

Development in Enhancing Social Skills Program of Non-Formal Education Youth

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Abstract

The objectives of this study were to develop the program for social skills of non-formal education youth by 4 phases, Phase 1: Studying the states of problem, needs, and guidelines for social skills, Phase 2: Developing the program for social skills, Phase 3: Implementing the program for social skills, and Phase 4: Evaluating the program for social skills. The participants were 20 non-formal education youth and 15 stakeholders who were obtained using the purposive sampling and snowball sampling techniques. The research tools were recording forms, an interview form, a guideline form, evaluation forms, a test, and a satisfaction form. The statistics for analyzing data were mean, standard deviation and content analysis. The results were as follows: 1) The states of problems of non-formal education could be ranged in descending order as drugs, affrays, and internet dangers. The need to organize activities in the program was to focus on teamwork. The guidelines for enhancing social skills required as follows: The social skills were ranged by priority as teamwork, interpersonal relationship, decision making, problem solving skills, and emotion management, 2) The

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program for social skills was developed by focusing on non-formal education model for learners' behavior changed based on the Neo-Humanist concept for comprehensive humanization, 3) The results of using the program found that most of non-formal education youth had a high level of social skills as overall in all activities plans, the program was appropriate and feasible at a high level, and program efficiency was 87.78/86.05 which was higher than the criteria of 80/80, and 4) The results of the changes that occurred to the non-formal education youth indicated that the changing was in a good directions of the social skills behavior.

Keywords: Enhancing program, social skills, non-formal education youth

Introduction

Children and youth outside the education system tend to increase, especially among children with poverty, family problems, teen mom problems, and the controversy. The above problems are at the beginning problems within the scope of educational disadvantaged children from a total of 10 categories of the ministry of education. (Ministry of Education. 2011: 55). There are approximately 3 million people, or about 1 in 5 of the Thai youth population facing various problems due to family separating or emigrating to work in other areas (Office of Social Promotion of Learning and Quality Youth. 2014: 22-24). Therefore, it is leading to disconnection from the school system. Children and young people are therefore more likely to face problems, including internal problems that arise from one's self and social problems. The Office of Basic Education Statistics from Prathomsuksa 1 to Mathayomsuksa 6 students found that there were 429,391 students or 59.99% of the total number of students who dropped out of the formal education system, with an average of 2 million at-risk children in the education system. There were 60,000-70,000 people per province considered as seriously damage to the country. It will lose economic value of 12,000 million baht per year at the provincial level and 120 million baht per year at the sub-district level (Office of Social Promotion of Learning and Quality Youth, 2014). The reason was that young people have a lone behavior, run away, study, and addicted to drugs. Some families and parents split up. Parents went to work in other areas, causing children lack of the warmth, rarely obey anyone's teachings (National Health Foundation, 2007: 12-15). In addition, children without cost or low cost of life were at risk from a survey of 20,892 children and youth between the ages of 12-25 years in 18 provinces, found that the missing low cost of life of Thai youth in 4 areas. The first was the lack of giver skills at only 34%. So it should have increasing a group of social skills, promote appropriately various activities in each age level. It was necessary to do the funny activities and challenging ; football, volleyball, camping, practice shooting video, learning to others and

the community. We should encourage children to spend more free time or participate with the community for doing the activities in the right ways, development projects or helping the underprivileged, etc. (Chareonwongsak, 2016: 12). And we should enhance learning in coexistence with others, promoted understanding of oneself and others. There were many essential components of social skills including 1) teamwork and participation in activities with others, 2) making relationships with others, 3) making decisions and problem solving, and 4) managing emotions.

The program development was another important way because there was a clearly defined program component focusing on student development by applying the principles of program development based on Tyler's non-formal education activities model. According to Tyler. 1986: 1) which had 4 steps, namely 1) educational objectives were specified, 2) selection of learning experience, 3) learning experience management and 4) evaluation of learning. For learning experience management, we used the concept of Neo-Humanist as a guideline in organizing learning activities, including creating an atmosphere and activities, discussion of news, events, and activities such as volunteering for learning ecology, teamwork learning through enhancing motivation (Amatayakun, 2010: 9-10), and then proceeding with research and development processes to achieve efficiency and effectiveness in program development until obtaining the innovation (Kanchanawasri, 2016: 7).

From the importance and problems mentioned above, It is therefore necessary that non-formal youth should receive the social skills enhancement to cultivate and build strong immunity to help them appropriately in conjunction with other people in the society. Therefore, the researchers were interested to study the development of social skills enhancement program for non-formal youth. The results of this research would be a program to enhance social skills of non-formal youth. The relevant departments and organizations would apply and developed youth outside the education system had good social skills, ready to face future various problems and could have a happy normal life in society.

Concepts, theories concerning the development in enhancing social skills program of non-formal education

The researchers studied the theory of concepts, documents and related research. The data were formulated into a research framework as follows:

1. Concepts of social skills, the researchers studied documents and related research in many sources, found that the components of social skills consisted of 4 social skills as follows: 1) Teamwork 2) Relationship with others 3) Decision making and problem solving 4) Emotional management (Office of

the Basic Education Commission, 2011: 2; Steiner, (2011) ; Riggio, 1986: 2015 ; Khattiyawong, 2016: 43-47).

2. Guidelines for the development of social skills enhancement programs, was developed by organizing learning experiences that aimed to change behavior and systematically determined steps. To achieve objectives, Tyler (1986) principles were brought to develop the concept of the program on the form of organizing non-formal education activities. Tyler (Tyler,1986: 1) offered 4 steps: 1) educational objectives, 2) selection of learning experience, 3) learning experience management, and 4) evaluation of learning.

3. Neo-Humanist concept, the researcher introduced the concept of Neo-Humanist of Sakar (Kiatwan Amatayakun 2010: 105; according to Sarkar,1984) applied to design activities, including 1) creating an atmosphere and motivation for activities 2) discussing news and events 3) learning about morals 4) taking exchange learning experiences and 5) summarizing concepts with practice. The result of concepts, theories, documents, and research related to program components, had 8 components of the social skills promotion program of non-formal youth in Mahasarakham province, consisting of 1) Program Principles 2) Program Objectives 3) Target Groups 4) Structure 5) Activities 6) Duration 7) Media or Equipment or Learning Resources and 8) Measurement and Evaluation. The researcher proposed the research framework as Figure 1.

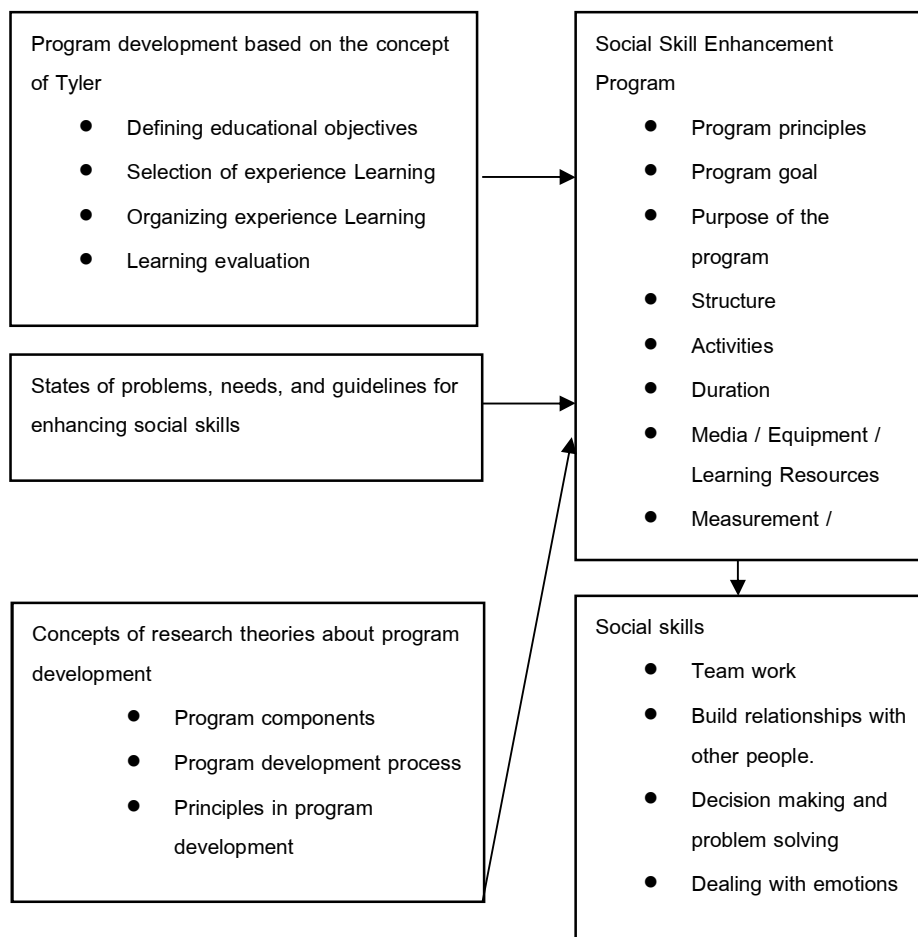


Figure 1 Research Conceptual Framework

Objectives

1. To study the states of problems, needs and guidelines to enhance social skills of non-formal youth.
2. To develop programs for enhancing social skills of non-formal youth.
3. To try out the social skills promotion program of non-formal youth.
4. To assess the social skills enhancement program of non-formal youth.

Methodology

This research was conducted as a research and development. There were 4 phases in conducting research as follows:

Phase 1: study the states of problems, needs and guidelines to enhance social skills of non-formal youth

1.1 Population or target group were as follows: 1) Twenty youth outside the education system at the Children Support Foundation (Baan Luk Rak), Khon Kaen Municipality Khon Kaen Youth and Youth Development Center. They were willing to participate in giving their real situation and understand context data with the following qualifications, (1.1) 15-18 year olds (1.2) having literacy level (1.3) be successful and unsuccessful compulsory education (1.4) not studying or studying in non-formal and informal education and (1.5) risk groups such as leaving the school due to poverty, broken family or be pregnant. Moreover, they were still members of the Mahasarakham Non-Educational Youth Club Voluntarily and willing to participate in this activity, 2) The group of informants were 15 workers and non-formal youth involved from the purposive sampling by snowball sampling, with the following qualifications specified (1) performed duties in government agencies and community organizations, (2) had work experience in relation to underprivileged children or youth who were not in formal education for at least 5 years. and (3) undergraduate level, 1.2) Tools and quality of research tools, tools in phase 1 were as follows: 1) A recording form for recording data about real situation and understand context of youth outside the education system while making a study trip, 2) An interview form and the group discussion recording form to study the states of problems and needs for enhancing social skills of non-formal youth, and 3) A guideline form that regarding social skill enhancement guidelines. The qualities of all tools were investigated by asking five experts to check each suitably of questions. All tools had qualities at the highest level, and 1.3) Data collection and data analysis were done by interviewing and discussing from twenty youth outside the education system at the Mahasarakham Non-Educational Youth Club Voluntarily who were willing to participate in this activity and then obtained data were analyzed in descriptive to obtain information about some problems, needs and guidelines.

Phase 2: Develop social skills promotion program for non-formal youth

2.1 Population or target group was 5 experts who in relation to teaching and learning curriculum development involving children and youth outside the education system derived from specific selection, 2.2). Tools and quality of research tools, the tools used for collecting quantitative data were the evaluation form of the social skills with a rating scale in 8 evaluation items, namely program principles, program goal, program aims, activity structure, duration, media or equipment

or learning resources and evaluation and tools used to collect qualitative data were program manual, social skills development programs and activity plans. The researcher created and determined the quality of the tools by studying the construction of assessments from documents textbooks and related research after that, the evaluation of the social skills program outline was improved according to the recommendations of five experts who evaluated the suitability of those tools with 5 rating scales which were most suitable, more suitable, moderate suitable, less suitable, and least suitable. And then continued to publish the original version, and 2.3) Data collection and data analysis were done by taking the results from 5 experts to analyze the average or mean which the quality criteria of the program outline and the activity plan of the social skill program from 3.51 and above, the activity plan was considered to pass. The quality criteria for quality assessment of the assessment form for the social skills development program were considered according to the following criteria: The average of 4.51 to 5.00 was the most suitable. The average of 3.51 to 4.50 was more suitable. The average of 2.51 to 3.50 was moderate suitable. The average of 1.51 to 2.50 was less suitable. And the average of 1.00 to 1.50 was the less suitable.

Phase 3 Trial of the Social Skills Enhancement Program of Non-Educational Youth

3.1 Population or target group was 20 non-formal education youth who were members of the Mahasarakham Non-Educational Youth Club Voluntarily and willing to participate in activities in the developed program, 3.2) Tools and quality of research tools used in phase 3 were 1) behavioral assessment between activities and work by using rubric score with criteria in 5 aspects 2) social skills test for non-formal youth which was a 30 scale rating scale items and 3) the social skills observation form for non-formal youth which was a rating scale of 10 items. Tools construction and development were formulated as follows: (1) behavior assessment form during activities and work by using the rubric score evaluation method, (2) social skills test, the characteristics of rating scales with 5 levels, which were the most true, true, some true, least true and least true in which 5 experts would examine the validity from 0.60 to 1.00 and try it out with the non-formal education youth of 30 people and then analyzed item classification power (discriminate power) by using Item-total correlation value, the researcher selected all 30 items which had the power classification from 0.34 to 0.68 and found the confidence value (Reliability) of the test using the alpha coefficient formula (Cronbach's alpha coefficient). The alpha coefficient equaled to 0.92, (3) form for observing social skills of non-formal youth was a 5-level rating scales which was regular, frequently, infrequently and never, and 3.3) Data collection and data analysis were concerned with two issues as (1) quantitative data were analyzed with the mean (\bar{x}) and standard deviation (S.D). The ranges of mean could be interpreted as based on the following criteria (Boonchom Si Sa-ad. 2010:

209) as follows: the mean range 4.51 to 5.00 was the most suitable, the mean range 3.51 to 4.50 was very suitable, the mean range 2.51 to 3.50 was moderate suitable, the mean range 1.51 to 2.50 was less suitable and the mean range 1.00 to 1.50 was the least suitable. The results of the behavioral assessment between students and works of youth outside the education system were interpreted as follows: 20 to 25 points was good, 15 to 19 points was moderate. and 1 to 14 points was improving. Those who passed the evaluation criteria must had scored 15 or more points, and (2) the evaluation of the efficiencies of the social skills enhancement program according to the criteria 80/80 was employed by using the formula E_1/E_2 (Phatthiya-Thani, 2015: 125 - 129). The analysis of social skills was done from the amount of 30 items used for the interpretation of scores with a full score of 150 points (Mitreechit, 2006: 37) as follows: 136 to 150 points was very high levels of social skills, 106 to 135 points was high levels of social skills, 76 to 105 points was moderate level of social skills, 46 to 75 points was low level of social skills, and below 45 points was very low levels of social skills.

Phase 4 Assessing Social Skills Enhancement Programs of Non-Educational Youth

4.1 Population or target group were non-formal youth and participated in activities to develop programs to enhance social skills of non-formal youth, 4.2 Tools used to collect data were 1) group conversation record for non-formal youth to study opinions on using social skills enhancement programs, 2) participation satisfaction form for the social skills promotion program of non-formal youth with 10 items in the form of rating scales, which were: strongly agree, unsure, disagree and strongly disagree. All satisfaction items were accepted, and 3) the recording forms were used for recording the changes after participating in the activity and impact after conducting research, and 4.3) The analysis of qualitative data was employed from group discussions with content analysis.

Results

1. The results for studying the states of problems, needs and guidelines to enhance social skills with important issues were as follows: 1.1) the states of problems of non-formal youth were found that non-formal youth had behaviors with the most vulnerable to drug addiction and contention. They lack of teamwork and work plans. The results of a making study trip showed that they lacked of appropriate expression, lacking of good relations between each other, and having freedom in living, 1.2) the needs of non-formal youth in organizing program activities were teamwork, and making relationships to others. In addition, they would like to set the most appropriate duration of the activities

with 6 days and wanted to have funny activities and the opportunity to show abilities, respectively, and 1.3) guidelines for enhancing social skills with those involved with the youth outside the education system, it was found that the youth outside the education system should receive appropriate development which corresponded to the problems and interests of the youth. The activities should be fun, no stress, divergent, challenging, and stimulant. Moreover, they needed a chance to show ability be proud of their works.

2. The results of the development of a social skills promotion program for non-formal youth were found that the program consisted of 8 components as follows: 2.1) the principles of the program to develop social skills were: teamwork, making relationships to other people, decision making and problem solving, and emotional management, 2.2) program goals, 2.3) program objectives, 2.4) structure, 2.5) activity, 2.6) duration, 2.7) media or equipment or learning resources, and 2.8) measurement and evaluation. The program was appropriate and possible at the high level. The details of results were shown as Table 1.

Table 1. Results of the evaluation of the suitability or appropriateness and possibility of the draft social skills promotion program of non-formal youth

The composition of the social skills promotion program of non-formal youth	Appropriateness			Possibility		
	\bar{X}	S.D.	Meaning	\bar{X}	S.D.	Meaning
1. Program principles	4.80	0.45	Highest	4.20	0.45	High
2. Program goals	4.40	0.55	High	4.60	0.55	Highest
3. Purpose of the program	5.00	0.00	Highest	4.40	0.89	High
4. Structure						
Unit 1: Orientation						
Activity 1 We can do	4.80	0.45	Highest	4.80	0.45	Highest
Activity 2 Social Skills... Who Says Not Important	4.00	0.71	High	4.40	0.89	High
Unit 2: Enhance social skills 3 activities						
Activity 3 Mu Hao can do for our home.	4.00	0.71	High	4.60	0.89	Highest
Activity 4 Clear teens, far away from drugs	4.40	0.89	High	4.80	0.45	Highest
Activity 5 keep calm	4.60	0.55	Highest	4.20	1.10	High
Unit 3 Create works two activities						
Activity 6 My style My T-shirt	5.00	0.00	Highest	4.20	1.10	High
Activity 7 Walking in the footsteps of the father	4.20	0.84	High	4.40	0.55	High
Unit 4 summarize and reflect problems one activity						

The composition of the social skills promotion program of non-formal youth	Appropriateness			Possibility		
	\bar{X}	S.D.	Meaning	\bar{X}	S.D.	Meaning
1. Program principles	4.80	0.45	Highest	4.20	0.45	High
2. Program goals	4.40	0.55	High	4.60	0.55	Highest
3. Purpose of the program	5.00	0.00	Highest	4.40	0.89	High
4. Structure						
Unit 1: Orientation						
Activity 1 We can do	4.80	0.45	Highest	4.80	0.45	Highest
Activity 2 Social Skills... Who Says Not Important	4.00	0.71	High	4.40	0.89	High
Unit 2: Enhance social skills 3 activities						
Activity 3 Mu Hao can do for our home.	4.00	0.71	High	4.60	0.89	Highest
Activity 4 Clear teens, far away from drugs	4.40	0.89	High	4.80	0.45	Highest
Activity 5 keep calm	4.60	0.55	Highest	4.20	1.10	High
Unit 3 Create works two activities						
Activity 6 My style My T-shirt	5.00	0.00	Highest	4.20	1.10	High
Activity 7 Walking in the footsteps of the father	4.20	0.84	High	4.40	0.55	High
Activity 8 In my dream	4.00	0.71	High	4.80	0.45	High
Total	4.47	0.60	High	4.45	0.71	High
5. Activities	4.60	0.55	Highest	4.20	0.84	High
6. Duration, there are 4 units of Social Skills Enhancement Programs for non-formal youth with 8 activities. The program takes 6 days 27 hours.	4.00	0.71	High	4.00	1.00	High
7. Media / Equipment / Learning Resources	4.40	0.55	High	4.40	0.89	High
8. Measurement and evaluation	4.20	0.84	High	4.60	0.55	Highest
Total	4.30	0.66	High	4.30	0.82	High

From Table 1, the results of the evaluation of social skills enhancement programs of non-formal youth were as follows: the suitability or appropriateness of the program as a whole was at a very appropriate level (high level)($\bar{X} = 4.30$, S.D. = 0.66) when considering each components, it was found that the components with the top 3 highest average values(highest level) were arranged in descending order as follows: the purpose of program ($\bar{X} = 5.00$, S.D. = 0.00), the program principles ($\bar{X} = 4.80$, S.D. = 0.45), respectively. However, the duration of program was the lowest suitability (high level)($\bar{X} = 4.00$, S.D. = 0.71), and the feasibility of the program as a whole was very feasibility (high level)($\bar{X} = 4.30$, S.D. = 0.82). When considering each components, it was found that there were two components

the most feasibility(highest level) as the program goals ($\bar{x} = 4.60$, S.D. =.55) and measurement and evaluation($\bar{x} = 4.60$, S.D. =.55),respectively. However, the duration of program was also the lowest feasibility (high level) ($\bar{x} = 4.00$, S.D. = 1.0).

3.The results of using the social skills promotion program of non-formal youth were as follows:

3.1) The youth outside the education system after the experiment had social skills in overall at the high level, and 3.2) the efficiency of the social skills process enhancement program (E_1) was 87.78 and the efficiency of the social skills results enhancement program (E_2) was 86.05 which stated in the set criteria (criteria 80/80), 3.3) the assessment of behavior during studies and work of youth outside the education system in overall were very good, and 3.4) the satisfactions about participation in the social skills enhancement program of non-formal youth were at the high level as details were showed in Table 2.

Table 2. Results of measuring satisfaction with social skills enhancement programs of non-formal youth (N = 20)

Items	\bar{X}	S.D.	Level of Satisfaction
The activities are organized in accordance with the conditions, problems and needs.	4.05	0.89	high
The atmosphere of thinking and doing activities with friends.	4.55	0.69	highest
The activities are organized in a variety of ways and proceed appropriately and continuously.	4.25	0.64	high
Organizing activities can encourage you to develop social skills.	4.50	0.83	high
The freedoms to express your views and to be more assertive.	4.60	0.68	highest
The happiness and enjoyment are attending the activity.	4.20	0.77	high
Participation in activities encourages social skills in order to solve life problems that can occur	4.15	0.93	high
The pride of your works and achievements.	4.55	0.69	highest
The media and learning sources are appropriate and sufficient.	4.30	0.73	high
Time and place which is used for organizing activities is appropriate	4.30	0.86	high
Overall satisfaction	4.35	0.77	high

From Table 2, the results of the study of satisfaction in joining the social skills promotion program of non-formal youth were found that in overall was at the high level ($\bar{x} = 4.35$, S.D. = 0.77). When considered individually, there were 3 highest level items which were the freedoms to express their views and to be more assertive ($\bar{x} = 4.60$, S.D. = 0.68), the atmosphere of thinking and doing activities with friends ($\bar{x} = 4.55$, S.D. = 0.69), and the pride of their works and achievements ($\bar{x} = 4.55$, S.D. = 0.69), respectively.

4. The impacts that occurred after conducting research were found that all youth had

self – confidence about their potential to live in society, including the morale in the work career, moreover, the impact after conducting research was still found that four youth outside the education system decided to study in two institutions, Non-Formal Education centre and informal Education and Polytechnic College. In addition, nine young youth outside the education system had a new workplace after participation in the activity, consisting of three restaurant waiters, one car repair staff, four department store employees and one family working.

Discussion

The researcher had specified the following discussion as follows:

1. The study of social skill problems of non-formal youth and problems of informal youth, most of them had problems about behavior at risk of drug addiction and contention. This was due to the rapid change of Thai society. So it was causing the family to have various problems such as poverty, parents broke up. As the results, youth outside the education system lack of good immunity for living with people in society. These corresponded the theory of human behavior by Skinner (Skinner, 1938) who stated that children in a warm family tended to have high self-esteem and appropriate development as they age, and children would be able to control the environment and had higher social skills. The youth was aged between 15 to 18 years, the body was changing rapidly and more changed than any other age groups. Youth groups in this age group felt that they were extremely growing and had a period of conflict and confusion by them own, like Erikson's psycho-social theory in Step 5, self-Knowing and Not Knowing or Confusing in Ego Identity vs. Role Confusion, he said that some people might be worried about their physical bodies changing rapidly, it could be considered that youth in this age group had behavior that was very sensitive to change. In order to develop social skills, children or young people must have good behavior. They had a good environment, good connections in the family and community. As Kriengsak Chareonwongsak (2016: 12) stated that lack of social skills had

many reasons. One of the causes was due to the weakness of community and society, different characteristics of each other, and decreasing kindness to one another. Social skills were therefore declining significantly. In addition, it was still corresponding to the research of Saenkham (2009: 81-82) stating that the characteristics of children were lack of love, attachment from family, friends, or the general public could result in loneliness and needed love and acceptance from others, which in this way results in the need for children in shelters to be substitutes. The results of the study of social skills problems found that non-formal youth in Mahasarakham Province were still lack of planning in teamwork, lack of courage to show, this was because of lacking of training and participation in various activities due to lack of opportunities for learning experience and lack of support in the stage of activities for their ability to demonstrate. The youth outside the education system should be cultivated and received continuous learning experiences and caused by their own needs. Also, specifying that the behavior change would occur during a continuous and long enough periods would create a new behavior pattern that was more durable. The researcher therefore focused on behavior changes by allowing non-educational youth to experience learning that was based on their own needs and realities, as Tyler's concept (1986: 1) that focused on selecting learning experiences to train behavior to change according to objectives and learning and various learning outcomes for students. The needs and guidelines were used to organize the activities in the program were to focus on teamwork and wanted to participate in this activity because they wanted to have good interaction with friends of the same age. Because this activity could enable poor non-formal youth to be used as careers and earn income to support their families. Therefore, non-formal youth had to share information about ways to enhance social skills. In addition, most of youth outside the education system wanted to strengthen social skills in the following: working as a team, to build relationships with others, decision making, problem resolution, and emotional management. Because teamwork was the heart of non-formal youth, which could create relationships with others and made decisions and could solve problems as well as managed their emotions very well. It was accordance with the concepts of Riggio (Riggio, 1986) found that the correlational analyses approach to social skills were positively correlated with self-esteem, and negatively correlated with social anxiety and loneliness. Wassana Khatiyawong (2016: 43-48) addressed to the teamwork was one element of social skills that it meant obviously leadership skills to show of.

2. The results of the development of the social skills enhancement program of non-formal youth were found that the program which the researcher studied from basic information regarding the problems and needs and guidelines for enhancing social skills of non-formal youth in Mahasarakham Province were used as information in determining the principles of the program, program goal,

program aims, activity structure, duration, media or equipment or learning resources, and measurement and evaluation. The steps of program were systematic and clear procedures for assessing and checking behavior that required changes which was in line with Tyler's concept (Tyler, 1986: 1) with 4 steps, namely 1) determining the educational objectives was considered based on the needs and interests of the learners. 2) selected learning experiences that it caused participants to change behavior according to the objectives set 3) the learning experience in organizing learning experiences, the plan for organizing the learning experience should be organized in a systematic manner, and 4) assessment of learning. The suitability and feasibility assessment results were at a high level, this was because the program had been developed step by step. Each steps was related to each other. Therefore, this systematic program was development extremely important as the concept of Tidsana Khemmanee (2002: 221-222) which had been concluded that the development of learning management must be organized through various components systematically, taking into account relevant theories and principles, as well as having to arrange various elements in order to relate to bring learners to their desired goals.

3. The results of the experiment using the social skills enhancement program of 20 non-formal youth, the results were as follows: 3.1) the social skills of non-formal youth were at high level, especially, teamwork. This was because of that activity focused on group work, there was continuous training in the group, collaborative thinking, and joint planning. In addition, the program focused on engaging non-formal youth in the formulation of activities and jointly develop the program framework systematically according to program development principles. Moreover, youth outside the education system were involved in the actual practice, and be participated in activities according to their own needs and interests. These results were in accordance with the principles of Neo-Humanism that focused on learning through practice and practice learning to practice as a group by promoting motivation to promote learning (Kiatwan Amatayakun 2010: 105). The results of using the program also found that social skills promotion programs designed step by step to build social skills in order to considering from continuing activities from basic to more difficult from unit 1 to unit 8. We saw that there were links from unit 1 to unit 8. This results were consistent with the research of Kraisorn Khanthor (2010: 151-152) found that after participating in the juvenile delinquency program in the juvenile training center, they had higher social skills. Similarly, Nattaneeya Plod-phai (2008: 45) found that the youth who received social skills training had negative social anxiety less than those who did not receive the training. Moreover, it was consistent with the research of Hong Fah Theerawongnukul (2013: 157-158) found that non-formal education students had higher social skills than before joining the program, 3.2) the efficiency of the social skills promotion program was measured with the process efficiency (E_1)

of 87.78 and the result efficiency (E_2) of 86.05. This result was in accordance with the established criteria (the criteria 80/80). This was due to the program was flexible in time and activities. Students were able to present their works in many forms. The stories used in organizing learning activities were suitable for the ages of non-formal youth. These results were relied on the learners' experience to connect the stories they had heard or seen with new experiences. The results of the program's efficiencies were consistent with the research of Warisara Chui Don Kloi (2010: 246-247), research on the development of a social skills enhancement program for grade 1 students with attention deficit hyperactivity disorder. The plan for organizing effective social skills promotion activities E_1 / E_2 was in accordance with the specified criteria, and 3.3) The results of the satisfaction with participation in the social skills promotion program of non-formal youth in education were found to be at a high level. This was because the activities were in harmony with the problems and needs of the youth outside the education system, resulting in interest in activities. The youth could work together as a group and resulting in fun activities. In addition, students and teachers carried out activities together well. Moreover, they had greater self-confidence interested and enthusiastic about the program's activities. All works were due to effort as well as experts suggest that participants had more opportunities to practice. Therefore, resulting in satisfaction with the program overall was at a high level.

4. The result of the change in the non-formal education of the youth, it was found that the changes in the social skills made their behaviors in the good directions. This was because of youth outside the education system had confidence in their potential, ready to live in society by considering the determination to enter the study, which consisted of four people after the research, and also the increased morale in the career. By considering from tracking behavior after participating in activities, it was indicated that participation in activities was employed in the real practice and developed the works concretely. Hence, the social skills behavior of the youth would be better changed in many ways.

Recommendation

1. The suggestions for the use of the developed program were as follows:
1.1) people who would study target groups were youth outside the education system should study the conditions, problems and behavior of that person in an understanding, paying attention with love and creating an atmosphere warm to meet build cooperation for a good attitude until leading to activities to strengthen social skills, 1.2) persons involved or managers of non-formal education or who would use the developed program should study each elements and activity plans of the developed program in details so that the fully utilize could be able to strengthen

social skills in accordance with the program objectives, 1.3) persons who would use the program guidelines should consider the participants must read and write books, because the situation management for the students must convey their thoughts and feelings into the worksheet. Moreover, it was also include content related to current students' problems, such as the dangers of drugs, wrangle and the danger from the internet, 1.4) this program was a program for youth development outside the education system which was fragile both mentally and lacking in many ways, so using this program, the organizer of the activity should be a person with high patience and could calmly listen to the students' opinions with kindness. In addition, the student's activities must be conducted by oneself and they must create concrete works, and 1.5) the main causes that caused social skills problems were lacking of good relationships in the family. Therefore, the school administrators, local leaders and participants in educational management should to cooperate and support seriously. The government agencies, private organizations, and community organizations should jointly promote social skills to youth outside the education system continuously and thoroughly. Moreover, strengthening to the family institution was the most significant by cooperating in the development of youth together. Procuring budget for materials and equipment to assist public relations and jointly develop social skills development program were considered in accordance with the economic and social conditions in order to develop learners to have quality further.

2. Suggestions for further research were as follows: 2.1) research and development of program should be done continuously for increasing the efficiency of teamwork of non-formal youth. Because this research found that youth outside the education system had lower social skills in teamwork than in other areas and required specialized training and continuous development, 2.2) social skills evaluation should be followed after using the program for studying the persistence of being a social skill, for example, measuring social skills after 1 month, 3 months, and 6 month trials, in order to add indicators to the developed social skills promotion program, and 2.3) studied the process of developing social skills in order to enhance careers to increase incomes of non-formal youth. This was because young people still lack income from their careers. So the social skills for enhancing careers must be developed continuously in order to be a valuable and happy society.

Acknowledgments

Researchers have sincere thanks to Thailand Research Fund (TRF) for supporting aimed funds at round 2 for fiscal year 2017 on the humanities project series to strengthen knowledge related to issues of Thai society.

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