โปรแกรมพัฒนาเทคนิคการเสริมพลังอำนาจและการเห็นคุณค่าในตนเองสำหรับนักพัฒนาสังคม

The Development of Training Techniques to Foster Individual's Self-esteem and Empowerment for Social Development Officers

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      การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาเทคนิคการเสริมพลังอำนาจและการเห็นคุณค่าในตนเอง สำหรับนักพัฒนาสังคม ประกอบด้วย 3 ขั้นตอน ขั้นตอนแรกคือการวิเคราะห์และกลั่นกรอง โดยการสัมภาษณ์นักวิชาการและนักพัฒนาสังคม ที่มีประสบการณ์ในการใช้เทคนิคการเสริมพลังอำนาจ และการเห็นคุณค่าในตนเอง ขั้นตอนที่สองคือการศึกษาทฤษฎีที่เกี่ยวข้องจากแหล่งข้อมูลต่าง ๆ เกี่ยวกับ การเสริมพลังอำนาจและการเห็นคุณค่าในตนเอง ขั้นตอนที่สามคือการออกแบบและพัฒนาโปรแกรม เพื่อพัฒนาเทคนิคการเสริมพลังอำนาจและการเห็นคุณค่าในตนเองสำหรับนักพัฒนาสังคม ผลการวิจัยที่ได้ จากการสัมภาษณ์นักวิชาการ นักพัฒนาสังคมและผู้ที่มีประสบการณ์ในการใช้เทคนิคการเสริมพลังอำนาจ และการเห็นคุณค่าในตนเอง พบว่า เทคนิคในการเสริมพลังอำนาจและการเห็นคุณค่าในตนเอง ประกอบด้วย เทคนิคนีโอฮิวแมนนิส เทคนิคการไตร่ตรอง และเทคนิคการให้คำปรึกษาเชิงจิตวิทยา

คำสำคัญ : การเสริมพลังอำนาจ/ การเห็นคุณค่าในตนเอง/ นักพัฒนาสังคม/ เทคนิคการฝึกอบรม

Abstract

      This research aimed to study training techniques to foster individual's Self-esteem and Empowerment for social development officers. It consisted of 3 phases. First phase was to analyze and scrutinize through the interview with scholar and social development officers who have experiences of using individual's Self-esteem and Empowerment techniques. Second phase was to study the relevant

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theories from other sources concerning the individual's Self-esteem and Empowerment. The third phase made of the combination of the first and the second phases results. Research results which had been collected from the interview with scholars, social development officers and persons with experiences of using Self-esteem and Empowerment techniques found that the technique to foster individual's Self-esteem and Empowerment consisted of 4 techniques as the following; 1) Neo-humanist where human is a living which is the most highly developed. Basic human mind is virtue, worthy, willing to learn and internal need for a self-develop sustainably, 2) Contemplative is a process to oriented change that comes from the development of the inner-self which are mental and thinking, 3) Counseling Psychology is a process of consultation and related behavioral sciences to help individuals. By helping, counselor who receive specialize education or especially vocational training is the key person, and 4) Buddhism Activity is the way to care the troubles which able to be efficiently applied in health care. The reason is that in the idea of Buddhism, particularly, four Noble Truths, is a thinking systems, provide explanation that life can be suffering.

Keyword : Empowerment/ Self-esteem/ Social Development Officers/ Training Techniques

Introduction

Empowerment is the process which will progress individual to be able to manage their life (Gibson, 1991).[1] The process encourages personal relationship, information exchange, feeling exchange, understanding their work and sharing resources. Empowerment is mutually beneficial interactions and supporting each other which is advantage to organization in general, for example, enhance operational, eliminate the barriers to work, encourage and motivate individual, promote cooperation and efforts in practice, and enable the network expansion explicitly. Empowerment is in relation with individual's self-esteem. Knowing oneself is the essential foundation of empowerment. Newman (1986)[2] initiated that individual's self-esteem is important to emotional adjustment, social

adjustment and educational adjustment. It is because they are the basic of the way to see life. Emotional skill and social skill are caused from individual's self-esteem. Person with high self-esteem tends to be able to cope with life crisis and accept the consequence when experience disappointment situation and downhearted. Self-esteem, be hopeful, and courage are the factors of successful, happiness and living as desired.

Empowerment and individual's self-esteem enable person to realize the value and ability of individual and others. Empowerment results in potentiality acknowledgment which cause it to enhance their skills, for example, communication skill and leadership. Empowerment increases satisfaction at work, boost the feeling of individual's self-esteem, independent and responsibility.

Ministry of Social Development and Human Security is the government organization, establish according to ministries improvements Act 2002, authorized to manage Social Development, fairness and equality for the population in society. The ministry works to reduce poverty, protects children's rights and women's rights, promotes and develops quality and security of life, promotes family institution, community and manages on other assigned government job. The ministry is responsible to strengthen the quality of life in a peace society. Along with globalization, it ensures to be prepared with the change in their target groups which are family, juvenile, elder, woman, physical disability and socially disadvantaged communities. The ministry reassures that the target groups are able to apply the knowledge to increase quality of life in concrete. (Strategy Research of Ministry of Social Development and Human Security No.3 2555-2559 BE) [3] The role of Ministry of Social Development and Human Security, according to National Economic and Social Development Plan No.11 in the section of development of a society of lifelong learning strategy, emphasizes that ministry strengthens Thais to develop potentiality at all age. It underlines to provide lifelong learning for education, working skill and living. This will be an essential immunity for living life and adaptation to the transformation of the world in the 21st century.[4] The ministry contributes guidelines to develop quality of Thais life to be prepared for the change, to learn to practice continuously, to be collective intellectual capital, to link the research

and development to enhance livelihood and the right livelihood at each stage of life. The ministry also supports their staff for the self development to have fully knowledge for their position. According to responsible as stated above, social development officers, who are the primary human resources of Ministry of Social Development and Human Security, have duty and responsibility to response to the policy in operation, coordination, service and others that related. Those duties require a lot of psychology in practice, for example, work on empowerment group, community, network organization and social work in order to provide assistance, guidance and counseling for oppressed people, people who were persecuted by society, those who are mentally weak and unable to adjust to the change to return to normal life in society.

Hence, social development officers are assigned to assist, remedy and behavioral development of individuals in society to be appropriate. They require knowledge, ability to assess the situation. They have to insist on the idea of rights and recognition as a human. The two are fundamental of work ethics. Social development officer requires a series of depth specialized knowledge about the possible problem of users in each target group, moreover is to be able to deploy different techniques to work (Apinya Vejyachai, 2012)[4]. Therefore, social development officer is entitled to be trained and known the techniques to foster individual's self-esteem and empowerment. The techniques shall be one of the basic for social development personnel which is to know the correct

step, main stage of practices, in order to bring knowledge to continue with the work related to assist with public. As stated by Heron (1990)[5], counseling assistance divided into two parts. First is power usage which consists of recommendation, providing information, and confrontation. This power uses to control by responsible personnel where it is obligation of the users. Second is the permitting which consists of expressing feeling, stimulation and supporting. This permitting is less directed. Responsible personnel will support users to be able to be self-reliance and self-responsible.

Researcher had studied relevant documents and found that there were researches that led concept and principles of empowerment and individual's self-esteem which were use in various professional, including education profession, public health and nursing profession, and much more. If individual is equipped with empowerment and individual's self-esteem, it contributes the proud to himself, feel the confident, respect himself and cause the power for positive creation for himself and social peers. Researcher found that having social development officers learning empowerment and individual's self-esteem is important. As a result, social development officers should have learned and develop skill of Empowerment and individual's Self-esteem to be adapted to their work.

Researcher recognized the important and benefits to develop training techniques to foster individual's self-esteem and empowerment for social development officers in order to learn techniques how to develop individual's self-esteem

and empowerment. This program enable social development officers to increase knowledge, able to apply individual's self-esteem and empowerment techniques, result in the increasing of work productive in accordance with human development strategy. Moreover, Ministry of Social Development and Human Security had a direct result in having a good brand image in service and in social development.

Objectives

To obtain training techniques to foster individual's self-esteem and empowerment for social development officers.

Research Methodology

Phase 1

Researcher interviewed 3 groups of 15 experts. First group consisted of 5 of famous University's scholars and well-known independents scholars. They had a deep understanding in the theory of empowerment and self-esteem. Second was a group of 5 social development officers who regularly worked with target groups which required using empowerment and self-esteem. Last group was another 5 persons who had direct experiences of applying theory of empowerment and self-esteem by encouraging people, giving advices, guiding and motivating the audience to a well living and giving guidance to a positive thinking and solving problems on their own. This phase consisted several steps as the following;

1) Design the interviewing schedule

This interviewing schedule was used during the interview with the University's scholars and well-known independents scholars, social development officers using empowerment and self-esteem with target group and persons who had direct experiences of applying theory of empowerment and self-esteem. The interviewing schedule consisted of 6 questions. The contents were designed to follow the objectives in order to narrow down to techniques needed. Results obtained from interviewing schedule provided method, example techniques, technique in details and periods of technique. Those were in the interest of providing the most effective outcome. The interviewing schedule also reflected the benefit of applying the theory of empowerment and self-esteem and the benefit to target group when they were empowered and self-esteemed.

2) Approve by advisors

Researcher took a draft interviewing schedule to advisors for advises and corrections. This was to ensure that the question stayed with the objectives of research, reflected the truth and will be able to obtained results as expected.

3) Verify IOC, Index of Objective Congruence

An approved interviewing schedule, which had been corrected according to advisors suggestions, was sent to 3 interviewing schedule specialists who are expert in using tools to verify IOC of interviewing schedule. This was to ensure that interviewing schedule met with standard.

4) Distribute the interviewing schedule

The complete interviewing schedules were used to interview 15 experts. Researcher took the complete question to interview with the University's scholars and well-known independents scholars who had a deep understanding in the theory of empowerment and self-esteem, social development officers who used empowerment and self-esteem with target group, and persons who had direct experiences of applying theory of empowerment and self-esteem.

The completion of phase 1 allowed researcher to narrow the idea and seize the direction to continue phase 2. It also allowed researcher to collect useful information for further analysis of applying empowerment and self-esteem technique in the real life.

Phase 2

Researcher studied the relevant concepts, theories, documents, articles and researches from other sources in Thailand and international concerning the individual's self-esteem and empowerment techniques. The topics to study are consisted of concept and theory of empowerment, concept and theory of self-esteem, empowerment and self-esteem in child, youth, disadvantaged persons, elderly people and normal population.

This phase is to established the in-depth understanding of empowerment and self-esteem. Not only the general concept but also the application with also had different effect on different span of life and different standard of

living. It was to build a pool of reliable information. Having a right knowledge of empowerment and self-esteem, researcher was able to make a concrete analysis on phase 3.

Phase 3

It was an analyze phase, a continuous step of phase 1 and 2.

First was to scrupulously analyze the 15 expert's interview results from Phase 1, recognized the commons and the differences information obtained from each expert. Notation all the useful information, including the existing technique that the experts have been used to empowered and self-esteemed other people.

Secondly was to precisely analyze document, articles and researches from other sources in Thailand and international concerning the individual's self-esteem and empowerment techniques that had been studied in phase 2. This was to find concepts, theories, activities and technique which will suitably help and enable target population to be empowered and self-esteemed.

Third was to make an analysis with the combination result of first and second. The analysis was to ensure that all objectives were answered. Having analyzed information, researcher was able to accurately use the analyzed result to obtain individual's self-esteem and empowerment technique which perfectly applicable for social development officers.

Analysis

Research results from the interview that researcher obtained in phase 3 which was gathered from the analyzed interview outcome of famous University's scholars and well-known independents scholars, social development officers using empowerment and self-esteem with target group and persons who had direct experiences of applying theory of empowerment and self-esteem, together with analyzed document, articles and researches from other sources in Thailand and international concerning the individual's self-esteem and empowerment techniques, were as follow;

Gibson's Empowerment process (1995),[7] Paulo Freire's Conscientization (1970)[8] and Mezirow's Transformative Learning (1978) were the results of analyzing document, articles and researches from other sources in Thailand and international concerning the individual's self-esteem and empowerment techniques.

The three theories, procedures and processes were significantly important tools and information resources. They enabled researcher to develop a suitable technique to develop empowerment and individual's self-esteem of social development officers.

Neo-humanist, Contemplative, Counseling Psychology and Buddhism techniques were the result of analyzing 15 experts, consisted of 5 famous University's scholars and well-known independents scholars, social development officers using empowerment and self-esteem with target

group and persons who had direct experiences of applying theory of empowerment and self-esteem.

Results and Conclusion

Results of the interview with persons who have direct experienced with target population, researcher had concluded and defined techniques as follow;

1. Neo-humanist

Neo-humanist believes that human is a living which is the most highly developed. Basic human mind is virtue, worthy, willing to learn and internal need for a self-develop sustainablility. Thus, development according to Neo-humanist is also having a duty to develop the hidden potential that is inherent in people to the greatest. The way is that to have someone being self-esteem with the low brain wave state, especially in children, this the state where the person be able to use his own potential at the greatest.

Neo-humanist is the way to develop people in the new concept of thinking positively. This is to have someone fulfilled, both physically and mentally. Neo-humanist concept will develop in many aspects which will enable person to become completely self-reliance. Those aspects are as the following;

1) Physically fit, where the body is a healthy body with beautifully proportioned.

2) Mentally Strong, where the mental is mentally stable, mentally open and intelligence.

3) Spiritual Elevated, where people have public mind.

4) Academic Knowledge, where the person is fulfilled with knowledge that will lead to careers in his own aptitudes and preferences.

Neo-humanist is the way to make people smarter, stronger, positive thinking, thoughtful and happy which consist of the following actions;

1) Providing the low Frequency Brain Wave environment People are learning things up when the mind is in a relaxed state, without tension and anxiety, comfortable and happy. This state where it is the most suitable for learning calls low Frequency Brain Wave state. Studies show that there are many factors that affect human brainwave, such as music, peers, dietary, exercise, yoga, words and meditation. Therefore, child who has been learning in the low brainwave environment, such as learning from happy parents, learning from smiling and friendly teacher, eating healthy foods, regularly exercise, earning complement, listening to music, practicing yoga, practicing meditation, etc., will be able to learn things faster.

2) Development of Synapses cells People intelligence depends on the Synapses cells which is a junction between two brain cells. The more Synapses, the better the brain function. It is sharpen the brain and provide a good memory. Research indicated that, more than 80% of Synapses development is caused from making the hand and foot muscles stronger. Human hand and foot is the place where a lot of nerves are joining together and these nerves are linked to the brain. As a result, one way to develop human brain, is to regularly use hand and foot, such as practicing yoga, dancing,

practicing gymnastic and back flipping, running, swimming, climbing, etc. Moreover, participating various activities, such as sports, music, meditation, practicing memory, practicing recognition, languages, science, mathematics, low brainwave activities, etc., will enable persons to have various skills and eliminating the weakness.

3) To love It is nearly impossible that a person will stay in miserable if he is rise in the happy family, earns complement, gets mentally support, is understand, gets forgiving, gets a hug, is being comfort, is being friend, from his family, friend and environment. Those supportive actions is the like the nectar that will nourish the mind, provide power to fight against the problems and difficulties that arise in life.

2. Contemplative

Contemplative is a process, aims of oriented change that comes from the development of the inner-self which are mental and thinking. Learning by heart, deliberate and learn from practicing activities are the process that promote Transformation learning. This is the integration of study and individual experience. The process promotes the value of goodness, learning on one's own and life-long learning happily and increases the intelligence in all areas.

The basic principles of the learning process along the Contemplative studies are the following;

1) Contemplation, which is to access to the right state of mind to learn in order to deliberate the cognitive both interpersonal and intrapersonal.

2) Compassion, which is to create loving environment which include kindness, trust, understanding, acceptance and supporting each other. These are on the base of confidence in the potential of humanity.

3) Connectedness, which is the integration of learning in many difference aspects and create as one that is linked to human life and all things in nature.

4) Confronting reality, which is to create opportunities and conditions for the participants to join the process and face the 2 sides of reality which are the truth ones believe and another truth that different from what one's used to. This is to encourage the learning in the new aspect.

5) Continuity, which is the continuous of process. It is the important part of learning for the change. The fundamental change is caused by accumulated experience that will create condition to be ready for the change.

6) Commitment, which is willing to change one's self. It is the most essential element for the participant to take a part and bring the changing process to daily life in order to constitute the fundamental changes within themselves continuously.

7) Community, one important part of Contemplative is the community, gradually formed from the training process until becoming to be the core of learning for the change. It's consisted of 4 aspects;

(1) It is an area that contribute the learning in depth on the basis of mutual acceptance.

(2) It is a place to learn a variety of views, feelings and perspectives on reality in different ways.

(3) It is a place where interactions occur between members.

(4) It is a place where a sense of community with the goal, common interests and common ideals are established.

The main ideas of activities according to above Contemplative descriptions are being adapted. Those activities are such as aesthetic art activities, yoga activities, aesthetic discussion, relaxation activities, awareness activities and reflective thinking activities.

3. Counseling Psychology

Counseling Psychology means the way of using a process of consultation and related behavioral sciences to help individuals. By helping, counselor who receive specialize education or especially vocational training is the key person. Counsellors use skills and psychological principles to help mentees learning by exploring thoughts, feelings, attitudes, values and behavior. Mentees will be under a trust, feel safe and warm. They will understand their own, understand the environment and its problems, able to make decisions to live properly and live more happily.

Counseling can be divided into three categories;

1) Counseling with guidance, which receive directly from counselor.

2) Counseling but not giving guidance, where mentee is counseled base on their potential. Mentor will be side by side to support him.

3) Co-operation, counseling of two above which comes together to achieve a solution.

The three types have its own advantages and disadvantages, based on the suitability of each issue.

Counseling, in some cases only one visit is able to finish. But most of the problems with the details will need to accumulate over a long period, means that their will need to make a next appointment to continue the process. Generally, each counseling takes not more than 1 hour, once a week.

An accomplished counseling with guidance are faced both controllable and uncontrollable factors. Uncontrollable factors are such as peers, new problems that occurs during session, environment and illness. Controllable factors are such as efforts and intentions of the mentee. Counselor should be able to get along well with mentees, able to have mentees feel uneasy, trust and comfortably tell their story. Mentees shall listen carefully, give times, do not delay or accelerate and be natural.

4. Buddhism Activities

The lives of people in Thailand are closely allied with the harmonies, Buddhism. Buddhist wisdom and guidance is one way to care the troubles which able to be efficiently applied in health care. The reason is that in the idea in Buddhism, particularly four Noble Truths, is a thinking systems, provide explanation that life can be suffering.

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Suffering caused by various reasons. Suffering can be eliminated and there is a way to practice for free from suffering. Buddhists look that aging is a suffer and human are able to eradicate aging suffering, by practicing Buddhism activities. However, those suffering are both physically and mentally suffer, there for it is to have a balanced take care of both body and mind. The cause of suffering is also caused due to the un-fulfilled in many fields, such as the need of economic, housing, health, career and love.

Buddhism activities which can be used to care for the target group are as follows;

1) Having the right environment (true friend), which can applied to take care of target population as below;

a. Suitable abode, provide the suitable environment.

b. Suitable resort, provide sufficient consumables.

c. Suitable speech knowledge resources, good news that will benefit to the way of life.

d. Suitable person, provide great counselor, a true friend.

e. Suitable food, provide proper food, hygiene and sanitary.

f. Suitable climate, having climate-friendly natural environment, such as not too cold or not too hot.

g. suitable posture

2) Morality therapy, which we can bring healing to maintain the concept of morality. It is because a person may be suffering both physically and mentally. Morality therapy can be applied as below;

a. Emotional causes the illness, our bodies and minds are connected inseparably. When our mind is under stress, anger or in negative emotions, it affects our bodies. Our minds are very much influence on the illness of the body. On the other hand, having a good mood such as practicing the compassion growing and meditation for one hour, will result in a good mood which provide healthy.

b. Relaxation therapy, modern medical science has found that relaxation is very important. The relaxation will help treat and prevent diseases, such as pressure, heart disease, diabetes, asthma, mental disorder, including various cancers. There are many ways to relax, such as pray, practice muscle relaxation, trot that set at the foot with consciousness, swim with the consciousness, practice breathing, yoga meditation, practice Qigong, or even rating knitting or crochet with consciousness, meditation directly in standing, walking, sitting, lying poses and consciousness explore parts of body.

c. Meditation Therapy, today it is widely accepted that the mental concentration is able to help relieve stress.

d. Vipassana Meditation, Insight Meditation, Vipassana Meditation practice is the primary way to control mind and emotion. It is to ignorance things both good and bad.

e. Prayer therapist, to visit temple and pray is a common Buddhist activity in daily life.

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Medical research found today that visit temple pray, make religious activities affect their health and treat illness.

Therefore, it may be concluded that the application of Buddhist principles in the Buddhist teachings and way of life of Buddhist practice, such as pray and meditation, can be developed to make a concrete care to target population which will balance both mind and body, emotion and social.

The 4 techniques are in relation to Gibson's Empowerment Process (1995), Paulo Freire's Conscientization (1970) and Mezirow's Transformative Learning (1978) where empowerment is a potential process or performance in person. Having the right to decide, take the action on self-related and on his community and live happily in society are all methods leading to empowerment. There are a variety of approaches to be applied to the individual, society, and the correctly application.

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