A Study of the Social and Emotional Skills for Private Secondary Schools Students in Bangkok Based on the Conception of Social and Emotional Skills

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Abstract

This descriptive research was to study the level of social and emotional skills of private secondary school students in Bangkok based on the conception of social and emotional skills. The informants were 410 high school students from 82 private secondary schools in Bangkok. The tool used in this research was a questionnaire on the levels of social and emotional. skills of private high school students in Bangkok. Statistics used for data analysis consisted of frequency, percentage, mean, and standard deviation. The findings revealed that the overall level of social and emotional skills of private high school students in Bangkok was very good. Of the social and emotional skills, the rankings were as follows: 1) responsible decision-making, 2) relationship building, 3) self-awareness, 4) social awareness, and 5) self-management. The findings reflected that private secondary school students in Bangkok the highest ranking in responsible decision-making skills.

Keywords

High School Student, Private Secondary Schools, Social and Emotional Skills.

INTRODUCTION

Education is what enables humans to develop as an integral part of global citizenship (Global Citizenship Education (GCED), a core component of SDG 4.7 objectives, addressing the most pressing challenges of the era of global citizenship. change this Both pose challenges from surrounding elements such as nature and man-made. Global citizenship education helps us address the challenges we face together in social, political, economic, cultural, and environmental dimensions. and point out the need for cooperation and solidarity to find solutions. world organization UNESCO Support Member States in their efforts to empower learners to be agents of change by promoting education that focuses on cognitive, social, emotional, and behavioral skills, from the classroom to the policy level [1]. The current global society is growing and prospering in all aspects. Which is the result of the factors that drive change, including economy, politics, government, culture, living, science, technology, and education, all of which cause society and the world to adjust to keep up with the changes that will occur. But such progress considering the consequences that will occur as a result Political and social problems economic problems and education that still needs to be developed to keep up with the changes in the world and technology As Thai society is regarded as a part of global society, it will also be affected. [2]

Developing the ability of learners to create a process of recognition understanding of oneself and others deal with emotions and appropriately displayed in society Including having a good relationship with other people Take responsibility for your own decisions. as well as solving problems with appropriate methods according to development during age can be developed through the process of enhancing social and emotional skills.

The school is an important part of cooperation to promote social and emotional skills. [3] Studied social and emotional skills divided into 5 aspects: 1) self-awareness 2) self-management 3) social awareness 4) building relationships and 5) Making responsible decisions These 5 skills can be developed for learners to recognize and understand themselves and others. Manage your emotions and act appropriately. Build good relationships with other people live happily with other people [4]. Take responsibility for your own decisions and actions. Education gives importance to the development of all learners to be perfect human beings in terms of physical, mental, intellectual, good, and disciplined people. self-esteem [5] able to develop oneself according to aptitude Be responsible to family, community, society, and the nation. Be a good citizen with high quality and competence. continually develop oneself from the problems and challenges of the education system [6] to develop learners to flourish in intellectual, emotional, social, physical, and mental aspects. work that promotes academic work to have more efficient This is in line with the educational reform policy that focuses on giving students the characteristics Desire is to be a smart, good, and happy person. Educational institutions promote student affairs management activities. In addition to being a job in in

addition to school responsibilities, it is also the responsibility and responsibility of directing, monitoring, caring [7]. Administrators and teachers in educational institutions directly and it is a work that needs to be improved, selecting various activities to be modern and useful for students. To promote students' learning to advance, strengthen students to learn. Until being able to develop myself to flourish in all aspects Including paying attention to the behavior of students to behave within the framework of virtue that should be done by laying a foundation experience and cultivate Developing the mind in parallel until achieving success and promoting the lives of students and affecting the development of personality, knowledge and ability while studying in educational institutions, as well as encouraging students to progress in Life after graduation will be the main force for further development of the nation. [8]

From the importance of social and emotional skills (SES) mentioned above. therefore, making the researcher Interested in studying the level of social and emotional skills students at a private secondary school in Bangkok and presented the level of social and emotional skills. For school administrators, teachers, and students to have more quality and efficiency, the researcher has synthesized the conceptual framework.
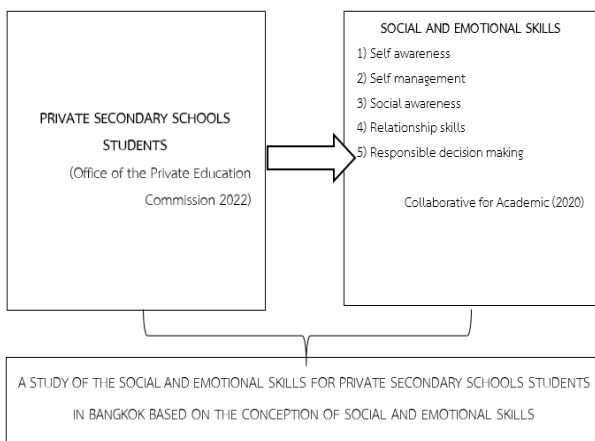
Figure 1. Conceptual framework for research

RESEARCH METHOD

Subject research Guidelines for Student Affairs Administration in Private Secondary Schools in Bangkok Based on the Concept of social and emotional skills Descriptive research was used to study the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills. The research methods are as follows: The data obtained from the complete questionnaire was used to analyze the research data from the assessment form. Both quantitative and qualitative data are as follows:

1) Data were analyzed from the evaluation form using descriptive statistics, namely percentage, arithmetic mean. and the standard deviation is divided into 2 parts as follows:

Part 1 General Status of the Respondents By using descriptive statistics (Descriptive Statistic Analysis)

including frequency distribution (Frequency Distribution) to find the percentage (Percentage) and presented in the form of an accompanying table.

Part 2 Information on the level of social and emotional skills of private secondary school students in Bangkok By finding the mean (Mean) and the standard deviation (SD) and presenting it in the form of an accompanying table. using the following interpretation criteria:

The average 4.50 – 5.00 means having a level of social and emotional skills. at the highest level.

The average 3.50 – 4.49 means having a high level of social and emotional skills.

Mean 2.50 – 3.49 means having a level of social and emotional skills. moderate.

Mean 1.50 – 2.49 means having a low level of social and emotional skills.

Mean 1.00 – 1.49 means having a level of social and emotional skills. at the very least.

Population

Private Secondary School in Bangkok with teaching and learning at the secondary level Number of 82 schools. [9]

Information provider

Information providers include: 410 private high school students in Bangkok were obtained from Krejcie and Morgan prefabricated tables [10]. A sample of 0.05 was obtained by multi - stage sampling. It provides information on the level of social and emotional skills of private secondary school students in Bangkok.

Tools used in research

The researcher used the questionnaire divided into 2 parts:
Part 1 : General information of the informant
Part 2 : Comments on the level of social and emotional skills

to get information The level of social and emotional skills of private secondary schools students in Bangkok according to the concept of social and emotional skills. The population of this research is 82 private secondary schools in Bangkok. selected from private schools in the general education system Bangkok Under the Office of the Private Education Commission offered at the secondary level research informant by purposive sampling, consisting of 410 students in Grade 4-6 from each school, totaling 410 students. (Office of the Private Education Commission, 2565(.

MATH ANALYSIS

The data obtained from the complete questionnaire was used to analyze the research data from the assessment form. Both quantitative and qualitative data are as follows:

Data were analyzed from the evaluation form using descriptive statistics, namely percentage, arithmetic mean. and the standard deviation is divided into 2 parts as follows:

Part 1 General Status of the Respondents By using descriptive statistics (Descriptive Statistic Analysis) including frequency distribution (Frequency Distribution) to

find the percentage (Percentage) and presented in the form of an accompanying table.

Part 2 Information on the level of social and emotional skills of private secondary school students. in Bangkok By finding the mean (Mean) and the standard deviation (SD) and presenting it in the form of an accompanying table.

RESEARCH RESULTS

A research on the approaches for student affairs administration in private secondary schools in Bangkok based on the concept of social and emotional skills There were three objectives of this study : 1) to study the level of social and emotional skills of private secondary school students in Bangkok based on the concept of emotional and non-social skills. The information obtained from this research was collected from questionnaires. and then analyzed the data The results of the data analysis were presented in the form of lectures and tables accompanying the essays. The level of social and emotional skills of private secondary school students in Bangkok Based on the concept of social and emotional skills.

The general condition of the respondents

The results of the fundamental data analysis of the informants Total respondents Number 410 Issue Classified by group gender age education level Education plan and grade point average, respondents, as detailed below.

Basic information of respondents (students) classified by sex, age education level education plan and grade point average, it was found that most of the respondents were female, amounting to 271 people, representing 66.098 %, were male, 139 people, representing 33.902 % classified by age, the respondents found that Most of them were 18 years old, 152 people, representing 37.073 percent, followed by 17 years old, 150 people, representing 36.585 percent and under 16 years old, 14 people, representing 3.415 percent, respectively.

The level of education of the respondents found that most of the respondents had education level in Mathayomsuksa 6, 275 people, representing 67.073 percent, followed by Mathayomsuksa 5, 81 people, representing 81%. 19.756 and the 4th grade of secondary school, the least amount of 54 people, representing 13.171 percent respectively.

Regarding the study plans of the respondents, it was found that most of the respondents had educational plans in Science and Mathematics of 215 people, representing 52.439 percent, followed by the study plans for language arts. 126 people, representing 30.732 percent and the least amount of art education plans, 69 people, representing 16.829 percent.

GPA of the respondents found that most respondents had a GPA of 3.50 or more, 276 people, representing 67.317 percent, followed by a GPA of 3.00 - 3.49, 94 people, representing 22.927 percent and GPA 2.00 - 2.49 13 people, equivalent to 3.171 %.

The results of the study of social and emotional skills of private secondary school students in Bangkok based on the concept of social and emotional skills.

The analysis of data on social and emotional skills of private secondary school students in Bangkok based on the concept of social and emotional skills. Classified by the concept of social and emotional skills. A total of 410 respondents were asked about the current state of the social and emotional skills level. Consists of all 5 aspects: 1) self-awareness 2) Self-Management 3) Social Awareness 4) Relationship Building and 5) Responsible Decision Making.

Table 1. The level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills as a whole

Clause	Emotional and social skills	skill level		No.	level
		$\bar{x}$	SD		
1.	self-realization	3.937	0.682	3	a lot
2.	self management	3.674	0.731	5	a lot
3.	social awareness	3.918	0.763	4	a lot
4.	relationship building	3.955	0.719	2	a lot
5.	responsible decision making	4.005	0.675	1	a lot
	Total Average	3.898	0.595		

From Table 1, the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills as a whole was at a high level ($\bar{x}$ = 3.898, SD=0.595 when considering the level of social and emotional skills in each aspect It was found that the results were at the same high level. The highest and lowest averages for each aspect were responsible judgment. have the highest mean ($\bar{x}$ = 4.005, SD=0.675(and self-management have the lowest average ($\bar{x}$ = 3.674, SD=0.731(respectively.

Table 2. Levels of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in self-awareness

Clause	Emotional and social skills	skill level		level
		$\bar{x}$	SD	
1.	I recognize and understand my own emotions, thoughts, feelings.	4.083	0.838	a lot
2.	I express my true feelings appropriately.	3.676	0.873	a lot
3.	I am responsible for my thoughts, feelings and actions.	4.054	0.849	a lot
	Total Average	3.937	0.682	

From Table 2, the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in self-awareness was at a high level ($\bar{x}$ = 3.937, SD=0.682(When considering item by item, it was found that recognizing and understanding one's own emotions, thoughts, feelings has the highest mean ($\bar{x}$ = 4.083, SD=0.838) and expressing their true feelings appropriately. The smallest mean ($\bar{x}$ = 3.676, SD=0.873), respectively.

Table 3. Levels of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills self-management

Clause	Emotional and social skills	skill level $\bar{x}$	SD	level
1.	I can tell you how to manage your stress.	3.705	1.041	a lot
2.	I control my emotional expression and behavior appropriately.	3.773	0.951	a lot
3.	I always set goals for work.	3.690	0.953	a lot
4.	I work according to the goals set	3.527	0.885	a lot
	Total Average	3.674	0.731	a lot

From Table 3, the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills In terms of self-management, it was found that it was at a high level ($\bar{x} = 3.67 4$, SD=0.731(Considering individually, it was found that self-control of emotional expression and behavior was appropriate. has the highest mean ($\bar{x} = 3.773$, SD=0.951(followed by being able to tell how to manage their own stress)$\bar{x} = 3.705$, SD=1.041(and work according to the set goals has the least average ($\bar{x} = 3.527$, SD=0.885(respectively.

Table 4. Levels of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in social awareness

Clause	Emotional and social skills	skill level $\bar{x}$	SD	level
1.	I explain the causes of other people's emotions.	3.534	0.920	a lot
2.	I respect the similarity difference of people in society	4.302	0.863	a lot
	Total Average	3.918	0.763	

From Table 4, the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills Social Awareness was found to be at a high level ($\bar{x} = 3.918$, SD=0.763 (When considering item by item, it was found that respect for similarity difference of people in society has the highest mean ($\bar{x} = 4.302$, SD=0.863) and explaining the causes of other people's emotions. has the least average ($\bar{x} = 3.534$, SD=0.920(respectively.

Table 5. Levels of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in relationship building

Clause	Emotional and social skills	skill level $\bar{x}$	SD	level
1.	I build and maintain relationships with others appropriately.	3.910	0.827	a lot
2.	I cooperate in work	4.190	0.802	a lot
3.	I ask for and help others. As well as preventing and solving conflicts between people.	3.766	0.951	a lot
	Total Average	3.955	0.719	

From Table 5, the level of social and emotional skills of private secondary school students in Bangkok according to

the concept of social and emotional skills In terms of building relationships, it was found that it was at a high level ($\bar{x} = 3.955$, SD=0.719(When considering item by item, it was found that Cooperation in work is the highest average ($\bar{x} = 4.190$, SD=0.802), followed by building and maintaining relationships with others appropriately. ($\bar{x} = 3.910$, SD=0.827(and asking for and helping others As well as preventing and solving conflicts between people. has the least average ($\bar{x} = 3.766$, SD=0.951(respectively.

Table 6. Levels of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in responsible decision-making

Clause	Emotional and social skills	skill level $\bar{x}$	SD	level
1.	I accept the consequences of a rational decision.	4.161	0.835	a lot
2.	I know how to sort out problems	4.063	0.834	a lot
3.	I'm trying to fix the problem.	4.163	0.779	Very much
4.	I search for solutions by analyzing and evaluating various situations.	3.841	0.843	a lot
5.	I use the information obtained as a guideline to solve problems based on morality.	3.795	0.925	a lot
	Total Average	4.005	0.675	

From Table 6, the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills Regarding responsible decision-making, it was found that it was at a high level ($\bar{x} = 4.005$, SD=0.675 (When considering item by item, it was found that Trying to solve problems has the highest mean ($\bar{x} = 4.163$, SD=0.779 (followed by rational acceptance of the results of decisions ($\bar{x} = 4.161$, SD=0.835 (and the use of information as a guideline for solving problems based on morality has the least average ($\bar{x} = 3.795$, SD=0.925 (respectively.

RESULT AND DISCUSSTION

Research this time the results were discussed according to the research objectives on the level of social and emotional skills of private secondary school students in Bangkok based on the concept of social and emotional skills.

The results of the research on the level of social and emotional skills of private secondary school students in Bangkok based on the concept of social and emotional skills revealed that the overall level was at a high level. When considering the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills in each aspect. They were found to be at the same high level:
1) self-awareness,
2) self-management,
3) social awareness,
4) building relationships
5) responsible decision-making.

The results of this research showed that the level of social and emotional skills of private secondary school students in Bangkok according to the concept of social and emotional skills. In accordance with the research of Collaborative for Academic (2020).

From the concepts mentioned above, the researcher can conclude that private high school students in Bangkok, both males and females, aged 16-18 years old, grades 4-6, the study plan consists of 1) science-mathematics 2) calculation and 3) Language arts with a GPA of 2.00 – 3.5 or higher, which can be ranked in order of social and emotional skills.

The priorities were rearranged as follows:

1) Responsible decision-making should develop the use of the information obtained as a guideline for solving problems based on morality. The importance of morality arises from conscience. is to understand and show empathy for others. See the value of all people equally Take care of him, take care of us. adhere to the doctrines of their own religions until developing into a system of ethical and legal concepts, whose content covers the rules for self-behavior of people in society to create stability and morality, is also a guarantee of a happy life Safety, which begins from the inside, is the mind, which is indispensable to society in all ages. If each person has selfishness or society creates a framework for each person to have selfishness, it will lead to the slow collapse of society and collapse with shamelessness due to selfishness in accordance with (Chai Chan Sriha Nu 2019).

2) Relationship building should develop asking for and giving help to others as well as preventing and solving conflicts between people. With the principle of Buddhism that will help reduce conflicts is the principle that "restraint is quelled by non-restraint" because the act of resentment will never end. To peace and Peace is the ultimate goal of Buddhism. However Guidelines for fighting or peaceful and peace operations. There are several implications that are consistent. In the midst of crises related to conflict and violence occurring in every corner of society. Thus, the concept and practice of nonviolent and peace has become an important manual for learners to deal with social and emotional problems, conflicts, and violence consistently until the "peace" has changed its status from "An alternative" that society pays attention to the concept that is the foundation for solving conflicts and violence among learners, societies, nations and communities in the present day (Rattapol Yenchaima, Surapol Suya Prom 2018).

3) Self-awareness should develop an appropriate expression of one's true feelings self esteem. It is a judgment of one's worth and is expressed in the form of the person's attitude towards himself. Self-esteem is therefore one of the important factors in deciding to discriminate or show various behaviors, especially school age, which is a risk group for various behaviors such as risky sexual behavior. Behaviors at risk of drug addiction. It is therefore imperative that young people develop self-esteem skills. It is one psychological theory that is appropriate to be applied to develop the self-esteem skills of adolescents is the theory of self-efficacy. Because self-efficacy affects a person's motivation to perform behavior, people with high self-efficacy tend to be more assertive than people with low self-efficacy. Which is consistent with the concept of self-esteem Therefore, increasing one's efficacy according to one's efficacy theory approach. Using an approach to enriching adolescents with successful experiences, modeling, persuasion and emotional stimulation can therefore be used to guide the development of adolescent self-esteem. Consistent with research [11].

4) Social awareness Should develop an explanation of the causes of other people's emotions and resolve interpersonal conflicts [12], which can be divided into 1) internal conflict management For solving problems or managing internal conflicts that are caused by internal conflicts, because the nature of conflicts often has both positive and negative aspects, which positive means having positive thoughts, such as having good intentions. Wishing well or wishing well to a person group of individuals or per organization but the problem arises when a person a group of people or an organization disagrees. Or do not accept such intent As a result, both parties have conflicts due to different opinions and disagreeing attitudes. Or looking at different goals, etc. The negative side means having negative thoughts such as greed, anger, delusion, wanting, wanting to be bigger, wanting to be, arrogant, holding on to social values, etc., consistent with work [13]. 2) managing external conflicts. For external conflicts that cause conflicts, external factors such as access to different data. scramble dominance Lack of participation Lack of information Lack of good relationships lack of credibility different interpretations lack of unity Lack of justice, inequality, uselessness, domination, changes in various dimensions or even the economic structure Societies, politics, culture and different laws, etc., which is considered a conflict that exists in general and is a conflict that can occur in every situation in accordance with [14].

According to the SMART goal, the goal is consistent with the research of [15], which has the following meanings:

1) Specific Specify work goals. Work goals should be clearly stated. Visualize the results. Include as much detail as possible, such as setting educational goals for exams, achieving good grades, and ways to achieve them. The more detailed and clear you set goals, the better. The more it makes the focus to follow the goal very well. Consistent with the research of [16].

2) To help see how many percent of goals are being made closer to success now, and also helps to analyze and know what problems need to be solved or developed first This allows plans to be adapted to other factors and constraints that may affect learning and social and emotional skills.

Consistent with the research of [17].

3) Attainable Good goals must be achievable. Good goals should be based on reality. That can actually be done It's good to set difficult goals to challenge and improve yourself. But it shouldn't be too difficult a goal. or impossible because in addition to making it difficult to succeed will also impair mental health destroy the motivation to study and exhaustion of energy in learning to succeed easily, consistent with the research of [18].

4) Relevant is relevant and suitable for studying at work. are related and aligned with education to meet the goals Consistent with the research of [19]. It's like running without a finish line. That means they may become a pointless learner in their studies. Because there is no pressure on when to complete the goals that have been set the risk of exhaustion and lack of enthusiasm for learning is huge. There should be a time frame for every work goal you set. To be a motivation and motivation for you to work successfully able to actually achieve the goal Consistent with the research of [20].

SUGGESTION

Suggestions for further research

1. There should be research on the level of social and emotional skills in other ways such as individual consultation _ group relations activities Training to see how such methods can be used to enhance the skill, emotional and social levels of private high school students.

2. There should be a study on ways to develop social and emotional skills of junior high school students and other departments. to compare emotional and social skill levels.

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