*Author Name et al.*

*Vol. m, No.n, pp. a-b (to be filled by editorial desk)*

*Date of Publication: (to be filled by editorial desk)*

*DOI: (to be filled by editorial desk)*

*This paper can be cited as: (to be filled by editorial desk)*

*This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc/4.0/ or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.*

**Development of** **Psychological and Life Skills short-term training courses for full-ride** **scholarship student:
A Case study of Muban Chombueng Rajabhat University's KRURAKTIN Scholarship**

**1Tonsai kaewsawang.** Department of Educational Psychology and Guidance,

Faculty of Education, Muban Chombueng Rajabhat University, Ratchaburi, Thailand,
Email: Cokepbig123@gmail.com

**2Tanakit sakajan,** Department of Early Childhood Education, Faculty of Education,

Muban Chombueng Rajabhat University. Ratchaburi, Thailand,

Email: Tanakit1479@gmail.com

**3**J**intana nonthing,** Department of Early Childhood Education, Faculty of Education,

Muban Chombueng Rajabhat University. Ratchaburi, Thailand,

Email: Jintana10am@gmail.com

**Abstract**

This qualitative study aims to 1) examine problems and necessities of the psychological and life skills short-term training course for KRURAKTIN scholarship students, and 2) develop a competency-based approach in psychological and life skills short-term training courses for KRURAKTIN scholarship students. The data collection includes document analysis, interviews, and focus group discussion. The data were analyzed using content analysis and the results were presented in descriptive format. The findings show that problems and necessities of the psychological short-term training course include five aspects: 1) Psychological wellbeing, 2) Knowledge of self, 3) Stress management, 4) cognitive behavior modification, and 5) Willpower. In part of the problems and necessities of the life skills short-term training courses include five aspects: 1) Financial Crisis 2) Friendship Issues 3) Failure, 4) Career Pressure, and 5) Unfair Treatment. The developed psychological short-term training courses consists of four psychological competencies: 1) Self-awareness training skills 2) Using positive psychology skills in daily life 3) Using Stress management skill and cognitive behavior modification techniques, and 4) Increase willpower and self-control. In part of the developed life skill short-term training courses consists of five life skills competencies: 1) Money skills, 2) Shared leadership and collaborating solving skill, 3) Critical Thinking and effective Communication skills, and 4) Media literacy and cyber bullying. The result of the quality of psychological and life skills short-term training course was at a highest level with the mean of 4.72 and S.D. of 0.56.

**Key words:** Psychological and life skills short-term training courses, scholarship students, KruRakTin scholarship.

**Introduction**

 Nowadays, Local schools in Thailand are experiencing a teacher [shortage](https://dict.longdo.com/?page=popthai&search=There+is+a+wheat+shortage.) problem. Thai land teacher enrolment bureaucracy legislate that new teacher must start their work at local schools. Then, Many of local teacher move to city school or hometown school when they complete relocation requirement. However because of all info mentioned above, Thailand government create a particular project to solve the problem. “KruRakTin” scholarship is a project that under the management of education equality fund (Office of Ministry, 2017; Sirithon, 2017).

 “KruRakTin” scholarship is open to [necessitous](https://dict.longdo.com/search/necessitous) students. The objective of scholarship is to provide financial support for children and youth who are in greatest need, reduce educational inequality by forming partnership with different groups and conducting systematic research to support and develop teachers’ effectiveness. These scholarships will be offered full scholarship to students from some of Thailand’s disadvantaged villages and regions to study at the faculty of teacher education in universities. After the scholarship students is graduated, they were assigned to work at their hometown school (Equitable Education Fund, 2022). Department of education, Muban Chom Bueng Rajabhat University (MCRU) is one of the partnership universities that have been tasked with teaching KRURAKTIN Scholarship students. The scholarship studentsassigned to study in double bachelor degree (Bachelor's in elementary education and early childhood education degrees). Furthermore, theyassigned to study supplementary course (Such as sufficiency economy course and occupation skills course).So, one can say that MCRU’s KRURAKTIN Scholar are study in extremely intense program.

 MCRU’s KRURAKTIN Scholarship students endorse high rates of mental health problems. However, the willingness of students with mental health problems to voluntarily seek help remains low. Amongst other barriers, the fear of stigmatization, and resulting self-concealment of mental health problems, ensures that many students with mental health problems do not seek professional help (O'Keeffe, 2013). Thus, MCRU’s KRURAKTIN scholarship Committee develop a psychological and life skills short-term training courses in order to students can help themselves and help each other.

**Research Questions**

1. What are the problems and necessities psychological and life skills short-term training courses for KRURAKTIN Scholarship students?

2. How can a competency-based approach in psychological and life skills short-term training courses for KRURAKTIN Scholarship students be developed?

**Objectives**

1. To examine the problems and necessities of the psychological and life skills short-term training courses for KRURAKTIN Scholarship students.

2. To develop a competency-based approach in the psychological and life skills short-term training courses for KRURAKTIN Scholarship students.

**Methodology**

 **Procedure**

 This study is a qualitative study that examines the problems and necessities of Psychological and Life Skills for [Necessitous](https://dict.longdo.com/search/necessitous) Scholarship student. Thereafter, the findings are used for short-term training courses development. The procedure consists of four steps as follows:

 Step1 The study of problems and necessities of Psychological and Life Skills for [Necessitous](https://dict.longdo.com/search/necessitous) Scholarship student. This step consists of document analysis and focus group discussion.

 Step 2 short-term training courses design. The researchers use Taba’s curriculum development (Taba, 1962; Sutthirat, 2013) as a framework which comprises seven processes: 1) analyzing necessities, 2) specifying objectives, 3) selecting content, 4) sequencing content, 5) selecting learning activities, 6) sequencing learning activities, and 7) determining what to evaluate and evaluation methods.

 Step 3 short-term training courses validity. The researchers validate the short-term training courses using two methods: 1) evaluation by experts using a 5-point rating scale, and 2) an commentator that allows Educational Psychology and Guidance lecturer from the Rajabhat University that work with KRURAKTIN Scholarship to criticize and comment on the developed short-term training courses in terms of quality and suitability to the contexts.

 Step 4 Adjusting the short-term training courses according to the comments of the experts and educational psychology and guidance lecture

**Population/Sample**

 Population/Sample of Step 1 and 2 are two groups 1) Seven experts in educational psychology and Guidance, and 2) Three KRURAKTIN project head lecturer. Population/Sample of Step 3 are three educational psychology and guidance lecturer from the Rajabhat University that work with KRURAKTIN scholarship

**Research Instrument**

 1.Document analysis form used for analyzing related documents. The form is validated by three experts in research disciplines

2. Structured interview questions form used for collecting data from interviews. The scope of the interview includes the status, needs, and problems of psychological and life skills KRURAKTIN Scholarship students. Regarding the focus group discussion, the topics include the criticizing of the developed short-term training courses in terms of quality and suitability to the contexts

3. short-term training courses validation form, which is created using the curriculum’s content. There are eight topics for validation: 1) Principle of short-term training courses, 2) Goals of short-term training courses, 3) Psychological and life skills competencies, 4) Competency in Performing Psychological and life skills 5) Competency Standard Structure, 6) Repertoire standard, 7) Instruction Guideline, and 8) Measurement and evaluation Guideline. The form is validated by three experts in curriculum and research disciplines. The form is validated by three experts in curriculum and research disciplines

Regarding topics for the focus group discussion, they are created from the curriculum’s content together with data from the interviews. They include teaching instruction, teaching techniques, content, and evaluation methods. These are used in a discussion regarding applying and adjusting the curriculum between the researchers and former volunteer teachers that have experience teaching in either small-or large-sized Thai temples. The findings are then published as a guidebook for teachers.

**Data Analysis**

1.Using content analysis for analyzing data from documents and focus group discussion as well as data regarding competencies and repertoires in the short-term training courses

2.Analyzing, interpreting, and inductively concluding data from in-depth interviews and focus group discussion.

3.Using quantitative analysis: mean and standard deviation, for analyzing data regarding evaluation of the developed short-term training courses.

**Research Framework**

**Concept and theory regarding curriculum/competency-based**

competency-based based concept (Buasri, 1988; McClelland 1973; Taba,1962)

psychological and life skills short-term training course for KRURAKTIN scholarship students

|  |
| --- |
| Life skills competencies |
| Shared leadership and collaborating solving skill | Critical Thinking andeffective Communication |
| Money skills | Media literacy andcyber bullying |

|  |
| --- |
| Psychological skills competencies |
| Self-awareness training skills | Using positive psychology skills in daily life |
| Using Stress management skill and cognitive behaviormodification techniques | Increase willpower and self-control |

Stakeholders ; 10 Experts

|  |
| --- |
| Year of competencies |
| year 1 | year 2 | year 3 | year 4 |

**Findings**

The findings are summarized and presented following the objectives of the study as follows

**1.Problems, barriers, and solutions of current KRURAKTIN’s psychological and Life in college**

 There are five aspects of problems and barriers of psychological problems:
1) psychological wellbeing, 2) knowledge of self, 3) Stress management, 4) cognitive behavior modification, 5) Willpower. In part of the problems and necessities of the life skills short-term training courses include five aspects: 1) Financial Crisis 2) Friendship Issues 3) Failure, 4) Career Pressure, and 5) Unfair Treatment. All of these aspects are summarized in Table 1 as follows:

Table 1 Problems, barriers, and solutions of current KRURAKTIN’s psychological and problem of Life in college

|  |
| --- |
| Psychological Problems |
| Problems and barriers | Details | Solutions |
| 1. psychological wellbeing | - Homesick- Lack of psychological support- Bad relationship with friends | - Teachers should teach student about “How to build a healthy relationship”- Student should spend more time on relationship activities- Friends Helping Friends (all students should have basic counselling skills) |
| 2. knowledge of self | - Low Self-Esteem- Low Self-Awareness- Repression of emotion- Emptiness | - Teachers should teach student about “emotion and feeling”- Teachers should teach student about Self-monitoring skills- Teachers should teach student about Acceptance and Commitment |
| 3. Stress management | - Stress on coping- Lack of Stress management skill- Burnout because of overabundantly activity | - Teachers should teach student about “how to Cope with Stress”- student should practice on self-compassion exercises |
| 4. cognitive behavior modification | - [Pessimism](https://dict.longdo.com/search/pessimism)- Bad daily habits- Game addiction  | - Teachers should teach student about cognitive behavior modification- Student should practice on optimistic exercises |
| 5. Willpower | - Lack of motivation- lack of self-discipline- Lack of ability to resist short-term temptations and desires in order to achieve long-term goals | - Mental health conditions checking |
| **Problem of Life in college** |
| 1. Financial Crisis | - Poverty- Parent’s debt- To spend money extravagantly | - Teachers should teach student about money management- Student have to proceed as money management Planned. |

|  |  |  |
| --- | --- | --- |
| 2. Friendship Issues | - Exclusion- Bullying and Cyber Bullying- Bossiness | - Group counselling |
| 3. Failure | - Overabundantly activity | - Teachers should teach student about times management- Student have to proceed as times management Planned. |
| 4. Career Pressure | - Professional license exam | - Student must stay focused on what needs to be accomplished- Student must help together- Student must call for help if they need it |
| 5. Unfair Treatment | - Teacher bias | - Student have way to give feedback to teacher- Teachers should regard the feedback and change themself |

 **2. Development of a competency-based approach in the psychological and life Skills short-term training courses for KRURAKTIN Scholarship students.** The researcher developed the psychological and life skills short-term training courses for KRURAKTIN Scholarship students using a competency-based approach which aims to develop learners' competencies by integrating knowledge, skills, and attitude into their work. It identifies tasks that learners can perform and also specifies what learners should know and do in order to achieve the work outcomes.

 The developed Psychological short-term training courses consists of four psychological competencies: 1) Self-awareness training skills 2) Using positive psychology skills in daily life 3) Using Stress management skill and cognitive behavior modification techniques, and 4) Increase willpower and self-control. In part of the developed life skill short-term training courses consists of five life skills competencies: 1) Money skills, 2) Shared leadership and collaborating solving skill, 3) Critical Thinking and effective Communication skills, and 4) Media literacy and cyber bullying. All of these aspects are summarized in Table 2 as follows:

 **3. The result of the quality of psychological and life skills short-term training course**. The result of the quality of the short-term training course was at a highest level with the mean of 4.72 and S.D. of 0.56.

**Psychological and Life Skills short-term training courses**

The psychological and life skills short-term training courses for KRURAKTIN Scholarship students has been developed using a competency-based approach which aims to develop learners’ competencies by integrating knowledge, skills, and attitude with Psychological and Life Skills. It identifies tasks that learners can perform, what learners should know and do, sequences contents and learning activities from basic to advanced levels relevantly and has evaluation methods to assess tasks

**Reference**

**Objectives of the Psychological and Life Skills short-term training courses**

1. To provide learners with psychological well being

2. To provide learners with the ability to applies psychological and life Skills for take care their psychological well being

3. To provide learners with the ability to applies psychological and life Skills for problem solving and coping with Life in college

**Psychological Skills Competencies**

**Self-awareness training skills (Year1; 24 hour; 6hr. per week)**

1. emotional and feeling knowledge

2. Understanding emotional signals

3.self-monitoring skill

4. Emotion regulation skill

5. Acceptance and Commitment

 **Using positive psychology skills in daily life (Year2; 24 hour; 6hr. per week)**

1. Understanding Positive psychology knowledge

2. Understanding Positive psychology model

2. Using Positive psychology intervention in daily life

**Increase willpower and self-control (Year4; 24 hour; 6hr. per week)**

1. Understanding basic knowledge of willpower and self-control

2. Know How to build and use willpower

3. Create strong habits

4. Gain more self-control

5. Live a healthy and purposeful life

**Using Stress management skill and cognitive behavior modification techniques (Year; 24 hour; 6hr. per week 3)**

1. Understanding basic knowledge of cognitive behavior modification

2. Set Goal

3. Creating Activity Scheduling

4. Doing Homework

5. Testing Automatic Thought

6. Modifying Beliefs

**Money skills (Year1; 24 hour; 6hr. per week)**

1.Attitude and Money Scripts/Goal Setting/Budgeting

2. Saving

3. investing

4. Managing Debt

5. Risk Management

**Media literacy and cyber bullying (Year4; 24 hour; 6hr. per week)**

1. Understand the role of traditional and digital media

2. Learn why online privacy matters

4 Characteristics of a Bully

5. Social Network Etiquette/Digital Footprint

6. Actions to use to deal with cyberbullying incidents

**Life Skills Competencies**

**Shared leadership and collaborating solving skill (Year2; 24 hour; 6hr. per week)**

**1.** Understanding knowledge of Shared Leadership

2. Learning Culture

3. Shared Goals for Learning

4. Balanced decision making

5. Evaluating options

6. Situation analysis

7. Problem solving ability and anticipating potential problems

**Critical Thinking and effective Communication skills (Year3; 24 hour; 6hr. per week)**

1. Understanding Critical Thinking

2. Understanding The Critical Thinking Process

3. Have a Critical Thinker’s Skill Set

4. Understanding Pitfalls to Reasoned Decision Making

5. Understanding Effective Communication.

6. Understanding Core Components of Effective Communication

7. Understanding Vocal Impact and Non-Verbal Communication.

8.Assertive Communication

**Discussion**

From the development of a competency-based approach in psychological and life skills short-term training courses for KRURAKTIN Scholarship students, there are some aspects for discussion as follows:

**1.Problems, barriers, and solutions of current KRURAKTIN’s psychological and life in college**

From the findings, there is a need to change the manner of designing a curriculum that is different from the normal curriculum. Teachers, as curriculum users, are also important. The researchers estimate that each teacher should adjust the curriculum in order to suit the context of each nature of student The important consideration in teaching is that evaluation must be flexible because the purpose of learning is well bein; not aim to study for an exam. So, teachers should be ready to adjust themselves to any circumstances, not stick to their own experiences. Teachers must adapt their teaching skills with the competency-based.

**2.Development of a competency-based approach in the psychological and life skills short-term training courses for KRURAKTIN scholarship students**

From the findings and opinions of experts in short-term training courses creator, it is found that a competency based short-term training courses fits with other project of characteristics of necessitous Scholarship student. The experts provided opinions in five topics as follows: 1) Principle of Curriculum: Psychological and life skills short-term training courses teachers should be trained regarding psychological and life skills before work. 2) Goals of Curriculum: according to different background of learners, teachers should understand the goals that the learners desire from psychological and life skills study. 3) Psychological and life skills competencies: many students are born and raised in border, therefore they can’t completely understand Thai culture. Teachers should give precedence to multicultural topics 4) Competency in performing Psychological and life skills standard: from the repertoire standard, teachers should select technique that are suitable for the learner's skills 5) Competency standard structure: teachers should consider that the learners do not study Psychological and life skills to be a perfect human, 6) Repertoire standard:- 7) Instruction Guideline: teachers should not be stick to their own experiences, and 8) Measurement and evaluation Guideline: this curriculum is not designed as formal education, consequently, there is no grade evaluation like formal school.

**Suggestions**

The curriculum was validated by psychological experts and is confirmed in its quality by answering all research questions and completing objectives which marks an end to the research process. The researchers think that for further studies, continuing to collect data around this same issue but concerning other stakeholder (Such as student; User Experience Research) therein may fulfill information.

**References**

Buasri, T. (1988). *Curriculum theory: Designing and developing*. Bangkok: Thanarach
 Publishing
Equitable Education Fund. (2022). *Project to create educational opportunities for students in
 local areas as new teachers to improve the quality of the school community*. Retrieved
 25 May 2022, from https://www.eef.or.th/fund/
McClelland, D. C. (1973). *Test for Competence rather than for Intelligence*. American
 Psychologist, 28, 1-14.
Office of Ministry. (2017). *Enrichment Program*. Bangkok: Ministry’s Office publisher.
O'Keeffe, P. (2013). Mental illness within higher education: risk factors, barriers to help
 seeking and pressures on counselling centres. JANZSSA, (41), 12-20.
Sasithon Ponyeam. (2017). *A study on the causes of teachers’ transfer in small size schools
 under the secondary educational service area office 18* (master’s thesis). Chonburi,
 Thailand: Burapha University
Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt, Brace &
 World