

A Guideline for Developing an Enrichment Curriculum on Social Skills for the Undergraduate Students in Faculty of Management Science

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Abstract - This research aims to examine the guideline to develop and enrich social skills for the undergraduate students in Faculty of Management Science according to the specialists' suggestions. Samples in this study were 7 lecturers from Faculty of Industrial Education and Faculty of Education. Tool for data collection was semi-structured interview regarding the approach for social skill development and enrichment. Data were analyzed by inductive analyzation method. The findings indicated that the approach social skills development and enrichment for undergraduate students consisted of 4 elements:

1) **Purpose of Curriculum:** Students could control their emotions, manage their conflicts occurred and manage interpersonal relationship. They could be both givers and receivers. Also, they understand how to work in the group or teamwork.

2) **Content:** The content could develop students in terms of intelligence, virtue and happiness. It should take 3-6 months for learning.

3) **Learning Management Systems:** Wide variety of learning management systems should be provided. Students are focused more on learning through activities more

than classroom lecturing. Simulation activities or games should be provided. After the activities are completed, lecturers should provide students with conclusion so they could understand what they've learnt from the activities and bring them into group process.

4) **Evaluation and Assessment:** Psychological assessment should be conducted through activities. Lecturers might apply existing standard psychological examination; otherwise, they could design new examination or make observation. The evaluation and assessment should be made prior to learning in order to separate basic behaviors of learners in order to provide appropriate content for education. To evaluate students' social skill, the criteria would not be applied. The evaluation should be able to reflect changes in the students without value judgement.

Keywords - Curriculum, Undergraduate Students, Opinions, Social Skills, Guidelines

I. INTRODUCTION

Social skills can be referred as a person's ability to communicate and interact with other person both verbally and non-verbally. This may include receiving and controlling interpersonal

communication [1] to live in the society and work with other people happily. When the person can live and work with other happily, the society become peaceful. In contrast, when a person lacks social skills, communicate with other less, interact with other people in negative manner, live individually and provide no support to other, the society would face the problem of restiveness.

Social skills should be promoted in young children, especially in the adolescents, one of the most important stages in life with a lot of changes. The adolescent is the age when a young children starts to growing up to become an adult. As a result, the adolescents are confused of what should be appropriate practice at their ages. They require adaptation with the changes of their body, mind and society. Because some behavior could not be conducted as when they were young, the adolescents face problems with the adaptation [2]. Nowadays, National Education Act of B.E. 1999 focuses on educating students on desired qualifications; virtues, intelligence and happiness. Students are encourage to create and control the knowledge as the way to promote wide ranges of important skills such as critical thinking and professional judgement skills, creative thinking skills, problem-solving skills, communication skills, information technology application skills, social skills, interpersonal skills and skills for teamwork [3].

Minister of Education has addressed his signature on Ministry of Education Announcement regarding Thai Qualification Framework for Higher Educations B.E. 2009 on 2nd July, 2009 to provide curriculum amendment, teaching and learning management and qualified education guidelines with all institutions. The higher education institutions are required to comply with Thai Qualification Framework for Higher Educations according to the announcement; the curriculum which needed to apply the framework were all curriculums newly opened for new students of higher education institutions from 2010. The existing curriculums were required for adaptation in accordance with Ministry of Education

Announcement within 2012. The higher education committees were required to govern, corporate, monitor and evaluate management outcomes of all higher education institutions to ensure qualified education management in accordance with Thai Qualification Framework for Higher Education. The changes have led to variety of higher education institutions. People could equally and entirely access to higher education. The society is especially ensured qualified graduates from the qualified higher education institutions with the same or relatively equal standard. The institutions were reliable and accepted among Thai and international qualified higher institutions.

Higher education committees, as the organization who to govern, corporate and support higher education institutions' operation, considered and agreed that what could reflect the qualification's effectiveness and standard were the quality of graduates to whom such qualification were given. The learning outcome of the graduates could be considered in terms of knowledge, ability, skills necessary for work and profession including other qualities to work and live with other people happily in the society. Accordingly, higher education institutions should all take part to specify learning outcome standard of the undergraduate students especially in each qualification or curriculum so that the higher education institution could be able to manage single aim to be accomplished effectively. Also, the society was ensured quality and standard of required qualifications for graduates after their graduation; the qualifications should cover 5 elements: moral, ethics, knowledge, cognitive skills, interpersonal and responsibility skills and numerical analyzes, communication and information technology application skills. Higher education committees were responsible to apply Thai Qualification Framework for Higher Education to develop qualifications and curriculums' standard according to different qualification levels; consequently, the higher education institutions could apply guidelines to improve or make amendment to curriculums' details and manage teaching and learning to ensure national and international standard and quality of the graduates from

each curriculum under the same qualification level [4].

The necessity in social skills education: According to specialists, if the guidelines for social skills development and enrichment are not studied, the operation of curriculum management regarding social skills learning would not be as effective as it should be. As a result, the researcher aims to study guidelines for social skills development and enrichment for undergraduate students in Faculty of Management Science according to suggestions provided by the specialists as guidelines for curriculum development.

II. OBJECTIVE

To study guideline for social skills development and enrichment for undergraduate students in Faculty of Management Science according to the suggestions provided by specialists.

III. RESEARCH METHODOLOGY

1. Samples in this Study included

7 lecturers from different faculties in higher education institutions: Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang, Faculty of Education, Ramkhamhaeng University, Faculty of Education, Chulalongkorn University, Faculty of Education, Burapha University and Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University.

2. Variable

Guideline for social skills development and enrichment for undergraduate students in Faculty of Management Science.

3. Research Instruments

Semi-structured interview regarding the approach for social skill development and enrichment.

4. Data Collection

The researcher collected data from interviewing. The researcher conducted interviews on his/her own. The scripts were recorded in semi-structured questionnaires.

5. Data Analyzes

Inductive conclusion analyzes was applied.

IV. RESEARCH FINDINGS

The findings after guideline for social skills development and enrichment for undergraduate students in Faculty of Management Science were examined, according to specialists' suggestions were illustrated as follow:

1. Purposes of social skills development and enrichment for undergraduate students in Faculty of Management Science:

- 1) Students could control their emotions.
- 2) Students could manage conflicts.
- 3) Students could manage their interpersonal relationship; they learn to be both givers and receivers.
- 4) Students understand how to work in the team or teamwork.

2. Content required being included in social skills development and enrichment for undergraduate students, Faculty of Management Science:

- 1) The content could improve students in terms of intelligence, virtues and happiness.
- 2) The content should be taught for 3-6 months period for behavioral changes.

3) The learning management should be started from activities to let students understand themselves. The students who fall under different foundation were separated.

3. Learning process to develop and enrich social skills for undergraduate students in Faculty of Management Science:

1) Learning activities should be provided in wide variety. Students were focused to learn through activities rather than classroom lecture which could lead to real behavioral changes.

2) Learning activities should start from individual to group works by grouping students

with the same foundation into the same groups.

3) Learning activities should apply simulation games so the learners could show their behaviors. After the activities were completed, conclusion should be provided so students knew what they've learnt from these activities.

4) Learning activities should connect what the students have learnt from individual activities with what the students have learnt from group activities.

4. Roles of teachers to develop and enrich social skills for undergraduate students in Faculty of Management Science:

1) Teacher should be a role model to the students.

2) Teachers should have social skills knowledge.

3) Teachers should be fast in observing the behavioral changes of each student.

4) Teachers should have team to conduct activities; the activities are not suggested to conduct alone. Teachers should also have communication skills so that students could show their behaviors obtained from learning.

5) Teachers should be trained and learn social skills before communicate the knowledge to students so they could understand learning context.

5. Guidelines for social skills evaluation and assessment for undergraduate students in Faculty of Management Science:

1) Evaluation and assessment for social skills should apply psychological assessment conducted through activities. Lecturers might apply existing standard psychological examination; otherwise, they could design new examination or make observation which could make students show their behaviors from learning clearly.

2) The evaluation and assessment should be made prior to learning in order to separate basic behaviors of learners in order to provide appropriate content for education.

3) Various criteria were recommended for social skills assessment.

4) Students should take pre-test and post-test with the same set of questions.

5) The evaluation should be able to reflect changes in the students without value judgement.

6. Additional Suggestions:

1) After each class is completed, students should be able to expose the behaviors which have not been completely exposed through activities such as drawing or telling stories, etc.

V. RESEARCH DISCUSSION

1. **The Aims of Curriculum are:** Students could control their emotions, manage their conflicts occurred and manage interpersonal relationship. They could be both givers and receivers. Also, they understand how to work in the group or teamwork. These aims are in accordance with Ronald E. Riggio and Rebecca J. Reichard [5] who said that social skills is the ability which exposes in interpersonal communication, skills to perceive and understand the changing social situation, the ability to understand role, social norms, rules and regulations of the society and interpersonal relationship problem-solving skills and skills to perform tasks according to social roles in the society.

2. **Content:** The content could develop students in terms of intelligence, virtue and happiness. It should take 3-6 months for learning.

3. **Learning Management Systems:** Wide variety of learning management systems should be provided. Students are focused more on learning through activities more than classroom lecturing. Simulation activities or

games should be provided. After the activities are completed, lecturers should provide students with conclusion so they could understand what they've learnt from the activities and bring them into group process.

4. **Evaluation and Assessment:** Psychological assessment should be conducted through activities. Lecturers might apply existing standard psychological examination; otherwise, they could design new examination or make observation. The evaluation and assessment should be made prior to learning in order to separate basic behaviors of learners in order to provide appropriate content for education. To evaluate students' social skill, the criteria would not be applied. The evaluation should be able to reflect changes in the students without value judgement.

VI. SUGGESTIONS

A. *Suggestions and Implications*

According to the research findings of social skills development and enrichment for the undergraduate students in Faculty of Management Science, according to the specialists, social skills curriculum for the undergraduate students in Faculty of Management Science should be developed to meet requirement of Faculty of Management Science.

B. *Suggestions for Future Research*

Social skills should be developed for undergraduate students in other faculties.

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