



Career skills development for youth females, teen mothers, and families

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Abstract

The research aims to study the needs in career skills development of youth females, teen mothers, and families in Phitsanulok and transfer useful knowledge for career promotion. The researcher used research and development methodology with 200 youth females aged between 20–25 years, 100 teen mothers, and 200 representative families. The data were analyzed by using content analysis and descriptive statistics. The results found that most of the samples were interested in developing their career skills at a moderate level (40.00%) followed by a high level (28.00%). The study of needs found that most requirement of needs in career skills development included the promoting of knowledge about the creation of unique artifacts that could be sold in markets, the training of earthworm farming or the demonstration of earthworm farming, and the processing of agricultural products into goods. The most important guidelines for the method of innovation transferring of career skills development included learning through participation training and demonstration. Knowledge management for highest effective implementation was the project formation by using group equilibrium model. For policy suggestion, it was found that an effective method of policy implementation depended on the opinions and needs of stakeholders. The best method was by using participation training and demonstration technique. In addition, from the training and demonstration of African night crawler earthworm breeding by the researcher, it was found that the samples had satisfaction to the project at a high level ($\bar{x} = 3.57$).

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Introduction

The tendency for adolescents to engage in sexual intercourse is very likely. Although the use of condoms when engaging in first sex in youth groups tended to be promising, it was also found the use of condoms with later sex, as well as contraception in adolescents, tended to decline. This has resulted in pregnancy problems in adolescents, especially the ages between 20–25 years. The data survey statistics of Bureau of Reproductive Health (2014) show a rate of teen

mothers of up to 47.9 per one thousand youth females. If only considering Phitsanulok province, there were 1,471 teen mothers, or 47.0 per one thousand youth females (Chanlamphu, 2015), aged between 20–25 years. This situation has created serious problems. The increase in youth female pregnancy has caused a problem in readiness of living. Pregnancy issues and teen mother problems of youth females have impacted many areas creating physical problems, social and emotional problems, and livelihood problems. Inadequate maturity may cause a lack of responsibility and can result in other social problems (Aphisamacharayothin, 2017b). Aside from impacting youth females, society, communities, and families are also affected. Therefore, it is necessary to have career skill development promotion for teen mothers and families, as well as youth females and women who are vulnerable groups, because it will help them to maintain a good quality of life.

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It is necessary to focus on promoting the skills necessary for a career to ensure quality and happiness of youth females, teen mothers, and families. This is very important because it is generally necessary to work hard both in child caring and earning money at the same time, in addition to having to manage the stress from related problems (Samgoses, 2013). Besides, if teen mothers are unable to care for themselves and their child, it will affect their families (Wattanasupt & Pannarunothai, 2015). It is very important to emphasize the need in career skills development of youth females, teen mothers, and families and provide appropriate useful knowledge transfer to them because they have a right to develop for a good quality of life.

However, families of pregnant youth females and teen mothers have solved the problem by having pregnant students leave school and get married to reduce the stigmatization from society. This affects the life quality of pregnant youth females and teen mothers, who are not ready for their life responsibility. As a result, they are not able to find enough income. In addition, reports from the World Bank show the cost of wasted opportunity due to youth pregnancy and leaving school. This has a huge impact on the economy of a country. For example, in Brazil, where the level of development is similar to Thailand, it was found that Brazil would have increased economic growth by more than 3.5 billion dollars if youth females did not suffer from problems around pregnancy. The loss of economic opportunities will also affect the community and the country more than the individual because there are high costs that the country must face in caring for teen mothers and their children. For example, the United States found a cost of approximately 11 billion dollars per year in the management of quality of life for teen mothers and their children (United Nations Population Fund in Thailand, 2014). In Thailand, there are many youth females, teen mothers, and families facing economic problems such as insufficient income or uncertain income. Some families have employment earning only 150–200 baht per day, which is not enough to raise all family members. The head of the family is the main income provider and also responsible for all home expenses. Youth females, teen mothers, and family members still need to use the money from the family head. The affect from low family income issues results in limiting basic needs of all family members because there are a lot of family members who need to be cared for (Tumhiran & Dechakub, 2010). Therefore, it is necessary to promote career skills development of youth females, teen mothers, and families. This will help them have adequate career opportunities to earn money for their families. The youth females, teen mothers, and family members should share responsibility. They should have the opportunity to not only rely on parents but to dedicate their time and ability to develop professional training. They are a vulnerable group in Thai society and should receive the assistance of an external skilled expert and be empowered to develop skills and knowledge that are necessary for sustainable work, occupation, and self-reliance (Aphismacharayothin, 2019b). Therefore, the researchers aimed to study the needs in career skills development of youth females, teen mothers, and family and transfer useful knowledge for career development. This research was a case study in Phitsanulok using earthworm

farming demonstration. If we can integrate knowledge from research, it will create advantages to enable participation and can help promote sustainability of the development of community and society in the future.

Literature Review

The Needs of Living

Development of the theory of needs has been continuous. This can be seen from the concept of Alderfer (1980), which was adapted from the theory of Maslow (1954) and redeveloped as Existence–Relatedness–Growth Theory (ERG Theory). It is also known as the application of the sequential demand of human needs, which includes existence, relatedness, and growth. Existence is a requirement related to human life factors. It is similar to the physical needs and the safety or security requirements of Maslow's theory. Relatedness is a requirement associated with a person's relationship, or having a good relationship with others, such as the need for love and belonging and the need for self-actualization of Maslow's theory. In addition, growth is a requirement to develop its own potential. If compared with the theory of Maslow, it is related to the needs for true self-esteem and self-actualization. We can summarize ERG theory as in Figure 1.

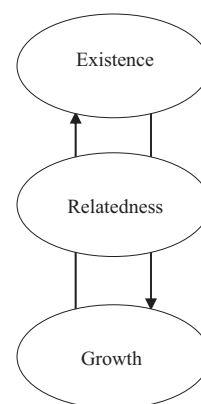


Figure 1 Existence–Relatedness–Growth Theory

Source: Alderfer (1980)

When basic needs have been achieved, they will change to the next advanced requirement. The difference between the theories of Alderfer (1980) and Maslow (1954) is that it is believed that the driving force for a person needs can show in several stages at the same time (Limteepartip, 2017). However, the effect of social and cultural learning, especially social experiences and parenting in childhood, is very common to motivating and pushing the individual's behavior. McClelland (1987) divided needs into three categories including the demand for achievement, demand for power, and demand for affiliation. In general, there are different requirements to the motivation that drives an individual to a special interest for successful incentives. Achievement motivation is an important requirement to create constructive and valuable work (McClelland & Boyatzis, 1982).

The Effects of the Pregnancy of Youth Females

The effects of the pregnancy of youth females are in various dimensions including health effects with a risk of getting sexually transmitted infections. Each year, there are more than 10,000 new HIV infections and the likelihood of infection in youth age between 15–24 years old. Sexual infections in themselves do not result in pregnancy, however, the unsafe sexual behavior can lead to pregnancy in adolescents, regardless of whether a condom was not used or was incorrectly used (World Health Organization [WHO], 2008). In addition, the impact on mental health is a result of the turning into mothers when young. They will suffer from stress or depression as they are not prepared for family life. The teen mothers will lack child raising experience and do not get enough income because of unemployment. The economic problem will become a burden for both parents, and they may be ashamed of or regret the teen has become a mother. (Office of the National Economic and Social Development Board of Thailand, 2013). Pregnancy is the cause of teen mother students stopping learning (Nicaise & Tonguthai, 2000). This affects the long-term life of teen mothers as it may cause insufficient income. It also impacts the economy and society. Pregnancy in adolescents can have an effect on the GDP growth because the country must provide social the relevant welfare (Hoffman, 2006).

The Importance of Career Skills

Humans have a career to make a living, using knowledge, skills, and abilities, which are obtained from education and training (DeCenzo & Robbins, 1994). The meaning of the term career is a sequence of positions which a person experiences within a lifetime, and career development is the process that can help individuals manage their own careers and involves assessing their potential and training to encourage development and advancement in the future. In general, the career development of individuals focuses on knowledge, skill, or behavior development, and also enhances attitudes, motivation or traits. The developing person in many organizations often more focuses on short-term development than long-term (Aphisamacharayothin, 2017a). In addition, future development prospects are not limited to the development of knowledge, skills and behavior, but are also linked to attitude development. Every organization needs to develop the staffs' minds and opinions. If they have successfully developed attitudes, the development of other aspects is no longer difficult. One option is self-development. It is a way to focus on the development of the mind and attitude. The development of this approach focuses on searching for self-determination of strengths, weaknesses and target of a life approach to goals achievement, including making a concrete lifestyle and life management plan and linking into a set of goals (Thueksathit, 2012).

Methodology

This research is a survey study that focuses on research and development methodology. The research part was to study the needs in career skills development of youth females, teen

mothers, and families and the development part was to transfer useful knowledge for career promotion. It could provide innovation such as policy formation model and the demonstration of career skill development about earthworm farming that would be useful for policy suggestion for other areas. The researcher used knowledge management by incorporating quantitative and qualitative methodology.

Samples

The sample group of this research was selected by using simple random sampling technique. The samples size was calculated from a total population of 604,295 in Phitsanulok province by using the formula of Daniel (2009). The researcher set a sample size as a case study of 500 samples. The proportions of overall population including youth females, teen mothers, and families were about 40 percent, 40 percent, and 10 percent respectively. The researcher selected samples as a case study that included 100 teen mothers, 200 youth females, and 200 representatives of families in Phitsanulok. The inclusion criterion is a teen mother aged 20–25 years, a youth female aged 20–25 years (according to the definition of United Nations Children's Fund [UNICEF], 2008), and a representative family aged 20 years or above who were willing to participate in the research. The exclusion criterion was a person who could not read and who did not have enough time to complete the questionnaire and interviewing.

Variables

The researcher determined the variables in this study by focusing on content of needs in career skills development of youth females, teen mothers, and families by using knowledge management and participation and studying the transferred useful knowledge for careers promotion by training and demonstration of African night crawler earthworm breeding, which is the top issue that the sample group was interested in and needed.

Data Collection

The researcher used provided questionnaires and interview recording forms to collect data. The quality was found by an analysis of content validity from 3 experts and the values of Index of Item Objective Congruence were between 0.60–1.00 in all factors. For the satisfaction assessment questionnaires, which were used for the assessment of the satisfaction on the participation in the training and demonstration of African night crawler earthworm breeding program, the discrimination analyzed by using correlation test had values of more than 2.0 in all questions. In addition, the reliability analyzed by using alpha coefficient test (Aphisamacharayothin, 2019a) had values of more than 0.75 in all factors. The total reliability of the questionnaire was equal to 0.936. The researcher conducted a collection of data by performing ethical procedures and taking into account the ethical issues and ethics in researching and protection of rights. This research was approved in ethical certification from Naresuan University with the COA No. 015/2019; IRB No.0828/61. Researcher used questionnaire and interview with all 500 samples.

Data Analysis

The quantitative data from the questionnaire's study of need in careers skills development and satisfaction were analyzed by using statistics of frequency, percentage, mean and standard deviation. And, the qualitative data from the interview's study of need and the way of innovation transferring were analyzed by using content analysis.

Results and Discussion

Needs in Career Skills Development

The sample group was interested in developing career skills at a moderate level (40.00%) followed by a high level (28.00%) because they think that they might not have enough time for training. The top five of most requirements for the needs in career skills development of youth females, teen mothers, and families included the promoting of knowledge about the creation of unique artifacts that could be sold in markets (22.60%), the promoting of skills such as language skills and technological skills (20.80%), the training of knowledge development in any profession that could contribute to revenue (20.20%), the training of earthworm farming or the demonstration of earthworm farming (12.20%), and the processing of agricultural products into goods (11.20%). This information was in *accordance* with the studies of Tadee (2017) and Kuasit (2017), who found that the economic and financial impacts affected the quality of life of teen mothers and family. This was in *accordance* with the studies of Nidhi and Bharti (2009), Libertad (2005), and Leslie and Didben (2004), who found that the samples who faced the condition of becoming teen mothers linked to the problem of child care, which requires sufficient income and a reasonable time. The samples face the problem of low income, unemployment, and economic impact. They needed to be satisfied with the demand of having a career. This could be because when youth females, teen mothers and families faced burdens in life, it was not possible to find high-income jobs as needed. The insufficient income caused economic problems (Office of the National Economic and Social Development Board, 2013). If there is no choice of work or occupation, the

problems of less revenue will affect economic and social status (Denise & Pol, 1982). In general, the development of a person's profession can be done by developing knowledge, skill, or behavior. This leads to self-development and career development, which is a process that will help youth females, teen mothers, and families manage their own life, and it will help to deal with self response to the basic requirements (DePoy & Gilson, 2012).

Policy Management and Implementation

The top five of most important guidelines for the way of innovation transferring of career skills development included learning through participation training and demonstration (40.60%), online media education including line, facebook and applications that are easy to access (17.40%), use of publications or advertisements in public areas (15.80%), use of personal media such as volunteer developers (14.40%), and use of TV media (3.00%). The knowledge management for highest effective implementation was the project formation by using group equilibrium model, which was the equalization in both bargaining and compromising between groups as in Figure 2.

Figure 2 shows the different needs and interest from several groups who were stakeholders to the project. The researcher acted as one stakeholder as the player of knowledge providing. The samples were the driving force, bargaining and compromising their needs until formation of the same result. Finally, all of them agreed to desire the same topic of knowledge development in careers skill of earthworm farming. This information was in *accordance* with the study of Aphismacharayothin (2016), and it could be concluded that the most possible approach was the training and demonstration of earthworm of African Night Crawler (AF) farming due to the attention of the group's beneficiary including youth females, teen mothers and families, as well as the availability of researcher's knowledge and equipment in the demonstration. This project would be promoting career revenue and other benefits, including non-toxic agriculture, agricultural costs reduction, organic fertilizer, soil improvement, and facilitate production.

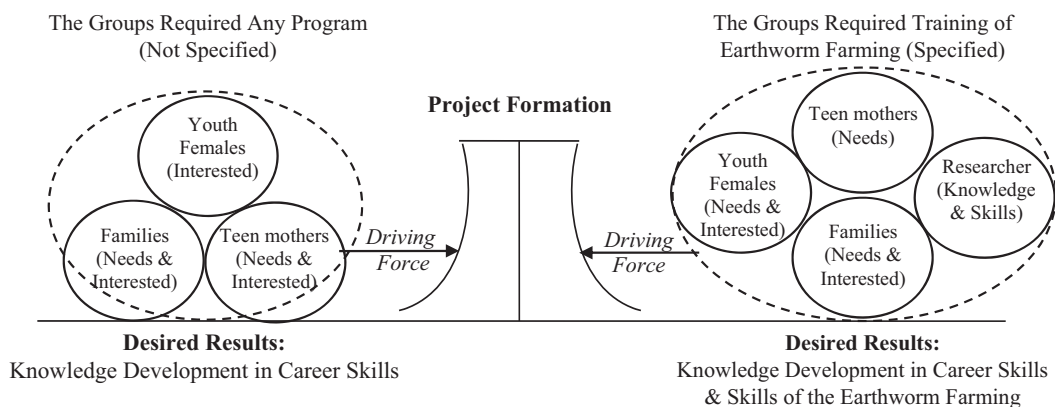


Figure 2 Group Equilibrium Model

Knowledge Transferring and Satisfaction Assessment

After the findings, the researcher transferred the knowledge of the development of career skills to 200 youth females, 100 teen mothers and 200 families, who were the same group of the research samples who were interested in attending the training and demonstration of African Night Crawler (AF) earthworm farming for 10 times, which involved 50 samples per 1 time of training. Each time, there were 12 hours for training and 36 hours for demonstration. The earthworm farming was as in Figure 3.



Figure 3 the Earthworm Farming

A qualitative result from the project was the sufficient practical and participation of samples. There were 3 samples who were immediately ready to start self-enterprise, and who confirmed to do earthworm farming long-term. For the production, we could consider as in Table 1.

Table 1 The production from the project

Demonstration Months	Earthworm Production (kg.)	Values	Earthworm's Feces Production (kg.)	Values
1	1.00	The production of earthworm	0.97	The production of earthworm
2	2.10	farming could be	1.60	feces could be
3	5.50	available for sale	2.90	available for
4	7.30	at 500 THB per	6.70	sale at 35 THB
5	13.70	kilogram.	7.10	per kilogram.

In addition, the participating samples were satisfied with the program and had satisfaction to the project at a high level ($\bar{x} = 3.57$, $SD = 0.579$).

Conclusion and Recommendation

Knowledge management for effective implementation should define a balance that responds to the pressure between the different groups, including bargaining and compromising over different requirements. It is necessary to focus on listening to the opinions and needs of youth females, teen mothers and families, as they are direct stakeholders. To make policies or projects be accepted and engaging at the highest level, it is necessary to provide cognitive innovation that balances the needs and abilities of youth females, teen mothers and families. The best way is to educate, practice, and demonstrate. In addition, it is necessary to focus on those involved and stakeholders when applying a policy or project for implementation. This will influence motivation and will lead to engagement and acceptance in practicing. This, in turn, helps to provide a success. To achieve the target of development,

it is important for policy maker or involved agencies to promote the participation of youth females, teen mothers and families to express their opinions and needs in the policy process, together with a consistent approach of equity and accessibility in order to achieve sustainability and strengthening of empowerment.

Conflict of Interest

There is no conflict of interest.

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