

Impact of the Guidance Activities Package on Cooperative Experience for Developing a Voluntary Mind among Sukhothai Thammathirat Open University Students

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Abstract

This research aims to: 1) study the components of the voluntary mind of students at Sukhothai Thammathirat Open University, 2) develop a guidance activities package focusing on cooperative experience to develop a voluntary mind among Sukhothai Thammathirat Open University students, and 3) compare the voluntary mind of Sukhothai Thammathirat Open University students at pre- and post-intervention intervals, as well as in the follow-up groups after using the guidance activities package. The sample group was divided into two: group 1 consisted of 22 lecturers, and group 2 consisted of 852 students from 11 study disciplines. The research tool was a voluntary mind measure of Sukhothai Thammathirat Open University students created with consistency values ranging between .60 and 1.00, and a reliability value of .96. The research results were as follows. 1) The confirmation factor analysis of the elements of voluntary mind of the Sukhothai Thammathirat Open University students showed that the model was fairly consistent with empirical data. All statistical values were found to be acceptable. Therefore, a third model was presented with the following three components: helping others, sacrifices for the public, and commitment to social development. 2) The development of the voluntary mind comprised 12 guidance activities, which was developed with the three components listed above, and thus making up a quality guidance activities package. The findings of content validity suggested that consistency levels were high. 3) The comparative results between the voluntary mind of students at pre- and post-intervention intervals, and in the follow-up groups after using the guidance activities package showed higher values of the overall voluntary mind development as well as for each component, i.e., there were statistically significant higher values at post-intervention than at pre-intervention.

Keywords: cooperative experience, guidance activities package, voluntary mind, volunteerism social development

1. Introduction

According to the 2018 National Education Standards, necessary virtues, skills and knowledge are based on the shared values of the Desired Outcomes of Education (DOE Thailand) Framework (Office of the Education Council Secretariat, 2018). The provision of national education must produce desirable outcomes, i.e., the learners' characteristics as a result of undergoing an educational pathway involving early childhood education, basic education, vocational education, and higher education. These characteristics refer to those of "Thai People 4.0" that meet the country's developmental vision for stability, prosperity, and sustainability. Thai People 4.0 must maintain their Thai identity and strive to

compete on the world stage. The three minimum attributes of Thai people, i.e., being a good person with morals, based on the common values of society, and towards developing oneself, are described as follows:

- i. The learner, who is persistent, keen to learn, and has lifelong learning skills in order to keep pace with the digital age and future world, competency from knowledge in various fields, aesthetics and applying Thai wisdom, and life skills to create jobs or professional careers on the basis of self-sufficiency, stability in life, and good quality of life for oneself, family, and society.
- ii. Innovative co-creators, who are persons with intellectual skills, 21st century skills, digital intelligence, creative thinking skills, cross-cultural skills, competency in integrating across disciplines, and have entrepreneurial characteristics to contribute to the creation and development of technological or social innovations to increase opportunities and value for oneself and society.
- iii. A strong citizen, who is patriotic, loves locals, knows right from wrong, conscious of him/herself as a Thai and global citizen, possessing a voluntary mind, has ideology and participates in national development on the principles of democracy, justice, and equality for sustainable management of natural resources and the environment and peaceful coexistence in Thai society and the international community.

A voluntary mind is a human attribute necessary in any country and the world at large. Acting in a generous way to fellow human beings by giving assistance, making sacrifices to others willingly, and caring for the environment and community is considered a social capital that Thailand and other countries are hoping to establish as a mean to help societies and nations sustain themselves. Arising from this concept, it can be said that the society places great emphasis on encouraging students or youths to develop characteristics essential to volunteerism. As an educational institution with students from many regions across Thailand, Sukhothai Thammathirat Open University (STOU) focuses on developing knowledgeable and competent graduates who possess the ethics and morality to be an important force in the country. Therefore, teaching and learning in universities must not only involve imparting knowledge and professional skills, but also cultivating other values through various activities at the university, including developing a voluntary mind.

The guidance activities package is a systematic tool that could be useful in cultivating voluntary mind. The package includes organising several guidance activities that are systematically integrated. The package consists of three parts: a service provider manual, a client's handbook containing worksheets, knowledge sheets, and pre- and post-tests and media or equipment, and its implementation as teaching aids and guides for teaching and learning to help change behaviours to meet the goals within the scope of the guidance work. It is focused on cooperative experience. This series of guidance activities is designed for two or more learners, or learners who are separated into smaller groups comprising members with different abilities who are then encouraged to do activities together. There should be an exchange of opinion, mutual help, and shared responsibilities both personally and collectively to allow all group members to achieve the set goals. This is the opposite of a competitive approach and solitary learning. The collaborative learning model can be arranged in a variety of ways but all have one thing in common, i.e., students are divided into small groups, in which all members help each other, with its practice of working in groups, group processing, and individual evaluation.

It is imperative that students develop a volunteer mind corresponding with the desirable outcomes of education and characteristics of STOU graduates.

2. LITERATURE REVIEW

Volunteering means being generous, sacrificing time, things, money, physical exertion, and wisdom for the common good, referring to both the activities that have been done in the past and also the intended ones in the future. Volunteering brings happiness to the people doing good deeds and voluntarily bringing happiness to others and the society without expecting anything in return. In universities, volunteering can be divided into three aspects: 1) helping others, i.e., students' expressions of generosity when a situation arises that causes a feeling of needing to help or benefit others, such as facilitating, sharing things, giving advice, and having a positive influence; 2) sacrifice for the society, i.e., the students'

expression of kindness, providing time, things, and physical exertion to willingly benefit society, and 3) commitment to social development, i.e., to the students' expression of their willingness to make a positive change in society with social responsibility, a strong will to express opinions in a socially constructive way, focusing on completing assigned tasks without neglecting or avoiding work, perseverance, helping others, taking an interest in social problems, and proposing ideas for solving problems (Phisuthisophon, 2011; Soravisut, 2009).

A meaningful way to promote volunteerism is through cooperative learning. Cooperative learning is a learning activity that requires distribution of students into small groups comprising members with different abilities to encourage them to work together. This allows for opportunities for exchange of opinion and mutual help to encourage students to depend on each other and share responsibilities both personally and collectively. Through interaction, all group members can achieve set goals. Cooperative learning management has many advantages, including developing students' confidence and thinking, and raising their academic achievement. It also promotes a positive atmosphere in accomplishing the activity and inculcates skills in working together, gives students a broader vision or perspective, and helps them to better adjust in society (Nativ et al., 1991, p. 216-225).

A guidance activities can be used to develop a voluntary mind of a student. A guidance activities package is a guidance tool that comprises two important parts, i.e., the Teacher's Manual and Activity Programme (Kuramasuwan, 2010, p. 83). The details of each are as follows.

- i. The Teacher's Manual consists of general instructions, objectives, and methods of measuring instruments such as observations, interviews, the use of measurements and quizzes, statements, plans for various activities, and event materials. The media may include sample cases, role-plays, social media, video clips, multimedia and templates, and test forms before and after using the activity package.
- ii. The Activity Programme consists of the names of activities, objectives, methods of operation, equipment required, and assessments.

The components of the guidance activity package are: 1) the service provider's manual comprising instructions, arrangements of a service provider, and plans for various activities, 2) the service recipient's manual consisting of worksheets and knowledge sheets, which can include example cases, role-plays, social media, video clips, multimedia, and pre-post quizzes, and 3) event media or equipment. Effective implementation of guidance activities depends on systematic procedures. Thongdee and Ramsut (2002, pp. 48-50) outlined the steps and activity cycles to strengthen the experiential learning strategy adapted from Luckner and Nadler (1997), which comprises the four stages of the acronym "ERGA", i.e., Stage 1: Experiencing, Stage 2: Reflecting, Stage 3: Generalising, and Step 4: Applying.

The guidance activities package should consist of steps to carry out, conclude and evaluate activities to encourage service recipients to take advantage of learning outcomes of said activities using concepts from the participatory learning theory that emphasises experiential learning, and learning through a group process (Thongdee & Ramsut, 2002). Volunteer activities in various universities are often organised at both the university and faculty levels. Most activities carried out are consistent with the discipline of each faculty. Addressing the development of a voluntary mind, the University of Phayao put together a training package to enhance the public mind of college students and compared the before-and-after scores of students who were trained with the training package and those who were trained normally. The training package that the researcher used agreed with the following set criteria: 1) The score was significantly higher than the score before training at a .05 level of significance, 2) the average score on public consciousness was significantly higher than the score for normal training strategy at a .05 level of significance, 3) the average achievement score was higher than the score for normal training strategy at a .05 level of significance, and 4) the average score for public consciousness was higher than the score for normal training strategy at a .05 level of significance. The level of student satisfaction with the training package was also found to be high (Rakbamrung, 2016).

One study on the characteristics of participation in student activities and volunteering characteristics at Silpakorn University found that the overall level of participation in student activities was moderate. When

each activity was considered, in-service activities or volunteer activities in rural development were found to yield higher participation rates, followed by sports-based activities. Participation levels in ethical, arts-based and cultural activities were moderate (Premthaweethanachok, 2013). Factors related to student volunteering levels were also studied at Chiang Mai University. This study yielded the following findings. 1) The overall average level of student volunteering was between 1.93-1.98. 2) Factors of institutional promotion positively correlated with the students' volunteering level. The students expressed that the university provided a platform for them to participate in such volunteering activities. The statistical significance at the .01 level was higher than other aspects, followed by self-learning and collaborative experience, and family support, respectively. All aspects positively correlated with the students' volunteering level. 3) Several environmental factors that influenced student volunteering levels were good predictors, including institutional and familial support, self-learning, and sharing with others, which jointly explained the 20.50% score in the students' volunteer spirit level in the aspect of social sacrifice with a statistical significance of .01 (Angsana Akkarapisan et al., 2013).

The effects of using an activity model to promote a volunteer spirit among students were explored at King Mongkut's University of Technology Thonburi. The research results is summarised as follows. 1) Key features of activities to promote a volunteer spirit among the university students were principles, objectives, content of learning activities, measurement, and evaluation. The components of volunteering learning were the principles of learning through various bases, comprising thoughts, minds, actions, help, and peace of mind. 2) The results of using the activity model to promote a volunteer spirit among university students in the experimental group revealed no difference in the mean scores of volunteer behaviour before and after the experiment. 3) Factors and conditions for applying the activity patterns were universities, faculty members, and personnel helping to encourage students to develop knowledge, attitude and ability in volunteering, campaigning, sharing of knowledge and news, participation in supporting the promotion of student volunteerism, and creating a forum for exchanging knowledge through concrete volunteer activities. The conditions were “a practical timeframe” in organising volunteer projects including assessment and follow-up (Ekaphonprasit, 2016).

This study attempts to examine the utility of the guidance activities package focusing on cooperative experience to develop a volunteer mind among STOU students as follows:

- i. To study the components of the voluntary mind of STOU students;
- ii. To develop a guidance activities package focusing on cooperative experience to develop a voluntary mind among STOU students, and;
- iii. To compare the voluntary mind of STOU students between, before, and after intervention, and in the follow-up groups after using the guidance activities package.

This study attempts to demonstrate the utility of the guidance activities package focusing on cooperative experience to develop a volunteer mind among STOU students specified as follows:

- i. Students in the intervention group who used the guidance activities package focusing on cooperative learning would have a better voluntary mind after the intervention than before.
- ii. Students in the intervention group who used the guidance activities package focusing on cooperative learning would not show any difference in their voluntary mind after the intervention and at follow-up.

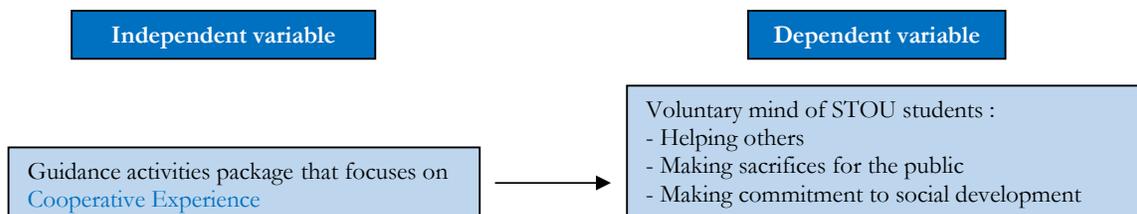


Figure 1. Research Conceptual Framework

3. Research Method

This research used a research and development design with a single group model, measured before and after the intervention (one group pre-test/post-test design). Details of the research study are as follows:

3.1. Phase I: A study of the voluntary mind of STOU students

3.1.1. The Sample

- i. A group of lecturers in the subject area of 11 disciplines, totalling 22 persons whose names were provided from each discipline, engaged in group discussions at STOU, Nonthaburi main campus (with the exception of lecturers from the nursing programme).
- ii. The STOU students comprised first-year students from 11 disciplines. There were two students from each discipline, thus totalling 22 persons who volunteered to discuss volunteering issues.
- iii. Students from 11 disciplines, with 80 students from each discipline, who used the services at 10 university resource centres were randomly selected across the timeframe, totalling 800 persons for the analysis of the volunteer mind compositions of STOU students.

3.1.2. Tools and Quality Inspection

A voluntary mind scale of STOU students was created in this research. The conformity and consistency values of the scale inspected by three experts were within a range of .60-1.00. The scale was thus considered acceptable. Responses from 60 STOU students using the Cronbach method revealed a value of 0.96.

3.1.3. Data Collection

Student data were collected by academic staff at 10 university resource centres, each of whom was responsible for 80 students. Thus, providing data for a total of 800 persons.

3.1.4. Data Analysis

The confirmatory factor analysis technique was used.

3.2. Phase 2: Development of a guidance activities package focusing on cooperative experience to develop the volunteer behaviour of members of the STOU Student Club by conducting a guidance activities package for 12 hours, i.e., six hours a day with a one-time follow-up appointment over a three-day period.

3.2.1. The Sample

Three guidance psychology experts were recruited.

3.2.2. Tools and Quality Inspection

The tools included a guidance activities package focusing on cooperative learning to develop the STOU students' volunteer behaviour and voluntary mind scale. The tools were reviewed by three experts for their suitability.

3.2.3. Data Collection

The guidance activities package focusing on cooperative learning to develop the voluntary mind of STOU students was sent to the experts to obtain consistency and for suitability checks.

3.2.4. Data Analysis

Data were analysed, and statistical figures for percentage, mean, standard deviation, confirmative factor analysis and t-test were determined.

3.3. Phase 3: The intervention: Using a guidance activities package focusing on cooperative experience management to develop a voluntary mind among STOU students.

3.3.1. The Sample

At this phase, the package was applied to 30 students of the University Resource Centre-Nakhon Nayok.

3.3.2. Tools and Quality Inspection

Tools at this phase consisted of a volunteer mind measurement scale of STOU students, an activity attendance form, and a guidance activities package focusing on cooperative learning.

3.3.3. Data Collection

Data were collected at post-intervention and the follow-up after one month intervention from 30 sampled STOU students.

3.3.4. Data Analysis

The volunteer scores of STOU students were compared using T-scores from the pre-test, intervention and follow-up periods.

Overall, the data were analysed using statistical figures for percentage, mean, and standard deviation. Confirmation factor analysis, and T-score tests were also performed.

4. Findings

Addressing the research objectives, the findings are as follows:

4.1. The study of the components of the voluntary mind of STOU students.

Among the three main components stated earlier, it was found that “helping others” has two sub-components: student cooperation, and cooperative behaviours. This can explain the analysis of the confirmation components for the voluntary mind of STOU students using the criteria of Hair et al. (2014, p. 584) in a sample of more than 250 persons with fewer than 30 observable variables. This suggests that the model is consistent with empirical data, with a Chi-Square value of 1393.537, degrees of freedom = 326, p-value = 0.00, CFI = .917, TLI = .904, SRMR = .051, and RMSEA = .064. All these values are acceptable. Therefore, the third model was presented as a further research model by deleting two items, i.e., item C8 was deleted from the second model, and item C10 from the third model. This yielded the best model with three main components and 28 items in total, i.e., Helping others (10 items), making sacrifices for the public (10 items), and making commitment for social development (eight items).

Table 1. The criteria for determining the conformity of the model to empirical data (Hair et al., 2014, p. 584)

Index value	consistency Values $12 < m < 30$	consistency Values $M \geq 30$
X ²	Significant p-values expected	Significant p-values expected
CFI or TLI	Above .92, not Used with $N > 1,000$	Above .90, not Used with $N > 1,000$
RNI		
SRMR	.80 or less (with CFI above .92)	.80 or less (with CFI above .92)
RMSEA	Values < .07 with CFI of .92 or higher	Values < .07 with CFI of .920 or higher

Note. m = number of observed variables; N = number of observations per group when applying CFA to multiple groups at the same time.

Table 2. Analysis of the confirmed components of the voluntary mind: helping others, making sacrifices for the public, and making commitment to social development.

The confirmed components	variables	component weights	S.E.	t	Two-Tailed P-Value
Helping others					
<i>During study I share my knowledge with my friends.</i>	A1	0.63	0.03	25.41	.00
<i>I am willing to help my friends when they ask for help.</i>	A2	0.62	0.02	25.99	.00
<i>When I see a friend in trouble, I will hurry to help.</i>	A3	0.68	0.02	31.92	.00
<i>If I am working and have a friend in trouble, I will hurry to help.</i>	A4	0.66	0.02	29.78	.00
<i>When a friend is worried, I will give comfort.</i>	A5	0.68	0.02	31.68	.00
<i>When a friend does not pass the exam, I encourage him.</i>	A6	0.68	0.022	30.57	.00
<i>I volunteer to help others carry things willingly.</i>	A7	0.75	0.02	38.93	.00
<i>When I have the opportunity, I will donate money to the disadvantaged.</i>	A8	0.71	0.02	35.28	.00
<i>I willingly help with tutoring at a friend's house without expecting anything in return.</i>	A9	0.60	0.03	23.40	.00
<i>I like helping my friends' work.</i>	A10	0.74	0.02	37.51	.00
Making sacrifices for the public					
<i>I help perform common work when I have the opportunity.</i>	B1	0.57	0.03	21.57	.00
<i>I always turn off the lights and fans before leaving an empty room.</i>	B2	0.51	0.03	17.91	.00
<i>I undertake assignments willingly.</i>	B3	0.60	0.03	23.81	.00
<i>When I find garbage on the road or other areas, I will collect and put it in the trash bin.</i>	B4	0.61	0.02	24.84	.00
<i>I like to volunteer to help in various tasks of the community willingly.</i>	B5	0.71	0.02	36.20	.00
<i>I will protest when someone vandalises a prohibited place.</i>	B6	0.65	0.02	28.79	.00
<i>I will notify the relevant persons when public property is damaged.</i>	B7	0.69	0.02	32.93	.00
<i>I am happy to assist in public activities without thinking of any reward.</i>	B8	0.73	0.02	38.69	.00
<i>I volunteer to collect garbage for the public.</i>	B9	0.80	0.02	45.16	.00
<i>I do not litter in public places.</i>	B10	0.57	0.03	21.99	.00
Making commitment to social development					
<i>When there is an opportunity, I will be happy to help with various activities at the temple/mosque, such as helping to collect rubbish in the temple/mosque, or sweeping the temple/mosque grounds.</i>	C1	0.74	0.02	40.74	.00
<i>I give my opinions to solve community problems.</i>	C2	0.72	0.19	38.45	.00
<i>I like to participate in public activities organised by the community.</i>	C3	0.80	0.02	54.38	.00
<i>I am happy to help clean places in the community.</i>	C4	0.79	0.02	52.11	.00
<i>I help to take care of common properties.</i>	C5	0.73	0.02	40.21	.00
<i>When the community asks for cooperation, I am willing to cooperate wholeheartedly.</i>	C6	0.76	0.02	42.59	.00
<i>I conserve the environment of the community through such deeds as not incinerating garbage or littering at rivers and canals.</i>	C7	0.54	0.03	20.17	.00
<i>I am happy to help promote activities that are beneficial to society.</i>	C9	0.60	0.02	24.78	.00

Table 2 details the analysis of the confirmed components of the voluntary mind of STOU students using the criteria of Hair et al. (2014, p. 584) in a sample of more than 250 people with fewer than 30 observable variables. The model was found to be consistent with empirical data. The Chi-Square value is 1393.537, degrees of freedom = 326, p-value = 0.00, CFI = .917, TLI = .904, SRMR = .051, and RMSEA = .064. All these values are acceptable. Therefore, the third model is presented as a further research model.

Component 1 (Helping others) comprised the following activities: “Who are you?”, “We are hope”, “Power of spirit”, “Crocodile blocking a canal”, “Give heart”, and “Aboard a common boat”.

Component 2 (Making sacrifices for the public) comprised the following activities: “Reflection”, “Drawing lessons from voluntary mind cultivation”, and “Learning a voluntary mind model and the presentation”.

Component 3 (Making commitment to social development) comprised the following activities: “Producing posters for voluntary mind activities and the presentation”, and “Thank you and farewell”.

The guidance activities package focused on a collaborative experience to develop a volunteer mind. This package included: 1) activity names, 2) time, 3) the participants’ levels and ages, 4) group size, 5) concept, 6) objectives, 7) activity process as the introduction, implementation, and conclusion, 8) the supplement media, and 9) assessment using real person modelling techniques, a symbolic model presented through videos, pictures, scenarios, and hearsay or record. The model presentation must be accompanied by reinforcement and a variety of methods, including discussions, group activities and behavioural training, with training materials and equipment for organising activities. The latter includes items such as CD players, computers, CDs, and other required materials.

4.2. Analysis of the appropriateness of the guidance activities package focusing on cooperative experience for the development of a voluntary mind among STOU students.

It was found that the overall suitability of using a series of guidance activities package focusing on cooperative experiences to develop student volunteers is high, with an overall average score of 4.73, and standard deviation of .23. The experts agreed that there was a strong correlation between each component, as detailed in Table 3.

Table 3. Analysis of the appropriateness of the guidance activities package focusing on cooperative experience for the development of a voluntary mind among STOU students.

Activities set names	Suitability level		
	\bar{X}	S.D	Suitability level
1. “Who are you?”	5.00	.00	Highest
2. “We are hope”	5.00	.00	Highest
3. “Power of spirit”	4.33	.57	High
4. “Crocodile blocking a canal”	4.33	.57	High
5. “Give heart”	4.33	.57	High
6. “Aboard a common boat”	5.00	.00	Most
7. “Fatal bridge”	5.00	.00	Most
8. “Reflection”	4.33	.57	High
9. “Drawing lessons from voluntary mind cultivation”	5.00	.00	Highest
10. “Learning a voluntary mind model and the presentation”	4.33	.57	High
11. “Producing posters for voluntary mind activities and the presentation”	4.33	.57	High
12. “Thank you and farewell”	4.46	.58	High
Overall	4.73	.23	Highest

4.3. Comparison of the voluntary mind of STOU students at pre-, post- and follow-up intervention intervals.

Table 4 indicates that after using the guidance activities package focusing on collaborative experience, overall scores for the students' voluntary mind and the three components are significantly higher than those indicated before intervention at the .05 level.

Table 4. A comparison of the students' voluntary mind at pre- and post-intervention.

Components	Phases	n	mean	S.D.	df	t	p
Helping others	pre-intervention	30	3.81	.66	58.00	2.76	.05*
	post-intervention	30	4.24	.56	56.51		
Making sacrifices for the public	pre-intervention	30	3.63	.61	58.00	3.88	.00*
	post-intervention	30	4.24	.60	57.95		
Making commitment to social development	pre-intervention	30	3.68	.75	58.00	3.82	.00*
	post-intervention	30	4.34	.58	54.53		
Overall	pre-intervention	30	3.71	.52	58.00	4.63	.00*
	post-intervention	30	4.28	.53	57.95		

* Statistical significance level < .05

Table 5 shows that at post-intervention and during the follow-up, scores for the students' voluntary mind were not statistically different at the .05 level. This indicates that the voluntary mind of the students as a whole as well as in all three components continued to manifest after one month.

Table 5. Results of the comparison of the STOU students' voluntary mind after the intervention and at follow-up.

components	phase	n	mean	S.D.	df	t	p
Helping others	post-intervention	30	4.24	.56	58.00	.69	.49
	follow up	30	4.14	.64	56.92		
Making sacrifices for the public	post-intervention	30	4.24	.60	58.00	1.18	.24
	follow up	30	4.42	.57	57.87		
Making commitment to social development	post-intervention	30	4.34	.58	58.00	.54	.62
	follow up	30	4.43	.70	56.02		
Overall	post-intervention	30	4.28	.53	58.00	.37	.71
	follow up	30	4.33	.53	57.98		

5. Discussion

In this research, it was found that the voluntary mind of STOU students could be categorised into three main components: helping others, making sacrifices for the public, and making commitment to social development. After initial analysis, item C10 from the third component was deleted, resulting in the best model in which the first component (helping others) has 10 items, the second (sacrifices for the public) has 10 items, and the third (commitment to social development) has eight items. Item C8 (“To use the right to vote every time”) might lead to misunderstanding, and can be viewed as a duty. The item was considered not relevant to the issue of commitment to social development and thus deleted. Similar to C8, Item C10 (“I am always attending community meetings”) was also deleted, as it is considered voluntary because exercising the right to vote is everyone’s duty. Therefore, this could be interpreted as not being a voluntary activity. In addition, community events are a specific group activity that is not voluntary but everyone can participate in.

- i. Commitment to social development depends on the readiness of each individual. This is why the deletions yielded the best model (Hair et al., 2014, p. 584).
- ii. In developing a guidance activities package focusing on cooperative experience to develop the students' voluntary mind, it was found that there were 12 activities drawn based on the three commitments. This was considered a quality guidance activities package. The content validity of

- the guidance activity package was examined by three guidance psychology experts, who determined that the consistency values of all 12 activities were high. This may be due to the fact that the components of the guidance activities package had been analysed, after which a set of activities was created to focus on cooperative experience. This empowered the students to help others by doing activities together while being conscious of coexistence, unity, and respect for others' opinions. In the second component (making sacrifices for the public), the package focused on sacrifices to benefit the community with joy and willingness. In the third component (commitment to social development), the package emphasised empowering the team to identify community problems and solve them together. Therefore, the guidance activities package focusing on cooperative experience has shown its suitability in promoting a voluntary mind in all three components, as well as proven its quality, which is in line with the research of Akarapisan et al. (2013), who found that the most important factors in the students' voluntary mind were sacrifices for the public, helping others, and the determination for development. In addition, Jiraporn Phongsritas' 2012 research also found that the most influential factor affecting students' public consciousness was self-perception. This was consistent with having a voluntary mind from within oneself. This was also in line with the research of Nakaseni, et al. (2014), who found that internal motivation affects the behaviour of the public mind.
- iii. A comparison of the voluntary mind at pre- and post-intervention intervals, and follow-up student groups showed that after using the guidance activities package, the students' voluntary mind scores were significantly higher than those before intervention at the .05 level, both overall and for each component. The comparative results of the voluntary mind scores of students in the intervention group after using the guidance activities package and follow-up activities showed no statistically significant difference overall and for each component at the .05 level. This is consistent with the research done by Hebestreit and Bogl (2020), which suggests that engaging in collaborative social activities can promote good feelings towards the community and volunteerism. In addition to building a strong network, volunteering activities are beneficial and sustainable, leading to a culture of volunteering with deep commitment and appreciation, consistent with research that found that the cooperation experience could result in better learning development in comparison to the normal method (Chananpat Wannawijit, 2018; Adisorn Khowsa-ard, 2012).

The development of a guidance activities packages to promote STOU students' volunteering skills in helping people, making sacrifices for the public, and making the commitment to social development has drawn the following suggestions:

- i. Policy proposals for the university (STOU):
- The research results showed that students who participated in the intervention group developed a highly significant level of a voluntary mind, with such skills as helping others, making sacrifices for the public, and making commitment to social development. The university should allocate a budget to support training with guidance activities that can emphasise a cooperative experience, role-playing, and interaction with fellow students in the team manner to show potential sacrifices.
 - Based on the findings that students consider the guidance activities package useful and should be developed further, the university should put together a comprehensive action plan for developing students in each province.
- ii. Suggestions for action for the Student Affairs Department, STOU:
- With regards to student development, the concerned department could use the guidance activities package and focus on helping students acquire 21st century skills.
 - As the guidance activities package proved appropriate and consistent, in addition to the students expressing their confidence in it, the author believes the package could be used to foster a voluntary mind among students. The relevant units involved in student activities should pay greater attention to implementing the package through students' clubs in the development of the students' voluntary mind.

- iii. Suggestions for further research:
- The development of students to become models for peer-to-peer learning as a means to expedite the development of a voluntary mind.
 - Bringing new innovations in online social communication in addition to this guidance activities package.

6. Conclusion

Because the guidance activities developed are dynamic, fun, and challenging, the students sampled have learnt from such activities, leading to the summarising of the contents and introduction of new knowledge. Learning through activities piques the participants' interest, and helps them feel joyful instead of bored. Activities are organised for small sample groups, and this leads to a competitive, challenging and inspiring environment that can empower both individuals and teams to overcome any arising obstacles. This is why the guidance activities package seems to have led to an improvement in scores in all three main components: helping others, making sacrifices for the public, and making commitment to social development. However, due to the current situation surrounding the Covid-19 pandemic, there were problems concerning group activities described in this research, which may be addressed and improved by introducing other formats, such as online activities.

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