

FACTORS EFFECTED LEARNER'S DEVELOPMENT ACTIVITIES AT DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

The purposes of this research were 1) To study current conditions and problems of learner development activities in Suan Sunandha Rajabhat University Demonstration School 2) To compare opinions of junior and senior primary students towards learner development activities' organisation of the Demonstration School of Suan Sunandha Rajabhat University. The sample used in this research consisted of 475 primary school students in grade 1-6 of the Demonstration School of Suan Sunandha Rajabhat University. The tool used was a questionnaire. The statistics used for data analysis were frequency, percentage, mean, standard deviation. The results of the research revealed that 1) Primary school students, the Demonstration School Of Suan Sunandha Rajabhat University, overall, they agreed with the organisation of learner development activities. It was at a high level ($= 4.31$, S.D. = 0.88). 2) According to the comparison result between junior and senior primary students' opinions towards learner development activities' organisation of the Demonstration School of Suan Sunandha Rajabhat University were not different. In general, the level of factors that had a positive effect was high ($\bar{x} = 4.42$, S.D. = 0.82).

Keywords: learners' development activities, effected factors, Demonstration School, Suan Sunandha Rajabhat University

INTRODUCTION

The Demonstration School of Suan Sunandha Rajabhat University was an oversight agency of Suan Sunandha Rajabhat University, teaching at a basic level from grade 1 to grade 12, consisting of the Language Excellence Program and the English language project. In each academic year, there would be parents and students pay attention and come to apply to study in large numbers since the school had a long-standing reputation, received the Outstanding School Award from the Office of Nation Education Standards and Quality Assessment (Public Organisation), well prepared and accepted by parents and students nationwide. [3]

Student Affairs is all work of activities done in a systematic manner. In order to encourage students to develop themselves physically, mentally, emotionally, socially, and personality to the full potential of their work efficiently. Objectives of student affairs to students It is important that we must clearly understand to be able to carry out the activities in accordance with the general objectives of the higher education institution. [2]

The National Education Act 1999 and the new amendment (Version 2) 2002 had established educational management guidelines by adhering to the principles that all learners are able to learn and develop themselves and considered that the learner was the most important. The educational process had to encourage learners to develop naturally and to have the fullest of potential, by organising the content and activities in accordance with the interests and aptitude of the learners, thinking about differences between people, practising

their thinking skills, management, and coping, and applying knowledge to prevent and solve problems and learn from real experiences. In addition to the rapidly changing society and technology, causing both good and bad effects on the current lifestyle of an individual causing more complexity. It was necessary to change the way of life to live in a society with value, dignity, and happiness based on sufficiency economy and sustainability. [5]

The basic education core curriculum in 2008 was the core curriculum used in basic education management, with the aims of developing students to be good, intelligent, happy, and had the potential to continue their studies and a career, with having activities to develop learners to be activities that allow students to develop themselves according to their potential, all-round development for complete humanity in physical, intellectual, emotional, and social. To strengthen morality, ethics, and discipline. To cultivate and raise awareness of guidance activities, student activity, and community service. Guidance activities were activities that promoted and developed learners to know themselves and environmental awareness, were able to think, make decisions, solve problems, set goals, plan your life in school and career, able to adjust themselves appropriately, helping teachers to know and understand learners. They were also activities to help and advise parents to participate in the development of learners. For the student activities, they would focus on developing discipline, leadership, good follower, responsibility, sharing, generosity and reconciliation, in accordance with the ability, aptitude and interest of the learners, and allowed them to practise on their own every step. And community service were activities that encouraged learners to practise themselves to benefit the society, communities and local areas of interest as volunteers, in order to reflect responsibility, virtue, social sacrifice, and public mind. [1]

Learner development activities' organisation, therefore, was considered an important role and mission to lay the foundation and drive student development systematically. Due to education in educational institutions was an important source of learning and nurturing Thai people to be good, smart, qualified people, for the 21st century way of life, which would lead to complete development in all dimensions in every dimension, consisting of activities 3 characteristics;

1. Guidance activities were activities that promoted and developed learners to know themselves and environmental awareness, were able to think, make decisions, solve problems, set goals, plan your life in school and career, able to adjust themselves appropriately, helping teachers to know and understand learners. They were also activities to help and advise parents to participate in the development of learners.

2. Student activities would focus on developing discipline, leadership, good follower, responsibility, sharing, generosity and reconciliation, in accordance with the ability, aptitude and interest of the learners, and allowed them to practise on their own every step, were composed of study, analysis, planning, implementation, evaluation, and improving the work, focusing on working as a group as appropriate and in accordance with the maturity of the learners and the context of the school and local. **Student activities included:**

2.1 Boy scout / Girl guide activity

2.2 Club

3. Community service was activities that encouraged learners to practise themselves to benefit the society, communities and local areas of interest as volunteers, in order to reflect responsibility, virtue, social sacrifice, and public mind. **Such as volunteer development activities, social creative activities. etc.**

Therefore, managing student development activities in accordance with the educational management guidelines according to the National Education Act 1999 was necessary to understand the goals and various connections to improve management in schools both in the matter of organisation, management, location, personnel, teaching system, and activities, including various recreation. There were guidelines that responded to the national

strategy focusing on encouraging Thai people to have physical, mental, and intellectual well-rounded all around, good health, public mind, social responsibility, discipline, morality, and love for self-development.

From all of the above reasons, the researcher was interested in studying factors that would affect the learner development activities of primary school students of the Demonstration School of Suan Sunandha Rajabhat University. What should be the guidelines? And have factors affecting or not? The research results would be useful in organising learner development activities for schools, which would lead to efficiency and effectiveness in learner development activities' organization.

OBJECTIVE

1. To study the current conditions and problems of learner development activities of the Demonstration School of Suan Sunandha Rajabhat University.

2. To compare opinions of junior and senior primary students towards learner development activities' organisation of the Demonstration School of Suan Sunandha Rajabhat University.

METHODOLOGY

1. Population

The population used in this research was primary school students of the Demonstration School of Suan Sunandha Rajabhat University, academic Year 2019, a total of 475 people, consisting of;

1.1 112 people of grade 1 students, 84 people of grade 2 students, and 62 people of grade 3 students, a total of 258 junior primary school students.

1.2 63 people of grade 4 students, 67 people of grade 5 students, and 87 people of grade 6 students, a total of 217 junior primary school students.

2. Sample group

The sample group used in this research was primary school students, Demonstration School of Suan Sunandha Rajabhat University. The researcher determined the sample size in this research by 100 per cent of the students in each level by using the purposive sampling method according to the qualifications of the students who regularly participated in the activities.

3. The tool used in collecting data

The questionnaire consisted of a questionnaire for the student group. The details were as follows; Part 1 was a questionnaire about the personal factors of respondents, survey lists (Check-list), to know the variables that were defined in the study. Part 2 was the questionnaire about the opinions of the sample group towards organising learner development activities, a Rating Scale. Part 3 was an open-ended questionnaire about suggestions for improving learner development activities.

4. Methods of data collection

The researcher conducted the data collection in accordance with the following steps;

4.1 Preparing all questionnaires sufficient for the numbers of the sample.

4.2 Making a letter requesting cooperation with the school to collect data.

4.3 The researcher collected data by herself on the specified date and time by clarifying the students as a sample known the purpose of data collection and requested cooperation in data collection in order to get real results.

4.4 The data obtained from the examination to analyse the manipulation and analysis of the data. In which the researcher brought the collected data to use in data analysis according to statistical methods by using software packages.

CONCLUSION AND DISCUSSION

The research results of the factors that affected the learner development activities of primary school students, the Demonstration School of Suan Sunandha Rajabhat University were summarised as follows;

1. Current conditions and problems of learner development activities of students of the Demonstration School of Suan Sunandha Rajabhat University according to the students' opinions, it was found that, in general, students agreed with the learner development activities in which students had knowledge and understanding of their activities. Students could apply knowledge and experience that they had gained to adapt for use in daily life and had systematic thinking.

2. Comparison of students' opinions towards the management of learner development activities of the Demonstration School of Suan Sunandha Rajabhat University found that junior primary school students and senior primary school students had no difference in opinions about organising learner development activities. They knew the needs, strengths and weaknesses of themselves, including deciding to solve their own easy problems, working happily with others. expressing emotionally appropriate for age. They could search for information from sources near them and chose to use the information to be useful in daily life.

This was because the administrators, teachers and personnel of the Demonstration School of Suan Sunandha Rajabhat University were aware of the importance of learner development activities' organisation, which was an organised activity in the form of various methods in the development of learners physically, mentally, intellectually, emotionally and socially, which focused on the attitude of life values, cultivated desirable virtues and values, encouraged learners to know and understand themselves, raised awareness in nature and the environment, adapted and acted to benefit the society, the nation, and lived a happy life. There was a clear goal that was students got a variety of experiences, expertised both more academic and professional. Students discovered their interests, their aptitudes and developed their unique talents, found ways to make a job, built a future career that suited themselves. Students appreciated the value of the concept of knowledge and were able to apply knowledge and experience in personal development and career. Students had good personality, attitude, values in living, and reinforced morals, ethics, consciousness and benefit for their society and the nation. As Sirimani Banjong said that the present is an era of rapid progress Due to the use of technology to connect various information of all regions of the world together. The trend of social change that occurred in the 21st century affects the way of life of the society thoroughly. Teachers need to be alert.

Teachers must be alert and prepared to manage learning. To prepare students to have skills for going out to life in the 21st century that changed from the 20th and 19th centuries. With the skills of the 21st century, the most important being learning skills , ability and necessary skills as a result of the reform to change the teaching and learning model as well as preparing various aspects that are supporting factors that will lead to such learning.[4]

Recommendations

Provide opportunities for students, teachers, and parents to participate in expressing opinions in various areas for organising learner development activities to provide concepts and practise suitable for students of Suan Sunandha Rajabhat University as much as possible.

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