have IQ and EQ problems. Teenagers faced the premature pregnancy situation. Department of Mental Health, Ministry of Public Health (2557) found that Thai children at 6-15 years old have IQ score at 93.10 in average which was lower than the standard (IQ at 100). The EQ score in 2011 was 45.12 in average; lower than the standard at 50-100. Mother and child's nutrition, social and economic problems and parenting responsibility were factors effecting behavior and life skill during teenager period especially in unsafe sex behavior, lack of birth control knowledge in women teenager and repeating premature pregnancy in under 20 years old mother. These can be affected to unprepared parenting problems.

Furthermore, the behavior risks in child and youth in urban and countryside where are growing to be big city is in urgent concern. There are premarital sex, violent behavior, drug abuse, morality and ethics declining, wisely leisure time spending and crime. It can be categorized into two groups; urban and countryside areas. In urban area, child and youth mostly involved with materialism, drug abuse, free sex, behavior and emotional violence internet addicting and pornography use and gangster. For countryside area, child and youth were at risk at consumerism, late waking up due to multimedia spending at night, physical weakness, lacking of exercise, drug abuse, behavior and emotional violence, too early to expose to sex in children, seeking for happiness and online new friends, put significantly important to GPA increasing of quantitative value and lacking of volunteerism and public mind etc., (Research and innovation development of children and children with special need, 2551: 17).

From the severe situation data, learning management for improving life and social skills; empathy skill individual differences acceptance skill, morality and ethics, communication skill, self-confidence, creative skill and self and social responsibility skill are very important. It is an alternative solution to strengthen child and youth, help them to prepare and improve themselves for the instantly changing world and help them to improve their better behavior^[1]. The life skills effect self-developing and empowering skills which increase self-responsibility in child and youth. It can also be a shelter to protect themselves in critical, pressure or challenge situation from friends, family and social community. It's undeniable that child and youth needs to be strengthen and prepare for varied challenge situations and be able to operate with those problems effectively^[2].

In addition, the researcher have collected primary data from 6 communities; Jao Po Somboon community

Korsormor Moo 5 community Sanammouy Toror community Roummitra Rangsattha community Permsingroumjai community and Roi Krong community, using focus group interviewing with children, youths and parents. The interview focused on how children and youths spend their times daily. The researcher found that besides schooling, almost of interviewees spent their times on their phones. They usually play online games, use social media such as Line, Facebook and Instagram. Only some of them using phone and internet to study. Parents also confirmed that their children usually used phone at home. If they were not allowed using phone at home, they would go to internet café. These behaviors increased highly concern among parents because of uncertainty of appropriate online games and activities their children spending time with. They suggested that activities which attracting children and youths or helping them spending time with phone appropriately will be given benefit for family and community.

According to the issue of significant concern, the researcher were interested in develop participatory learning activities for enhancing media literacy skill of child and youths of Rimklong Lad Prao community. Therefore, they will be able to use online media safely and appropriately. The participatory learning activities were involve the cooperation of child and youth development sectors, communities, parents and children themselves in creating and developing participatory and learning activities and processes. This process enhanced the community potential in term of solving community problems and empowered the community to develop child and youth life skills in the future.

Research questions: The following questions were drown to be guideline of the study: what are participatory activities to enhance media literacy skill in child and youth of Rimklong Lad Prao community? How is the effectivenesson using participatory activities to enhance media literacy skill in child and youth of Rimklong Lad Prao community?

Research objective: This research aimed at developing participatory activities to enhance media literacy skill in child and youth of Rimklong Lad Prao community. Enhancing media literacy skills in child and youth of Rimklong Lad Prao community.

Hypothesis:

- Efficacy of participatory learning activities in media literacy life skill was standardization at 80/80
- After using participatory learning activities in media literacy life skill, children and youths will be able to use online media appropriately and safely

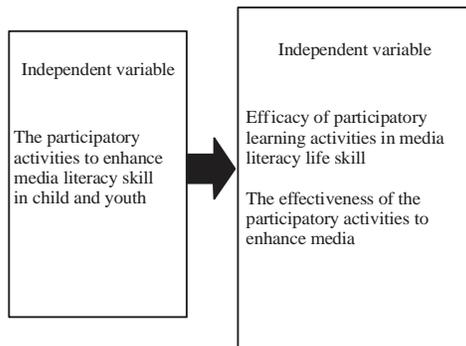


Fig. 1: Theoretical framework

Life skill theory: Office of the Basic Education Commission^[3] mentioned in how to develop life skills in elementary-secondary school students that 2 essential method of increasing life skills.

Natural method: The life skill can increase by learning from experiences and good model. However, it is not reliable in time and process. Therefore, it can cause too late stage to develop it.

Learning activities method: The life skill can develop through provided learning activities which allowed student to gain learning experience from exchanging idea, group discussion, authentic reflection and evaluation and self-application.

Cooperative learning theory: Cooperative learning is an integration of experiences learning method and group work learning method in class. Learners have to continuously use their background experiences to create new knowledge. They can identify the principle from their practical learning and apply the theory or principle appropriately. This theory promotes group working, class participating in both teacher-learner and learner-learner and learning connection in both oral and written form.

Theoretical framework: From the literature review and research related to enhance media literacy skill of child and youth can be designed as (Fig. 1).

MATERIALS AND METHODS

The research was designed using research and development method which the process were as follow:

Studying and analyzing primary data: The primary data for creating participatory activities in child and youth of Rimklong Lad Prao community were analyzed in 4 steps:

Step 1; literature review: Theory on participatory activity, life skills, media literacy, child and youth of Rimklong Lad Prao community context, Rimklong Lad Prao community context were analyzed and summarized into 2 main topics of research framework; participatory activities community development and life skill participatory activities.

Step 2; studying and focusing on target community: Community physical data, community history, community relationship, daily life activities, community leader, education, economic, culture, custom, believes and problem in the target community were analyzed using Participatory Learning and Action (PLA) method.

Step 3; field research: Focus group discussion were used to interview community leader parents, children and youths in order to collecting their needs and opinions on life skills interested and required activities among children and youths, possible solution to improve participatory activities and media literacy skills.

Step 4; data analysis: Collected primary and secondary data were analyzed to clarify the community context and create participatory media literacy activities in life skill activities. Creating participatory media literacy activities model. There were 3 steps as follows:

Step 1: The participatory media literacy activities draft including activities and methods including activities set, objectives and lesson plans were created. The activities were classified and tried out in the community.

Step 2: The participatory media literacy activities were analyzed and developed using focus group discussion with community leader, parents, children and youths. The parents were invited to consult, target the objectives and give suggestions to improve the activities. After that the activities were validated and commented by the expertise.

Step 3: Improved activities set were secondly tried out.

Trial and evaluation: The participatory media literacy activities set were tried out and evaluated as follow:

Step 1: The activities set was tried out with children and youths at Rimklong Lad Prow community.

Step 2: The questionnaire was given to gather quantitative evaluation on how effectiveness of media literacy skill in child and youth of Rimklong Lad Prow community.

Improving the participatory media literacy activities set: The data collection were reviewed, analyzed, synthesized investigated the data's relation, prioritized

and summarized to improve the set of activities and lesson plan which can be applied to develop media literacy skills of child and youth in Rimklong Lad Prow community effectively.

Data collection

Qualitative research: The information regarding the study on general context of Rimklong Lad Prao community, theory, literature review and research related, the survey, observation interview in-depth interview, focus group discussion and participatory action research were used as qualitative data. The process are as follow:

Study and analyze the fundamental data, objectives of the research, important general information for developing participatory media literacy activities for child and youth in Rimklong Lad Prao community. The process are as follow:

Step 1: Literature review, related research, theory related to participatory activity on media literacy and life skills in child and youth were analyzed to set the theory and research methodology framework to develop participatory activity, life skills, medial literacy in child and youth.

Literature, text and related researches were reviewed to identify the child and youth's terminology, life skills, media literacy, participatory activity of child and youth. After that, reliable and precise data and information from various sources were compared to find correlation and summarized.

Step 2: Study on target community using Participatory Learning and Action method (PLA) to gather community physical data, community history, community relationship which can be explained as follow:

Targeting the community. The researcher selected the targeted community in Rimklong Lad Prao area by using zoning sampling method. There were 6 targeted communities:

- San Jao Por Somboon 54 community
- Korsorbor Moo 5 community
- Sanammouy Toror community
- Roi Krong community
- Roum Mitra Rang Sattha community
- Permsin Roumjai community

Participant selection: The participants of this research were leader of targeted community including parents, children and youths in Rimklong Lad Prao community. The participants were active community citizens, community leader, community expertise, parents and children and youths of Rimklong Lad Prao community. The process were as follow:

Community survey using PLA method to collect community physical data. The physical area data, community zoning and community context data were collected by research assistants. There were 3 research assistants' teams, 2 assistants per team. Each team had worked with 30 community expertise. The researcher had a meeting with assistant's team to clarify the research objectives, research problems, research process and required data on January 14, 2019 at College of Teacher Education Hall, Phranakhon Rajabhat University, Bangkok.

The data of 6 communities in Rimklong Lad Prow area were collected by the researcher and assistant researchers. The focus group meeting were held to exchange, discuss, summarise and suggest on participatory activities on media literacy skill between researcher, assistant researchers, parents, children and youths at Krom Muen Piganeshoun Suralangkad Hall, College of Teacher Education, Phranakhon Rajabhat University, Bangkok. Discussion meeting on finding and participatory activities summary between researcher and assistant researchers.

Focus group discussion: The purposes of this process was to explore the opinion and attitude of Rimklong Lad Prao community members for creating participatory activities on media literacy. The process are as follow.

Focus group participants: The participants were active citizens who live in Rimklong Lad Prao area, Bangkok selected by using snowball sampling method. The sampling were 30 leaders of community who were educated, had deep understanding of community both physical and social area. They were active citizens related in improving community had community acceptance and respect in both policy and practical activities. They might be formal or informal representatives from organization or social institution of the community.

Focus group discussion guideline: The discussion were aimed at finding child and youth community situation and problems in order to develop participatory activities on media literacy of child and youth in Rimklong Lad Prao community. There were 3 main steps of discussion:

- The opening: the introduction and objective of discussion were given to all attendees
- Five topic of discussion were introduced
 - General Community information
 - General community's Child and youth information
 - Media literacy problem of child and youth in the community
 - Media literacy learning activity
 - Guideline to develop media literacy skill

- The closing: the data were summarized and discussed. The suggestion from participants were given Focus group questions
- Creating question from primary data
- Validated and evaluated questions by expertise

Questions trial: The question were tried out with 3 trial participants who were similar to target participants to check the correlation and validity of language, answer and participant's reaction. It found that the questions were correlating, easy to understand and answer. The participants were actively given the answers related to questions arrangement.

Focus group process

Appointment making: Researcher assistants made an appointment, date, time and place in person with participants. The focus group discussion was held at KSB Pattana group 3 community, Bangkok.

Focus group discussion: Researcher assistants were arranged the discussions while the researcher monitored and observed the discussion. The discussion were recorded and note taken by researcher assistants. There was photo taken during the discussion.

Focus group discussion process: The 30 participants were divided into group of 10 for having a focus group discussion.

Meeting with research assistants: A day meeting with researcher assistant was held before the focus group discussion appointment. The guideline questions, process of discussion were clarified to assure that assistant would gather the precise data supporting the research objectives. The focus group process planning were as follow:

The serve the data collection methodology, the research assistants were divided into 3 groups. Each group responded a group of 10 participant for focus group discussion. Each assistant team prepared paper, pen and camera and share responsibility in the team as follow:

- A leader of focus group discussion
- A note taker and leader assistant
- A facilitator who responded for photo taking and utility

The discussion was held by the assistant team in all focus group discussion process

Summary meeting: The collected data and finding were analyzed and summarized in each assistant's team in 3 days after th discussion. The summary and discussion from each assistant's teams were given to the researcher.

In-depth interview: The 8 days in-depth interviewed with community expertise were conducted by researcher to examined the participatory activity in media literacy. The expertise were selected using purposive sampling technique. The four qualified expertise were people who has wide and deep understanding of participatory learning, and medial literacy. In-depth interview process were divided into 6 steps:

- Introducing the topic and objectives to the interviewees
- Introducing the reasons and necessity of the research problem
- The media literacy skill
- Participatory activity
- Participatory activity in media literacy skill including activities, process and assessment and evaluation
- Summary of in-depth interview, comment and suggestion

In-depth interview guideline to develop participatory activity in media literacy skill:

- Creating questions from collected data
- Validating question and in-depth interview process by expertise
- Improving the questions and process according to the expertise
- Establishing the completed questions and in-depth interview process

Quantitative Research: The quantitative data collection were divided into 2 parts. Questionnaire the questionnaire aimed at study the finding of participatory activities in media literacy. The process were as follow:

Literature review: General community context, theory, methodology onmedia literacy were reviewed to determine research questionnaire framework for assess the finding from participatory activities in media literacy. List of questionnaire indicator area of content were identified. Participants were targeted. In this research children, youths and parents of 6 communities in I Imklong Lad Prao area were selected. Questionnaire indicator, language and correlation of the questions were validated by expertise, tried out with trail group who was similar to participants and improved for completed version. The questionnaire were evaluated by the participant and parents who involved in participatory activities in media literacy. The finding from questionnaire were analyzed.

Media literacy test: Ten questions on media literacy test was created to evaluate child and youth after participated in participatory activities in media literacy. The process was as follow:

Table 1: Children and youth by community (n = 30)

Community	Amount	Percentage
San Jao Por Somboon 54	6	20.00
Korsormor Moo 5	4	13.33
Sanammouy Toror	7	23.33
Roum Mitra Rang Sattha	3	10.00
Permsin Roumjai	5	16.67
Roi Krong	5	16.67
Total	30	100.00

Table 2: The finding on developing participatory activity on media literacy skill in child and youth of Rimklong Lad Prao

Test	n	Score	\bar{x}	SD	Percentage of mean	t-values	Sig. (1-tailed)
After participating activities	30	10	9.23	1.04	92.33	6.50*	0.0000

*Significantly at 0.05

Table 3: The effectiveness of participatory activities in media literacy skill

Activities	E_1	E_2
Participatory activities in media literacy skill	90.67	92.33

- Theory and methodology on participatory learning and media literacy were reviewed
- Identified content, framework and indicator of the media literacy test
- Ten media literacy question were created
- Validated the media literacy questions by expertise
- Improved and develop questions according to the expertise's comments and suggestions
- Tried out the questions with sample group and improved final version
- The final version were used with participants after attending participatory learning in media literacy
- The finding from media literacy test were analyzed

Research finding: The research aimed at developing participatory activities for online media literacy skill of child and youth in Rimklong Lad Prao community and improving media literacy skill of child and youth Rimklong Lad Prao community. The finding were divided into 3 part as Table 1.

Part 1; general information: Table 1 showed that children and youth categorized by community. The data showed that the biggest group of participants were from Sanammouy Toror. Community (7 people) followed by San Jao Por Somboon 54 community (6 people), Permsin Roumjai and Roi Krong community (5 people), Korsormor Moo 5 (4 people) and Roum Mitra Rang Sattha (3 people), respectively.

Part 2; the finding on developing participatory activity on media literacy skill: Table 2 showed that the score after participating participatory activity on media literacy

skill of child and youth of Rimklong Lad Prao was 9.23. Comparing between the criteria and the testing score after participating the activities showed that the score was significantly higher than the standard criterion at the 0.05.

Part 3; the finding of media literacy skill of child and youth: Table 3 showed the efficiency of participatory activities in media literacy skill met the criterion of 90.67/92.33 which was based on hypothesis.

RESULTS AND DISCUSSION

Result of the study: The development of participatory activities in media literacy skill in child and youth of Rimklong Lad Prao can be divided into 2 sections. The participatory activities in media literacy skill in child and youth of Rimklong Lad Prao consisted of 4 activities; creative media harmonized mole color and moral and art and athlete. The efficiency of participatory activities in media literacy skill met the criterion of 90.67/92.33.

Media literacy skill test score of children and youths of Rimklong Ladprao were significantly higher than the standard criterion at 0.05 level. There were 4 activities; creative media, harmonized mole, color and moral and art and athlete in participatory activities in media literacy skill in child and youth of Rimklong Lad Prao which were created by the children and youths themselves. Rinsangpin and Boonklin^[4] said that the Participatory Learning (PL) is the child center procedure which strongly believes that it can enhance learner's knowledge, attitude, skills and behavior. It's because this learning procedure can draw learner's full potential and give them meaningful experience. The principal of participatory learning is learning activity that require the use of learner's background knowledge or experience. Learning is a continue challenge activity which require active learning and a participation between learner-learner or learner-teacher. There are 4 steps of process.

Experience: The teacher has to motivate learners bringing their background knowledge or experiences to develop their own new knowledge and experience by group working or study from various learning platforms.

Reflection and discussion: The teacher has to create learning atmosphere and activity that allow learners to express themselves, exchange their opinion, learning from each other by asking each group to create topic of discussion and present to the whole class to discuss using their background experiences.

Concept: The learners have to construct their concept understanding and knowledge by analysis and synthesis the reflection and discussion.

Experimentation/application: The final step is to apply their concept to use in any real life situation until they discover the right solution.

The development of participatory activities in media literacy skill in child and youth of Rimklong Lad Prao increased life skills of children and youths. They were able to confront daily life situation effectively. They were able to select and use media properly and effectively. They were also prepared for the rapidly change of 21st century and able to adapt themselves for the future for instance in social media, daily life situation or news and information etc.,. Therefore, the child and youth would have life skill, problem solve skill, social skill and be able to live happily in the community. Maitaotong said that media literacy skill was necessary and important skill for people in the society where media has an extreme effect to daily life activity and business. Domestic and international media organizers gave important to develop media literacy in child and youth which is one of 21st century skill because in the era of rapid change, especially in area of technology and communication and also the flood of information through any media channels, it is necessary for child and youth to have good immunity of media literacy for confronting and solving any life problems.

The factors effected the effectiveness of participatory activities in media literacy skill in child and youth of Rimklong Lad Prao was an accurate development process. The development process started from studying the general context information of the community, creating form and detail, group discussion with people, parents, children and youths in the community investigating theory and method, validating and developing all tools with expertise to create accurate and proper content, activities for children and youths to use in the 21st century where media is extremely influent the daily life. The efficiency of participatory activities in media literacy skill after using with children and youths of Rimklong Lad Prao community was higher than the criterion of 80/80. This is relevant to Kongpa^[5] who did the research on developing cooperative learning in health and physical education: communicate and non-communicate disease in M.3. She found that the efficiency of cooperative learning activities in communicate and non-communicate diseases was met the criterion of 80.67/88.91.

It also relevant to Moonkam^[6] who did the research on the participatory learning activity in sex education of M.3 students of Kan Ban Hong, Lampun. She found that after using the activities, students had higher sex education knowledge. They were satisfy to participate all activities. They had more open to their feeling and opinions. Their confidence, relationship, decision making and problem solving skills were increased. They were

able to summarize their learning concept and apply to their daily lives. Their learning achievement score were higher.

CONCLUSION

The finding showed that participatory activities in media literacy skill in child and youth of Rimklong Lad Prao enhanced child and youth's media literacy skill. There were factors effecting the increasing of media literacy in child and youth of Rimklong Lad Prao. First, the participatory learning gave children and youth's opportunity to communicate through doing all four activities; creative media, harmonized mole, color and moral and art and athlete. Secondly, it created cooperative learning and allowed children and youths to apply the knowledge into their 21st century lives. Finally, the activities were relevant to the need of child and youth in order to develop their media literacy skill, help them to confront and be able to solve the problem effectively which was reviewed clearly from the significantly higher of media literacy test score than the standard criterion at 0.05.

SUGGESTIONS

The development of participatory activities in media literacy skill in child and youth should be relevant to requirements or contexts of child and youth. Therefore, to apply this activities set into other situation or context, the researcher should carefully read the manual of participatory activities in media literacy skill in child and youth.

During the process of activities, the researcher should carefully notice children and youth's behaviors or the reaction on each activity because of the different background and interest of children and youths. Consequently, the researcher has to carefully choose, improve and emphasize the message in some activities. The participatory activities in media literacy skill in child and youth can be all apply, partly apply or create some more activities according to context and situation of the applied area.

RECOMMENDATION

The research on the effect on quality of life in child, youth, parents or community member should be studied. The research on other life skill's participatory learning activity for example team work skill, critical thinking skill etc., should be concerned and studied. The participatory activities in media literacy skill in child and youth should be applied in other similar communities.

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