



## The Development of Training Model for Enhancing Life and Career Skills for Undergraduate Students in Physical Education

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### Abstract

The objectives of this research article were: 1) to create training models to enhance life and career skills for undergraduate students in physical education, and 2) to study the effects of the training model to enhance life and career skills for undergraduate students in physical education. It is a research and development. Diving into 3 phases is as follows: Phase 1: Studying conditions, components, and training models. Phase 2: Creating a model and studying the results of the training model. Phase 3: Studying the results of the training model. The sample groups were 30 people of 3rd year students of the Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, and 9 people of experts who have knowledge and expertise in training, teachers, professors, and experts in physical education and life and career skills with more than 10 years of experience. The research study period is divided into 4 phases and the data were collected using a self-assessment of life and career skills, training satisfaction questionnaire, training model. The data were analyzed using statistics: frequency, percentage, mean, standard deviation and dependent t-test. The results found that: 1) the overall development of training models to enhance life and career skills for undergraduate students in physical education was at the highest level and after training was significantly higher than before the training at the .05 level and the training model consists of 4 steps as follows: 1. Orientation/pre-training 2. Training 3. Training activities 4. Monitoring and evaluation; and 2) the overall satisfaction with training to enhance life and career skills for undergraduate students in physical education was at the highest level.

### Introduction

The National Strategy for the 20 - year period 2018 - 2037 (2017) lays out the framework for developing the country in six strategies, especially the strategy for human capital development and strengthening, which is divided into six areas: 1) transforming social values and

culture to develop Thai people to be quality personnel with morality and ethics, discipline, and respect for the law, 2) promoting human development at all stages of life, 3) transforming learning, 4) developing and maintaining a group of talented people, 5) enhancing well-being among Thai people, and 6) enhancing the

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well-being and happiness of Thai families, which have important issues related to human development and education included as main points that must be supported to move in a strategic direction. As for current education, it is necessary to provide teaching and learning. Learners who have the potential to survive and be quality personnel must start with educational transformation. Thai education should adopt the main issue in point number 3, which is the transformation of learning to create a process that will create the most effective results for Thai children and youth consistent with the development plan National Economic and Social Policy, Issue 12 (2017 - 2021) (Office of the Development Commission, National Economy and Society, 2017) in Strategy 1 that mentions strengthening and developing human capital potential. In the guidelines for improving the quality of education and lifelong learning, there is the issue of preparing people in Thai society to have skills for living or life and career skills for the 21st century.

Life and career skills are a group of skills that would like youth to have quality and potential in society, including communication skills, human relationships between people, solving problems, managing work together, etc., including social responsibility and self-esteem. In addition, the Office of the Basic Education Commission (2012) has required educational institutions to develop and strengthen life skills for students to be aware of and value themselves and others, think analytically, make decisions, and solve problems creatively. Having skills in managing emotions and stress. Knowing how to make good relationships with others. All of which are important and that every youth should receive continuous development and promotion to have good skills for living in a world with rapid changes and is a life skill combined with working in an occupation (Binkley et al., 2012; Dede, 2010; The Partnership for 21st Century Learning (P21), 2014; Khambayat, 2017) that can be applied appropriately in both the present and future because of today's life and career skills. It requires more than just thinking skills. Content knowledge and the ability to lead complex lives to be successful and live happily (Tianroek, 2014). For this reason, living in an era where the world is moving into a new decade requires both social changes and the advancement of technology. As a result, humans try to find ways to get good health, a good life, and happiness. A method that makes humans have a good quality of life. There may be many ways. One of the best ways is physical education.

Guidelines for enhancing competency found that

training is a process that can be used to develop human resources to be more effective at work both now and in the future because training helps develop knowledge, abilities, and skills in work for trainees (Khawloueng, 2021), which is consistent with studies and research related to enhancing teachers' competencies in various areas (Kasornphikun, 2012; Deeying, 2015; Kultanan, 2011; Butnoi, Posrithong, & Suthasinobon, 2020). Most of them used training curriculum development methods that found that, in addition to having an effective training curriculum, the results of the training make people who attend training develop according to the objectives. However, teacher development guidelines through training are still popular in countries such as Finland, Singapore, and Japan, which not only give importance to learning in higher education institutions. It is a source of knowledge and teaching skills before entering the teaching profession. But it also emphasizes training and learning continuously after entering the teaching profession as well. It is a practical learning experience, and learns to apply knowledge and skills to suit the time and actual situation (Musset, 2010).

The development of a useful model should have 4 requirements: 1) The model should consist of a structured relationship, 2) The model should be used as a guideline for predicting the results that will occur, 3) The model should specify or indicate the logical mechanism of the subject studied, and 4) The model should be a tool for creating new concepts (Keeves, 1988). The important elements in developing a training curriculum are as follows: 1) Determining the training objectives, 2) Determining the content or unit of training, 3) Determining the duration of the training, 4) Selecting the training method, and 5) Determining the method of evaluating the training curriculum (Smithikrai, 2006; Carnevale, Gainer, & Meltzer, 1990).

From the problem situation, it was found that strengthening life and career skills for youth, especially during the period of preparing to enter working life, it is a process that requires the development of skills and the ability to learn through a variety of curricula and teaching processes. There are additional skills to be learned in the classroom. Able to use technology and digital to support education management. Especially learning management in the 21st century, which is the era of new future skills that teachers should develop skills or characteristics that support and have access to. Creation of innovation and new classroom management methods in order to develop youth learners in the new

era continuously and sustainably both in the profession that studied as well as increasing opportunities to have work outside of the teaching profession and live happily in society.

For those reasons, the researcher is interested in studying the development of training model for enhancing life and career skills for undergraduate students in physical education by enhancing life and career skills for student teachers who are about to enter a period of living and working in the future to be ready to face problems and changes that occur all the time. This research and development has resulted in a training model that can be used as a guide for those who are interested in life and career skills development to study and applied as a way of promoting other skills that are appropriate, practical, productive, and sustainable. It can also serve as guidance or model in organizing activities to further enhance life and career skills.

## Objectives

1. To create training models to enhance life and career skills for undergraduate students in physical education.

2. To study the effects of the training model to enhance life and career skills for undergraduate students in physical education.

## Conceptual framework

In this research, the researcher aimed to study the following: “The development of training model for Enhancing life and Career skills for undergraduate students in physical education”. The research conceptual framework is presented as follows:

Independent Variables include: Training model for enhancing life and career skills for undergraduate students in physical education: Theoretical concepts about form, Types and elements of training formats, Model creation and development, Model evaluation, Focus group, Expert - based seminars, The concept of life skills and career skills theory, The importance of life and career skill components, Guidelines for student development to enhance skills, Student development activities to enhance skills, and Guidelines for promoting physical education teachers.

Dependent Variable include: The development of training model for enhancing life and career skills for undergraduate students in physical education (according to document synthesis guidelines and related research) Consists of 5 skills: 1) Flexibility and Adaptability, 2)

Initiative and Self-direction, 3) Social and Cross-Cultural skills, 4) Productivity and Accountability, and 5) Leadership and Responsibility. As shown in Figure 1.

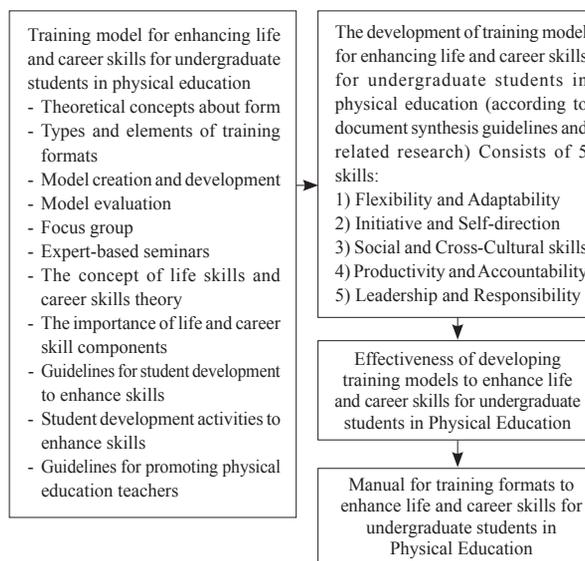


Figure 1 Conceptual framework

## Research methodology

This research is research and development (R & D).

Phase 1: Studying the conditions, components, and models of training to enhance life and career skills for undergraduate students in physical education (Research: R1) as follows:

1.1 Studying theories, concepts, and principles related to training models to enhance life and career skills for undergraduate students in physical education. From the concept of defining necessary skills together with life skills characteristics and synthesizing elements of life and career skills.

1.2 Preparing relevant information to consider and examine the conditions and needs for training model to enhance life and career skills. To obtain a training model to enhance life and career skills for undergraduate students in physical education that is correct and appropriate by using open-ended questions that are consistent with the development of necessary skills to be a tool for receiving information about conditions and appropriate training models.

1.3 Results of the training model to enhance life and career skills for undergraduate students in physical education of experts are the topic of the activity, self-assessment questions on life and career skills.

1.4 A group of 9 experts from people with knowledge, skills, and expertise in training, teachers, lecturers, and experts in physical education, life skills, and careers from the public and private sectors, with 10 years or more experience and the target group is 3rd year undergraduate students in the Physical Education and Health Education program, Faculty of Education and Development, Kasetsart University, Kamphaeng Saen Campus, selected through a random sampling of 30 volunteers.

1.5 Research instruments include document analysis, theories, concepts, and research related to training models.

1.6 Data analysis statistics include: 1) Content Analysis, 2) Data Organizing, 3) Data Display, 4) Conclusion and Interpretation, and 5) Descriptive Analysis.

Phase 2: Creating a model and studying the results of the training model to enhance life and career skills for undergraduate students in physical education (Development: D1) as follows:

2.1 Creating a training model to enhance life and career skills for undergraduate students in physical education.

2.1.1 The researcher created a training model to enhance life and career skills from 9 experts to obtain training model to enhance life and career skills for undergraduate students in physical education and self-assessment of life.

1) Results of the analysis of expert opinions on the draft training model for enhancing life and career skills for undergraduate students in physical education and self-assessment of life skills and careers.

2) Results of the analysis of expert opinions on the draft training model for enhancing life and career skills for undergraduate students in physical education and self-assessment of life and career skills, round 2.

2.1.2 The structural characteristics of the training model to enhance life and career skills for undergraduate students in physical education consist of: 1) the name of the model, 2) objectives, 3) the duration of implementation, 4) activity topic plan to enhance life and career skills, and 5) a self-assessment form for life and career skills.

2.2 Experiment with training content to enhance life and career skills for undergraduate students in physical education.

2.2.1 Taking a training model to enhance life and career skills for undergraduate students in physical education and self - assessment of life and career skills that has been considered by experts for a trial to determine the appropriateness of the activity. Then collect data and identify shortcomings to make improvements.

2.2.2 To obtain training model to enhance life and career skills for undergraduate students in physical education to use with the sample group.

2.3 Group of 9 experts.

2.4 The research instruments were: 1) documents from the focus group discussion meeting and a summary of the phase 1 research report, 2) a self-assessment form on life and career skills, consisting of 3 parts: Part 1: basic information on the respondents, 2 items; Part 2: self-assessment on life and career skills, 35 items; Part 3: other opinions and suggestions, 2 items, in the form of a rating scale, and 3) training format.

2.5 Data analysis statistics include: 1) Content Analysis Technique, including context (Context), 2) Descriptive Analysis (Descriptive Analysis)

Phase 3: Studying of the results of the training model to enhance life and career skills for undergraduate students in physical education by organizing training according to the model that has actually been used (Research: R2) as follows:

3.1 Taking a self-assessment of life and career skills that has passed determining tool quality to use with a sample group before organizing training activities according to the training model to enhance life and career skills for undergraduate students in physical education.

3.2 Organizing training activities according to the training model to enhance life and career skills for undergraduate students in physical education with the sample group.

3.3 Taking a self-assessment of life and career skills that is the same version used for the pre-experiment evaluation with the sample group to complete the evaluation after participating in training activities according to the training model to enhance life and career skills for undergraduate students in physical education.

3.4 Taking a questionnaire on satisfaction with training to enhance life and career skills that has passed determining tool quality to inquire with the sample group after participating in training activities according to the training model to enhance life and career skills for undergraduate students in physical education.

3.5 Population and sample: The population is 80 third - year undergraduate students in the field of physical

education, Faculty of Education, Kasetsart University, and the sample is 30 third - year undergraduate students in the field of physical education and health education, Faculty of Education and Development, Kasetsart University, Kamphaeng Saen Campus, selected by random sampling.

3.6 Research instruments included: 1) Training model for enhancing life and career skills, 2) Self-assessment form for life and career skills, 3) Questionnaire on satisfaction with training for enhancing life and career skills.

3.7 Data analysis statistics include: 1) Frequency 2) Percentage, 3) Mean, 4) Standard Deviation, 5) t-test, and 6) Reliability of the instrument using the alpha coefficient formula according to Cronbach's method using a ready-made social science program.

**Results**

1. The development of training models to enhance life and career skills for undergraduate students in physical education aims to enhance life and career skills for student teachers who are about to enter the future life and work phase, so that they are ready to face problems and changes that occur all the time. The training model to enhance life and career skills for undergraduate students in physical education consists of four steps as follows:

Step 1: orientation/pre-training, includes orientation, explaining details, objectives, and evaluating life and career skills before training.

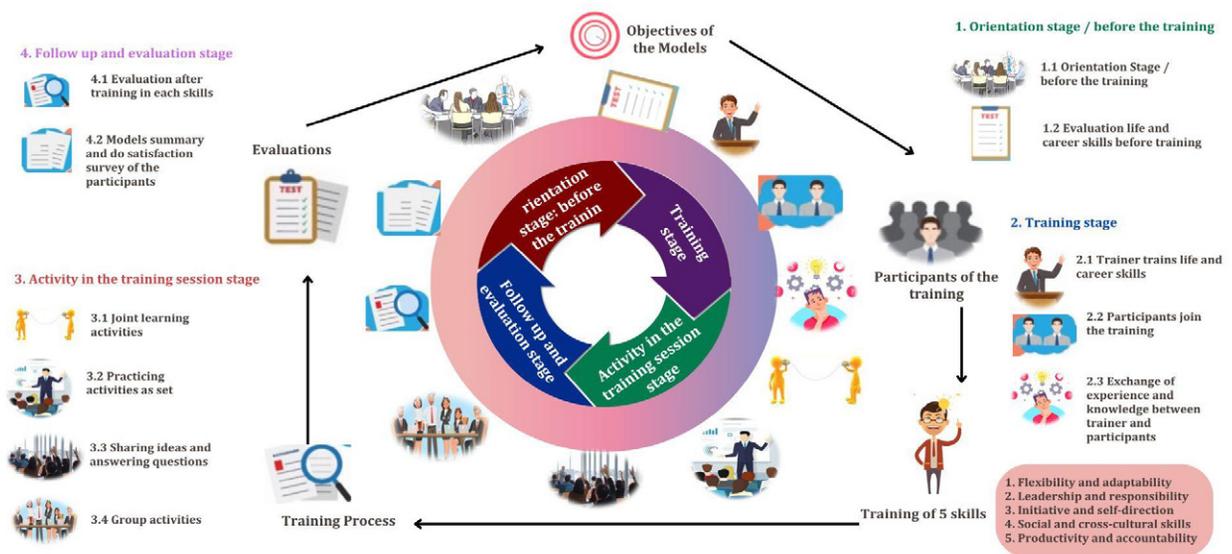
Step 2: Training, includes speaker trains life and career skills and exchange knowledge, and participants participate training.

Step 3: Training activities include collaborative learning activities, expressing opinions and answering questions, practicing activities to enhance life and career skills, and group activities.

Step 4: Follow up and evaluation includes discussion and a summary of activities. Evaluating life and career skills after training. And do the satisfaction survey of the participants.

Data collection with 3rd year students of the Department of Physical Education and Sports, Faculty of Education and Development, Kasetsart University, Kamphaeng Saen Campus and those interested in enhancing life and career skills, who were not in the same group as the experimental group, was done by randomly selecting 30 volunteers. The self-assessment of life and career skills from the experimental group was evaluated before and after participating in the activity. It was in the form of a rating scale and used content analysis technique with context and descriptive analysis.

**Training models to strengthen life and career skills for undergraduate students of Physical Education students**



**Figure 2** Training models to strengthen life and career skills for undergraduate students of Physical Education students

2. Effectiveness of the training model to enhance life and career skills after participating activities of undergraduate students in physical education are as follows:

2.1 Development of training model to enhance life and career skills for undergraduate students in physical education was found that the overall development of training model to enhance life and career skills for undergraduate students in physical education was at the highest level ( $M = 4.67$ ,  $SD = 0.36$ ).

2.2 Life and career skills in all 5 areas, skills, and components of undergraduate students in physical education according to Table 1.

**Table 1** Compare The development of training model for enhancing life and career skills for undergraduate students in physical education before attending training and after attending training

(n = 30)							
Training format	score	n	M	SD	t	df	P
1. Flexibility and Adaptability	Pretest	30	39.17	3.83	10.54*	29	.000
	Posttest	30	46.53	3.88			
2. Initiative and Self-direction	Pretest	30	40.17	4.40	8.96*	29	.000
	Posttest	30	46.50	3.68			
3. Social and Cross-Cultural skills	Pretest	30	43.77	4.42	6.36*	29	.000
	Posttest	30	47.57	3.31			
4. Productivity and Accountability	Pretest	30	40.40	5.10	7.23*	29	.000
	Posttest	30	46.87	3.52			
5. Leadership and Responsibility	Pretest	30	39.83	3.70	8.15*	29	.000
	Posttest	30	46.23	4.75			

\*  $p < .05$

**Table 2** Mean, standard deviation of satisfaction after training to enhance life and career skills for undergraduate students in Physical Education.

(n = 30)

List	Opinion level		
	M	SD	Interpretation
1. The training process to enhance life and career skills is clear, understandable and not confusing.	4.83	0.71	Most
2. The time spent on training to enhance life and career skills should be appropriate, not too short or too long.	4.48	0.71	Most
3. The aims/objectives are consistent with the training activities.	4.86	0.71	Most
4. The content of the activity is complete and covers the aims/objectives.	4.86	0.70	Most
5. The objectives of the training are in line with the principles and guidelines for organizing training.	4.76	0.69	Most
6. Training activities are diverse.	4.70	0.68	Most
7. Activities to enhance flexibility and adaptability skills.	4.80	0.65	Most
8. Activities to enhance initiative and self-direction skills.	4.80	0.65	Most
9. Activities to enhance social skills and cross-cultural learning	4.83	0.72	Most
10. Activities to enhance productivity and accountability skills.	4.80	0.74	Most
11. Activities to enhance leadership skills and responsibility.	4.80	0.71	Most
12. Training activities create a system of thought/processing for self-development.	4.83	0.72	Most
13. Training activities can help prepare for future career choices.	4.80	0.72	Most
14. This activity provides an understanding of the plans and training models for enhancing life and career skills.	4.76	0.71	Most
15. This activity led to the development of training models to enhance life and career skills.	4.83	0.75	Most
16. This activity is useful for self-assessment of life and career skills.	4.86	0.75	Most
17. Gain knowledge and be able to practice life and career skills as expected.	4.70	0.64	Most
18. The knowledge, life skills and careers gained can be applied in daily life.	4.76	0.65	Most
19. This activity provides an understanding of the importance and role of life and career skills.	4.75	0.69	Most
20. Overall, are you satisfied with the process/procedures of this training	4.83	0.71	Most
<b>Total</b>	<b>4.78</b>	<b>0.70</b>	<b>Most</b>

Life and career skills in all 5 areas, skills, and components of undergraduate students in physical education after training were significantly higher than before the training at the .05 level.

2.3 The overall satisfaction with training to enhance life and career skills for undergraduate students in physical education.

The overall satisfaction with training to enhance life and career skills for undergraduate students in physical education was at the highest level ( $M = 4.78$ ,  $SD = 0.70$ ).

Data collection with the sample group by organizing activities according to the format and evaluating from the self-assessment form on life and career skills before and after participating in the activity and the satisfaction questionnaire on training to enhance life and career skills through quality testing and testing with the sample group to complete the evaluation questionnaire after participating in the training activity according to the training format, which analyzed the data using frequency, percentage, mean, standard deviation and t-test and found the reliability of the tool using the alpha coefficient formula according to Cronbach's method using a ready-made social science program.

## Discussion

1. The development of training models to enhance life and career skills for undergraduate students in physical education aims to enhance life and career skills for student teachers who are about to enter the future life and work phase, so that they are ready to face problems and changes that occur all the time. The training model to enhance life and career skills for undergraduate students in physical education has four steps, as follows: Step 1: orientation/pre - training, includes orientation, explaining details, objectives, and evaluating life and career skills before training. Step 2: training, includes speaker training to strengthen skills and exchange knowledge, and students participating in training. Step 3: Training activities include collaborative learning activities, expressing opinions and answering questions, practicing activities to enhance life and career skills, and group activities. Step 4: Monitoring and evaluating includes discussion and a summary of activities. Evaluating life and career skills after training and assess the satisfaction of the trainees. It is consistent with the research of Lermkummarn (2018), who studied the model for Lifelong Education Management of Participatory Process Model for Students' Career Skills in Local School. It was found that model of lifelong education for local occupations. PATPEF consists of 1) Principles 2) Management Model 3) Objectives 4) Implement Processes (1) Preparation (P) (2) Assessment: A (3) Treatment: T (4) Practice: P (5) Post - Evaluation: E) (6) Performance Analysis (Feedback: F) 5) Supervision Controlling 6) Supporting that is consistent with the research of Dejjosdee (2019), who studied the Development of the Participatory Administration Model of Local Wisdom in Organizing Learning to Promote Life Skills and Occupations of Students in Educational Institutions under the Local Education Group of the Northeast found that the structure of the model comprised 4 parts: part 1 - the principle, part 2 - the objective, part 3 - the substance, part 4 - the component, having 2 components: 1) participatory administration, and 2) organizing learning.

2. The results of research on the effectiveness of training model to enhance life and career skills after participating in activities of undergraduate students in physical education are as follows:

The researcher has divided the research process into 3 phases: Phase 1: Studying the conditions, components and training models to enhance life and career skills for undergraduate students in Physical

Education (Research: R1); Phase 2: Creating a model and studying the results of the training model to enhance life and career skills for undergraduate students in Physical Education (Development: D1); Phase 3: Studying the results of the training model to enhance life and career skills for undergraduate students in Physical Education by organizing training according to the model that has been actually used (Research: R2).

2.1 The development of training model to enhance life and career skills for undergraduate students in physical education found that the overall development of training model to enhance life and career skills for undergraduate students in physical education is at the highest level ( $M = 4.67$ ,  $SD = 0.362$ ). It is consistent with the research of Dejjosdee (2019), who studied the Development of the Participatory Administration Model of Local Wisdom in Organizing Learning to Promote Life Skills and Occupations of Students in Educational Institutions under the Local Education Group of the Northeast found that the Development of the Participatory Administration Model of Local Wisdom in Organizing Learning to Promote Life Skills and Occupations of Students in Educational Institutions under the Local Education Group of the Northeast found that the structure of the model comprised 4 parts: part 1 - the principle, part 2 - the objective, part 3 - the substance, part 4 - the component, having 2 components: 1) participatory administration, and 2) organizing learning results in evaluating the efficiency of the model were at the highest level ( $M = 4.71$ ), ( $SD = 0.51$ ). It is not consistent with the research of Lermkummarn (2018), who studied the model for Lifelong Education Management of Participatory Process Model for Students' Career Skills in Local School. It was found that performance evaluation of lifelong education model for local career. To enhance the students' life skills: PATPEF found that: 1) The appropriate and feasible aspects were most appropriate at the highest level, which is consistent with the research of Dejjosdee (2019), who studied the Development of the Participatory Administration Model of Local Wisdom in Organizing Learning to Promote Life Skills and Occupations of Students in Educational Institutions under the Local Education Group of the Northeast found that the Development of the Participatory Administration Model of Local Wisdom in Organizing Learning to Promote Life Skills and Occupations of Students in Educational Institutions under the Local Education Group of the Northeast found that the structure of the model comprised

4 parts: part 1 - the principle, part 2 - the objective, part 3 - the substance, part 4 - the component, having 2 components: 1) participatory administration, and 2) organizing learning results in evaluating the efficiency of the model were at the highest level ( $M = 4.71$ ), ( $SD = 0.51$ ) and consistent with the research of Kaewtong (2020), who studied the development of a training curriculum program to supplement and enhance teacher professional competency of Bachelor of Education program students in the Physical Education major at Rajabhat University found that the training curriculum program had six items; principle, objective, content, method, facility and material, and evaluation and measurement. The training curriculum was suitable at the most level ( $M = 4.59$ ,  $SD = 0.22$ ).

2.2 Life and career skills in all five areas, skills, and components of undergraduate students in physical education after the training were higher than before the training. Statistically significant at the .05 level, it is consistent with the research of Lermkumarn (2018), who studied the model for Lifelong Education Management of Participatory Process Model for Students' Career Skills in Local School. It was found that the learner's life skills after training. The overall training after training was significantly higher than before the training at the .01, consistent with the research of Saidi (2018), a study on the development of training curriculum to enhance 21st century competencies for physical education teachers by applying facilitating learning with instructional scaffolding. It was found that the effectiveness of the training curriculum resulted in the experimental group acquiring in higher 21st century competencies in media, information and digital literacy in terms of knowledge, attitude and practical skills after the experiment with a statistical significance level of .05. Consistent with the research of Kaewtong (2020), who studied the development of a training curriculum program to supplement and enhance teacher professional competency of Bachelor of Education program students in the Physical Education major at Rajabhat University found that: (1) after using the curriculum, the experimental group had a higher mean of knowledge, skills and attitudes than the control group at a statistically significant level of .05; (2) the experimental group had a mean knowledge after the curriculum was higher than before the curriculum at a statistically significant level of .05; and (3) the experimental group had a percentage of practical skills and attitudes after the curriculum was higher than the criterion which is consistent with the

research of Chantakhad (2020). A study was conducted on the Development of Life Skills and Career Learning Model for Non - formal Education. It was found that The results of the model implementation revealed that the learners' achievement scores were statistically higher than those of pretest scores at .05 level consistent with the research of Rattanaphinyowanich (2021), who studied the development of an instructional package the life skills of higher education students, it was found that Students who have received learning management by using learning activity packages to develop life skills, average scores, life skills Higher than students who received regular learning management in all aspects with statistical significance at the level of .05, consistent with research by Jegannathan, Dahlblom, and Kullgren (2014), who studied the effects of life skills enhancement. By using school as a base for teenage students in Cambodia, it was found that enhancing life skills by using school as a base has increased the mental health of both male and female students.

2.3 The satisfaction of training to enhance life and career skills for undergraduate students in physical education was found that satisfaction of training to enhance life and career for undergraduate students in physical education. Overall, it is at the highest level ( $M = 4.78$ ,  $SD = 0.70$ ). It is consistent with the research of Lermkumarn (2018), who studied the model for Lifelong Education Management of Participatory Process Model for Students' Career Skills in Local School. It was found that job satisfaction levels are at the very most. Not consistent with Chantakhad (2020), who studied the Development of Life Skills and Career Learning Model for Non-formal Education. It was found that the sample rated their satisfactions on the developed instructional model at the "much" level ( $M = 4.21$ ,  $SD = 0.53$ ), consistent with the research of Patka (2022), who studied assistants teaching undergraduates: A survey of career readiness and relationships among Emirati students found that relationships may be a key factor in student engagement and learning. Practical implications: Understanding the experiences of undergraduate teaching assistants can help develop targeted opportunities to increase career readiness. Exploring the role relationships may play is important in the training and development of Emirati personnel and helps fill some of the skills gaps. Understanding how undergraduate teaching assistants perceive their teaching experiences can also provide faculty with insights into their teaching practices.

Originality/Value: This exploratory study demonstrates that students can gain skills that may be applicable in a variety of work environments (e.g., balancing multiple responsibilities). However, undergraduate teaching assistants show students' desire to connect with learners. This may have more cultural roots and is less explored in the Emirati context.

### Suggestions

From the research results, the researcher has suggestions as follows:

#### Suggestions for use

1. This training model for enhancing life and career skills has four steps, as follows: Step 1: orientation/pre-training, includes orientation, explaining details, objectives, and evaluating life and career skills before training. Step 2: training, includes speaker training to strengthen skills and exchange knowledge, and students participating in training. Step 3: Training activities include collaborative learning activities, expressing opinions and answering questions, practicing activities to enhance life and career skills, and group activities. Step 4: Monitoring and evaluating includes discussion and a summary of activities. Evaluating life and career skills after training. And assess the satisfaction of the trainees. These elements can be adaptable to suit the context and needs of each institution or organization.

2. The training model to enhance life and career skills consist of five areas; the content in each area can be added to suit the sample group and can separate areas that meet needs and organize training to enhance life and career skills in line with needs.

3. The training manual to enhance life and career skills for Bachelor's degree students in physical education and sports, Faculty of Education and Development Sciences, 3rd year, Kasetsart University, Kamphaeng Saen Campus, is effective and can be applied to other training.

#### Suggestions for future research

1. There are some limitations to this research. Regarding the duration of the arrangement, it is the summer school period. Therefore, training can be organized consecutively. In the next research, there should be an experiment with adjusting the time to increase the learning time and apply skills during training.

2. Due to the previous epidemic situation around the world, we need to adjust the teaching and training model. If possible, there should be a trial of online training and an on - site model.

3. There should be research on the long-term follow-up of the curriculum to track the implementation results that can be used in practice in educational institutions or not.

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