Communicational Skill Condition and Development for Social Happiness of Surindra Rajabhat University Teacher Students through Online Social Technology

สภาวการณ์และการพัฒนาทักษะการสื่อสารเพื่อสร้างความสุขในสังคมของนักศึกษาครูของมหาวิทยาลัยราชภัฏสุรินทร์ผ่านเทคโนโลยีสังคมออนไลน์

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Abstract

This research aimed to study the communication conditions of online social technology of Surin Rajabhat University (SRRU) student teachers, to develop the communication skills for social happiness of SRRU student teachers through online social technology, and to propose the improving ways of life skills in communication for social happiness of SRRU student teachers through online social technology. This research was mixed between quantitative and qualitative disciplines. The research tools were the questionnaire and the evaluation form. The samples were 500 student teachers of Faculty of Education, SRRU, by simple random sampling. The data was statistically analyzed as percentage, mean and standard deviation.

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The research results are as the followings.

1. Most communication conditions of SRRU student teachers through online social technology were mostly used via the social media applications, i.e. Facebook (100%), Line (100%) and E-mail (100%), and the using time was mostly before studying at university (6.00 AM – 8.00 AM) (100%), during lunch break (12.01 PM – 1.00 PM) (100%), and in the evening (after 8.01 PM until bed time) (100%). They mostly used the applications to communicate with family, friends and colleagues (100%), teachers (73%) and unknown people (20%). The main purposes of communication were to ask about livings (100%) and work on assignments (82.4%). They mostly used their mobile telephones (100%) and laptop computers (69.2%), which were mostly used in each time not more than 2 minutes (100%) and not more than 5 minutes (69%), and generally used to present and communicate their news, social movement, quotes, poetry and personal thoughts (100%) and entertainment movement (65.2%).

2. For developing the communication skills for social happiness of SRRU student teachers through online social technology, there was the training project to develop the communication skills, and there were mainly activities using the media for presenting themselves with high appropriation (48%) and the media design with high appropriation (50%) for social happiness through online social technology. Most media were appropriate and the project's satisfaction from participants was overall in the highest level ($\overline{X}$ = 4.58, SD = 0.05).

3. Proposals for developing the life skills in communication for social happiness of SRRU student teachers were as the followings.

3.1 The proposals of life skills in communication for social happiness should be the media selection skill, time selection skill, communicating personal selection skill, communication selection skill, communicating equipment selection skill, and presentation selection skill.

3.2 The proposals of communication skill development through online social technology should be the media self-presentation arrangement and the media design for social happiness through online social technology. These would create the development of media creating skill appropriately and possibly for social happiness.

Keywords: 1. Life Skills 2. Social Happiness 3. Online Technology Media

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาสภาวการณ์การสื่อสารผ่านเทคโนโลยีสังคมออนไลน์ของนักศึกษาครู มหาวิทยาลัยราชภัฏสุรินทร์ เพื่อพัฒนาทักษะการสื่อสารเพื่อสร้างความสุขในสังคมของนักศึกษาครูผ่านเทคโนโลยีสังคมออนไลน์ และเพื่อเสนอแนวทางการพัฒนาทักษะชีวิตการสื่อสารเพื่อสร้างความสุขในสังคมของนักศึกษาครูผ่านเทคโนโลยีสังคมออนไลน์ งานวิจัยนี้ผสมผสานระหว่างงานวิจัยเชิงปริมาณและเชิงคุณภาพ เครื่องมือวิจัยใช้แบบสอบถามและแบบประเมิน กลุ่มตัวอย่างวิจัย คือ นักศึกษาครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสุรินทร์ จำนวน 500 คน โดยสุ่มตัวอย่างแบบเจาะจง วิเคราะห์ข้อมูลทางสถิติโดยหาค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1. สภาวการณ์การสื่อสารของนักศึกษาครูผ่านเทคโนโลยีสังคมออนไลน์ส่วนใหญ่ใช้แอพลิเคชั่น ได้แก่ เฟซบุ๊ค (100%) ไลน์ (100%) และอีเมล (100%) และใช้เวลาในช่วงก่อนมามหาวิทยาลัยฯ (06.00 – 08.00 น.) (100%) ช่วงพักกลางวัน (12.01 – 13.00 น.) (100%) และช่วงกลางคืน (20.01 ถึงเวลานอน) (100%) ส่วนใหญ่นักศึกษาใช้สื่อสารกับบุคคลในครอบครัว เพื่อน และบุคคลที่ทำงานร่วมกัน (100%) อาจารย์ (73%) และคนที่ไม่รู้จัก (20%) จุดประสงค์หลักของการสื่อสาร คือ ถามความเป็นอยู่ (100%) และทำงานที่ได้รับมอบหมาย (82.4%) นักศึกษานิยมใช้โทรศัพท์สมาร์ตโฟนส่วนตัว (100%) และคอมพิวเตอร์พกพาส่วนตัว (69.2%) โดยใช้ในการสื่อสารด้วยเทคโนโลยีออนไลน์แต่ละครั้งไม่เกิน 2 นาที (100%) และไม่เกิน 5 นาที (69%) นักศึกษาส่วนใหญ่ใช้นำเสนอและสื่อสารข่าวความเคลื่อนไหวทางสังคม คำคม กลอน แนวความคิดต่าง ๆ (100%) และข่าวความเคลื่อนไหวทางบันเทิง (65.2%)

2. การพัฒนาทักษะการสื่อสารเพื่อสร้างความสุขในสังคมของนักศึกษาครูผ่านเทคโนโลยีสังคมออนไลน์ โดยการจัดโครงการอบรมเพื่อพัฒนาทักษะการสื่อสาร ผลการประเมินโครงการจากกิจกรรมทำให้นักศึกษาครูสามารถสร้างสื่อนำเสนอตนเองโดยภาพรวมสื่อส่วนใหญ่มีความเหมาะสมมาก (48%) และการออกแบบสื่อมีความเหมาะสมมาก (50%) และความพึงพอใจโดยภาพของโครงการฯ รวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.58, SD = 0.05)

3. ข้อเสนอแนะแนวทางสำหรับการพัฒนาทักษะชีวิตการสื่อสารเพื่อสร้างความสุขในสังคมของนักศึกษาครูผ่านเทคโนโลยีออนไลน์มีดังนี้

3.1 ข้อเสนอทางทักษะชีวิตการสื่อสารสร้างความสุขในสังคม ได้แก่ ทักษะการเลือกใช้สื่อ ทักษะการเลือกใช้ช่วงเวลาที่เหมาะสม ทักษะการเลือกบุคคลที่นักศึกษาครูสื่อสารด้วย ทักษะการเลือกใช้การสื่อสาร ทักษะการใช้อุปกรณ์สำหรับการสื่อสาร และทักษะการเลือกการนำเสนอในการสื่อสาร

3.2 ข้อเสนอด้านการพัฒนาทักษะการสร้างสื่อเทคโนโลยีออนไลน์ ได้แก่ การจัดทำสื่อแนะนำตนเองและการออกแบบสื่อเพื่อสร้างสุขในสังคมผ่านเทคโนโลยีสังคมออนไลน์ สิ่งเหล่านี้ช่วยสร้างการพัฒนาทักษะการสร้างสื่อที่เหมาะสมและเป็นไปได้เพื่อสร้างความสุขทางสังคม

คำสำคัญ : ทักษะชีวิต ความสุขทางสังคม สื่อเทคโนโลยีออนไลน์

Introduction

The development of people in Thai Society and the emphasis of Ministry of Education, Thailand, on developing youths into the 21st century are inevitably concerned with educational improvement. Especially, every curriculum in educational institutes should be reviewed and developed in accordance with educational standards, emphasizing on learners' development in order to raise Thai youths' quality. Charlie Junleung et al. (2012) proposed that social problems mainly affect social structure and nice culture of the nation. Their study revealed that there have been the contents of social security, including the distributions of pornographic media, online sexual service, online gambling, drug usage, and so on. These were published via online social media applications such as YouTube, Facebook, Twitter and Webboard.

Thai educational system in schools has been affected from modern technologies because it has not been flexible for adjusting to use in accordance with these technologies (Sunsanee Chatcoop and Usa Chuchart, 2001). Presently, the so-called active technologies are aggressively new ones used to create enormous learning from the internet such as online books and media, which can generate people' body of knowledge called constructivist learning. Then, the learning from these technologies is very important that teachers need to create students' responsibilities and skills in the 21st century for selecting appropriate technologies and beneficial data in daily life.

Surindra Rajabhat University (SRRU) is a leading university in local development, located in Surin province, Thailand. SRRU provides many educational programs for developing teachers and students, and many researches and social academic services (Wiset Chinnawong, 2017). SRRU has developed teacher educational programs for developing students or teacher students as human resources for rapidly local and global challenges. They must be developed many life skills including communication through online social technology.

Research Objectives

1. To study the communication conditions of online social technology of SRRU student teachers.

2. To develop the communication skills for social happiness of SRRU student teachers through online social technology.

3. To propose the improving ways of life skills in communication for social happiness of SRRU student teachers through online social technology.

Research Framework

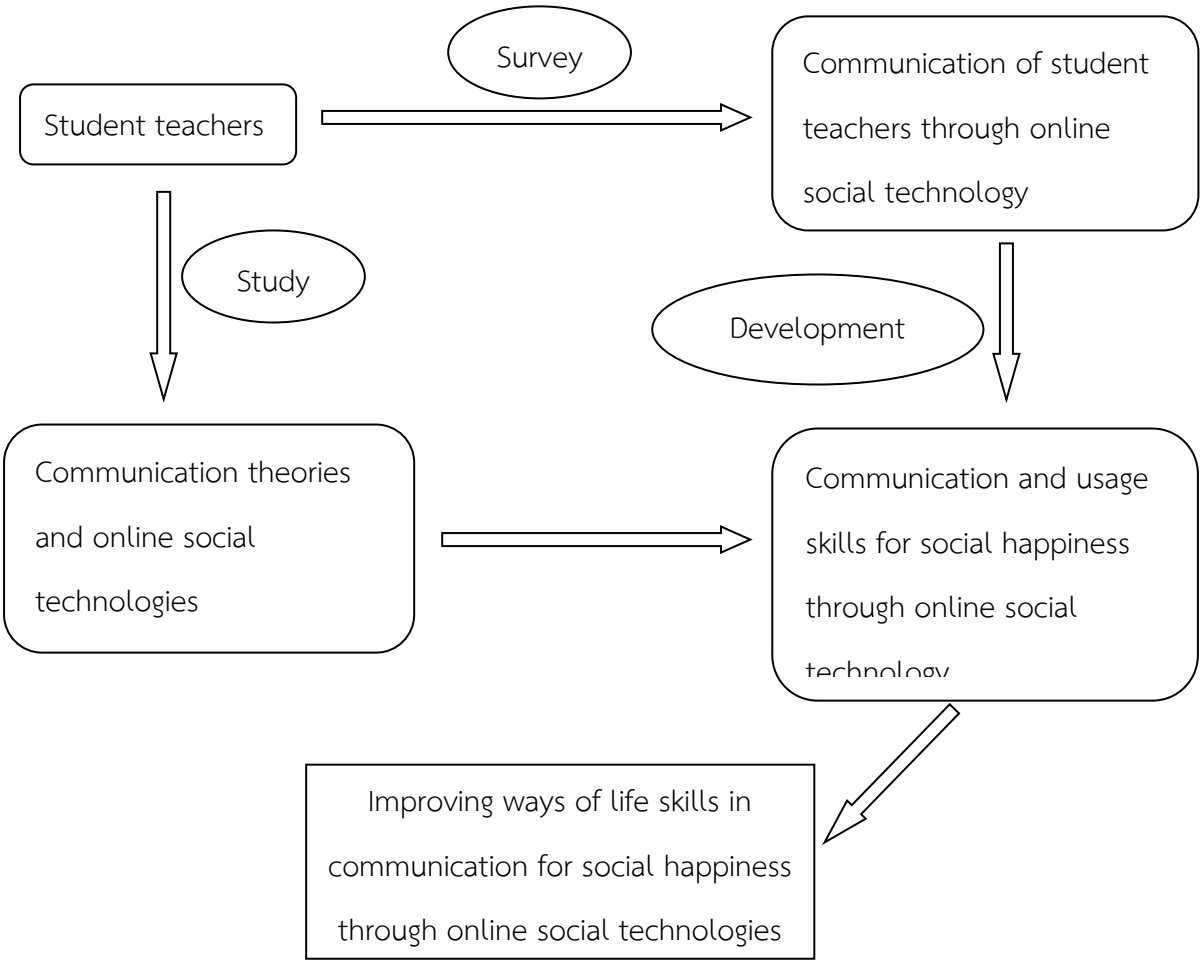


Figure 1 Research framework

Materials and Methods

This research was mixed between quantitative and qualitative disciplines, which were done with the following 3 steps.

1. Study of communication conditions of online social technology of SRRU student teachers

The population in this research was totally 1,860 student teachers in Faculty of Education, SRRU, in academic years 2016-2017. The sampling group was 500 SRRU student teachers by simple random sampling. The questionnaire was designed and then evaluated by 5 educational professors, who had been studying and researching about Information and Communication Technology (ICT) in education and educational curriculum and instruction, for content validity using Index of Item Objective Congruence (IOC), which was equal 0.85, and

Content Validity Index (CVI), which was equal 0.93. It was mainly separated into 7 items, comprising the sort of social media application, the usage time, the contact person, the communication purpose, the communication equipment, the each using time, and the presented item. After the questionnaire was purposively distributed, the data was collected and statistically analyzed as percentage.

2. Development of communication skills for social happiness of SRRU student teachers through online social technology

After studying the communication conditions of online social technology, we arranged the training project aiming to develop the communication skills for social happiness of SRRU student teachers through online social technology. We presented and set the workshop for developing their communication skills that the participants were from the sampling group with 500 SRRU student teachers. We emphasized on the media for representing themselves and the media design for social happiness. Then, the evaluation form designed by the researchers and those 5 educational professors was distributed to the project's participants; the data was then statistically analyzed as percentage, mean and standard deviation.

3. Study of the improving ways of life skills in communication for social happiness of SRRU student teachers through online social technology

For proposals of the improving ways of life skills in communication for social happiness of SRRU student teachers through online social technology, we arranged the focus group, comprising the researchers and 15 educational professors, who had been studying and researching about ICT in education and educational curriculum and instruction. We used the analyzed data from the 1st and 2nd steps to analyze and synthesize with the triangulation method including time, place and person. The data was cross-checked and reaffirmed for the accurately present conditions. Besides, the participants also proposed and reaffirmed the proposals.

Results

For the demographic, there were totally 500 respondents, comprising 336 females (67.2%) and 164 males (32.8%), who mainly studied in the 2nd year of study with the number of 164 (46.2%) respondents as shown in Table 1.

Table 1 Demographic of respondents

Demographic	Numbers of Respondents	Percentage (%)
Sex		
Male	164	32.8
Female	336	67.2
Year of study		
1st	60	12.0
2nd	164	46.2
3rd	126	25.2
4th	83	16.6

The communication conditions of online social technology of SRRU student teachers were illustrated in Table 2.

Table 2 Communication conditions of online social technology of respondents

Communication Conditions	Details and Percentage (%)
Sorts of used social media applications	Facebook (100%); Line (100%); E-mail (100%); Twitter (48%); Online forums (6%); and Media sharing (0.4%)
Usage times	Before studying at university (6.00 AM – 8.00 AM) (100%); During lunch break (12.01 PM – 1.00 PM) (100%); In the evening (after 8.01 PM until bed time) (100%); After studying at university (5.01 PM – 8.00 PM) (71.2%); During morning class (8.01 AM – 12.00 PM) (70.8%); and During afternoon class (1.01 PM – 5.00 PM) (49%)
Contact persons	Family, friends and colleagues (100%); Teachers (73%); and Unknown people (20%)
Communication purposes	Asking about livings (100%); Working on assignments (82.4%); Giving public ideas (71.2%); and Asking about studying problems (49%)
Communication equipment	Mobile telephone (100%); Laptop computer (69.2%); Personal computer at home (53%); Tablet computer (44.2%); Personal computer at classroom (27%); and Public computer (17%)

Each using times	Not more than 2 minutes (100%); Not more than 5 minutes (69%); and More than 5 minutes (25.2%)
Presented items	News, social movement, quotes, poetry and personal thoughts (100%); Entertainment movement (65.2%); Political movement (62.4%); Cultural movement (51.2%); Study movement (44.4%); and Economic movement (30.8%)

Regarding to the suggestions of respondents, the social media applications and functions were normally installed from the communicational device companies. The signals of SRRU were generally slow and supported in online social technology. And, the use of private subscribed signals from agencies or companies wasted money even though there were free signals all over the country.

For the development of communication skills for social happiness of SRRU student teachers through online social technology, there was the training project to develop the communication skills. The results found that there were mainly activities using the media for presenting themselves with high appropriation (48%), medium appropriation (24%), highest appropriation (15%), low appropriation (11%), and lowest appropriation (2%), respectively. Besides, the media design evaluation for social happiness of SRRU student teachers through online social technology was high appropriation (50%), medium appropriation (35%), highest appropriation (9%), low appropriation (5%) and lowest appropriation (1%), respectively.

Furthermore, the satisfaction of participants in the training project was overall in the highest level ($\overline{X}$ = 4.58, SD = 0.05) as illustrated in Table 3.

Table 3 Satisfaction of participants in the training project

Satisfaction	Mean ($\overline{X}$)	Standard Deviation (SD)
Curriculum appropriation	4.57	0.45
Trainers	4.39	0.56
Knowledge gain and benefit	4.52	0.55

For the proposals for developing the life skills in communication for social happiness of SRRU student teachers were as the followings.

- The proposals of life skills in communication for social happiness should be the media selection skill, time selection skill, communicating personal selection skill, communication selection skill, communicating equipment selection skill, and presentation selection skill.

- The proposals of communication skill development through online social technology should be the media self-presentation arrangement and the media design for social happiness through online social technology. These would create the development of media creating skill appropriately and possibly for social happiness.

Discussion / Conclusion

The present communication conditions of SRRU student teachers through online social technology were mostly used via the social media applications, i.e. Facebook, Line and E-mail, and the using time was mostly before studying at university (6.00 AM – 8.00 AM), during lunch break (12.01 PM – 1.00 PM), and in the evening (after 8.01 PM until bed time). They mostly used the applications to communicate with family, friends and colleagues, teachers (73%) and unknown people. These results were consistent with the research of JohnNopadon Vasinsunthon (2013), especially in the generally complex communication theory in the societies of Association of Asian Nations (ASEAN). Besides, humans need to develop their communications for convenience and benefit in order to quickly provide and exchange information all around the world (Kitima Surasonthi, 2005). There are the relationship and the demand in developing data and information for social system. Then, communication theories have important roles in socio-cultural system and these communication technologies are inevitably relevant to our daily lives. Besides, the student teachers use these online communication technologies such as Facebook, Line and E-mail every day.

Furthermore, there is the relationship between social network website and customer service and usage (Pichate Phimcharoen, 2014). Tatpicha Cholvisoot (2010) studied the website language usage for communication in www.pantip.com that the results showed that languages are very important in communication, and can interpret the ideas of people as well as create happiness in the society through online communication. In according to the training project to develop the communication skills for social happiness, the created activities provided the presenting and media design skills for social happiness through online communication.

Additionally, the proposed life skills for social happiness from this research should be the media selection skill, time selection skill, communicating personal selection skill, communication selection skill, communicating equipment selection skill, and presentation selection skill. And, the proposed communication skill development through online social technology should be the media self-presentation arrangement and the media design for

social happiness through online social technology. These would create the development of media creating skill appropriately and possibly for social happiness.

For research suggestions and recommendations, we found that some groups of student teachers used very expensive and in-trend smart mobile phones that are risky for criminals. However, there were some groups of those using normal mobile phones that cannot be used for online technology. Then, they might not contact with their colleagues and teachers for their works and assignments, or might not be aware of present or in-trend knowledge and circumstances. A next research should attempt to study effects of online technology usage of students in any educational level and how they adjust to be aware of online technology change. Furthermore, this research can be applied to use as the basic data of teacher students' life skills, especially the media selection skill, time selection skill, communicating personal selection skill, communication selection skill, communicating equipment selection skill, and presentation selection skill for social happiness.

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