

Personnel Development on child development

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Abstract— The purposes of this research were to study problems and to find ways for personnel development on child development. The type of the research was mixed-methods research. For quantitative research, its data collection was in form of questionnaire to 612 administrators and staff from all sections at all levels throughout the country. Meanwhile, a form of interview was applied to ten experienced experts on children in qualitative research. The problems and obstacles found were limited budget allocated for personnel development (62.9 %), lack of experienced speakers (45.6 %), no knowledge exchange activities (39.2 %) and lack of supports from administrators (11.1 %). Ways for the personnel development were categorized into two types; direct personnel promotion and development and personnel development activities organized by agencies/organizations.

Keywords- *personnel development, child development, mixed-methods research*

I. INTRODUCTION

The concept of personnel development is to retain and develop human resources which is the second step of human resource management. The human resource management comprises three major steps as follows (Supaksorn Thongnoi, 2007): (1) acquisition of human resources-its four main activities to acquire human resources are planning, recruitment, selection and orientation; (2) retention and development-once anyone is accepted and appointed into job, the six activities of working follow-up process-performance measurement, training & development, discipline and disciplinary corrective, compensation administration, coaching and counseling, and health and safety, is progressed to consider whether he/she is apt for the job; (3) separation or retirement-since any personnel can be without employment due to retirement, disability, chronic illness, dismissal or death, planning with the them would be encouraging that they can join important activities e.g. exit interviews, outplacement and pre-retirement planning.

II. RESEARCH PROPOSE

1. To study problems in personnel development on child development.
2. To find ways for personnel development on child development to get promoted according to the National Child and Youth Development Promotion Act 2007.

II. RESEARCH METHODOLOGY

This research was based on mixed methods research in form of triangulation design. (Creswell & Plano Clark, 2007) For quantitative research, survey study was employed in form

of questionnaire 612 administrators and staff from all sections at all levels throughout the country. Besides, interview was applied to ten of experts or experienced staff in child development with prominent work at local and international level in qualitative study.

The research data analysis utilized fundamental statistics e.g. percentage, mean and standard deviation. Additionally, not only statistical package for the social sciences was adapted to analyze the data, but also concepts, theories, research articles, dissertations related, questionnaires, as well as interviews from the experts. The research data analysis was presented in form of overall description.

IV. RESEARCH RESULT

Quantitative Research

General information of 612 samples was as follows: female (66%), age between 31 and 40 years (36.1%), holding bachelor's degree (68.3%) in Education (30.1%), working in government sector (51.8%) mostly in the North of Thailand (28.1%), having one-five year working experience with children (47.5%) in 2-6 year primary level (71.4%) which were in good physical condition.

Here was the general information of organizations. They ran under the stewardship of municipalities/districts (46.4) and dealt with child development promotion (88.4%). The child development project whose average duration was twelve years and six months highest aimed at promoting family relationships (73.4%). Besides, the first priority of organization plan was to eradicate drugs (56.2%).

Problems and obstacles in personnel development for child development

The analysis result showed that 89.1% of the samples approved child care personnel development was totally necessary. 47.9% of the samples took a performance development training on child development and 51.3% of the organizations extremely gave supports for child care personnel development promotion as shown in table 1-3.

TABLE I Percentage of the samples categorized by necessities for personnel development on child welfare promotion and protection

Necessities for Personnel Development on Child Welfare Promotion and Protection	Number	Percentage	Rank
Most necessary	545	89.1	1
Necessary	61	10.0	2
Unnecessary	2	0.3	3
Unidentified	4	0.7	-
Total	612	100.0	-

TABLE II Percentage of the samples categorized by performance development training on child welfare promotion and protection

Performance Development Training on Child Welfare Promotion and Protection	Number	Percentage
Ever	293	47.9
Never	311	50.8
Unidentified	8	1.3
Total	612	100.0

TABLE III Percentage of the samples categorized by supports from the organization for child care personnel development

Supports from the Organization for Child Care Personnel Development	Number	Percentage	Rank
Fully given	314	51.3	1
Given	257	42.0	2
Not given	29	4.7	3
Unidentified	12	2.0	-
Total	612	100.0	-

The problems in child care personnel development for child development promotion mostly found was the financial limitation for personnel development (62.9%). Other problems were lack of experts (45.9%), no learning and sharing event

(39.2%) and lack of concerns from administrators (11.1%) as shown in table 4

TABLE IV Percentage of questionnaire answerers categorized by problems in child care personnel development for child development promotion in organizations (more than one answer was accepted)

Problems in Child Care Personnel Development for Child Development Promotion in Organizations	Number	Percentage	Rank
Personnel failed to give precedence to their self development.	90	14.7	10
Replacement was not provided when any personnel was in any training.	204	33.3	4
Organization administrators failed to give precedence to personnel development.	68	11.1	11
Sources of knowledge / materials were limited and boring.	196	32.0	6
Experts in the field were needed.	281	45.9	2
No supervision and concerns were conducted the head organizations.	202	33.0	5
Budget for personnel development was limited.	385	62.9	1
Only some specific groups of personnel were developed, not all.	174	28.4	8
No working follow-up was applied.	180	29.4	7
No new training / learning activity was organized.	240	39.2	3
There was a limitation to find child care personnel development organizations.	152	24.8	9
Others	22	3.6	-

Two ways for child care personnel development for child development promotion

1. Direct personnel development-the analysis result showed that there were ten aspects of opinions from the samples for direct personnel development. The first main three were (1) training / scholarship for higher education, (2) workshops on necessary needs for effective working performance and (3) activity mainly focusing on positive attitude in work.

2. Organization supports for personnel development-the result showed various views that helped run personnel development were (1) training support offered to those highly ambiose personnel, (2) adequate financial allocation, (3) self-development chances given to all personnel for better working performance and (4) research process should be adapted in work.

The heart of personnel development focused on knowledge, skills and attitudes. Three parts of knowledge were (1) fundamental knowledge on children, (2) framework for the work on children and (3) strategies / knowledge of the work on children. Here were some summaries.

1. Knowledge

1.1 fundamental knowledge on children-from the analysis result, the first three major topics available out of the eleven on fundamental knowledge on children were (1) developmental psychology on child and period of development (69.8%), (2) children and youths' life skills (66.6%) and (3) children's intelligence and emotional quotient development. However, the first three main topics regarding necessity of knowledge on children were (1) developmental psychology on child and period of development, (2) children's intelligence and emotional quotient development and (3) children and youths' life skills consecutively.

1.2 framework for the work on children-the analysis result showed the first three major topics existing out of the five on framework for the work on children where were (1) problem conditions and work process on children in the country (55.2%), the standards of child welfare promotion and protection (46.1%) and policies / strategies / action plans for five-year childhood development (between the ages of 0 and 5) from 2002 to 2011 (41.6%). However, the first three main topics regarding necessity of framework for the work on children were (1) problem conditions and work process on children in the country, (2) the standards of child welfare promotion and protection and (3) policies / strategies / action plans for five-year childhood development (between the ages of 0 and 5) from 2002 to 2011.

1.3 strategies / knowledge of the work on children-according to the analysis, the result showed the first three major topics available out of the twenty-two on fundamental knowledge on strategies and knowledge of the work on children which comprised (1) child projects and activities e.g. training, camp, discussion, workshop and campaign (84.7%), children's leadership and potentiality development (78.4%)

children's potentiality development for social work and contribution (74.8%). However, the first three main topics regarding necessity of strategies / knowledge of the work on children were (1) child projects and activities e.g. training, camp, discussion, workshop and campaign, (2) special promotion, development and protection for specific groups of children e.g. drug addicted children and (3) monitoring on child-related problems, together with special promotion, development and protection for HIV-infected children.

2. Skills for child care personal for child development promotion-from the analysis result, the first three major topics available out of the eleven on skills for child care personal composed of (1) teamwork and interpersonal skills (86.4%), (2) happy work skills with children (72.8%) and (3) skills of making networks/connections (70.0%). However, the first three main topics regarding necessity of skill development were (1) positive, broad, and long-term problem-solving skills, (2) happy work skills with children, as well as material decoding/work handbook making skills and (3) skills of seaching for service organizations.

3. Child care personnel' attitudes for child development promotion-the analysis result showed the first three major topics existing out of the six on child care personnel's attitude consisted of (1) concerns in children's participation (99.2%), (2) child acceptance according to convention on the rigjhts of the child e.g. survival, development, participation and protection (99.0%) and (3) non-discrimination and equality to children (98.7%). However, the first three main topics regarding necessity of the attitudes were (1) non-discrimination and equality to children, together with concerns in children's participation, and (3) child acceptance according to convention on the rigjhts of the child e.g. survival, development, participation and protection.

Quantitative Research

From interviewing ten experts and experienced personnel, there were two ways for child care development which were:

1. Support for personnel's self-development-it was for constructing proper attitudes on children, happy working with children and learning from various new sources of knowledge, including technology.

2. Personnel developmental training run by the organizations-there were various developmental activities that could be summarized thus;

2.1 Short-term activity-discussion/seminars were mainly conducted by experiecd experts of the child. The data base of the organization and succesful experienced experts and support for making materials, handbooks and textbooks by the said experts were encouraged to be done.

2.2 Long-term activity-training for different groups of personnel was supposed to organized which consisted of two parts;

2.2.1 knowledge of direction framework of the country e.g. measures, laws, declarations and new policies.

2.2.2 Three aspects of child-related knowledge;

1) fundamental knowledge on children e.g. child development, parenthood's ability and social development.

2) in-depth knowledge and skills e.g. specific roles in a position in charge, working techniques regarding laws and related policies like children's condition evaluation and transmission.

3) working knowledge and skills-project on specific themes/activities e.g. leadership

Recommendation were that training/activities should be intriguing and modern, different from other organizations. Approach strategies were apt to be adapted for handling changing problems of the child. Themes of the training/activities should focus not only on problem solving, but self and social development also. Moreover, institutional visits would help make connections to work with other organizations with the same achievement. This would help accelerate target goals.

Equally as important, evaluation on personnel development, training/activities, materials, speakers and speakers should be implemented. Revision of the training/courses should be included. Here were some suggestions for setting standing point, target groups and working roles.

1. Standing points/objectives-personnel can be efficiently built to meet standing points/objective of the work so that they can follow the laws related and be able to achieve set goals that children would gain great benefits.

2. Three forms of child care personnel development

2.1 centralization of child care personnel development

2.2 framework setting; some child organizations would be an organizer and facilitator, together with providing speakers for specific themes.

2.3. mixed-type form-training for trainers or some courses could be run by organizations e.g. training on national policy of child and youth development for experienced personnel/leaders. The core course/curriculum can be formed and sent to local organizations to adapt it in their society. Some organizations would help form a course/curriculum which would be a decentralization of the training.

3. target groups of personnel / organization of the child would help set strategies for both short-term and long-term project apt for child organizations. The target groups comprised three groups or 3C 4 line as follows:

C1-Child -- it referred to a child or a group of children that needed to learn self development.

C2-Change Agent-this group worked with children that were in different lines e.g. fathers, mothers, cousins, community leaders, and child committee namely committee of child protection, group of personnel in child development and specific protection. There were four lines thus;

(1) personnel directly related to children e.g. doctors, nurses, social workers, teacher, judges, police and etc.

(2) personnel regarding child work administration e.g. staff, work plan and policy administrators of organizations, directors, politicians and commission of the parliament.

(3) personnel in capacity building-an organizer for personnel development project.

(4) personnel pertaining to children's activity development e.g. project/activity staff, child/youth leaders, both experienced and unskilled local organization staff, and front-line group, dealing with religious activities, culture and sports.

C3-Context-this group had an effect on changing development of the child e.g. material manufacturers, entrepreneurs, etc.

The result of quantitative research found that problems and obstacles in child care personnel development were limited budget for personnel development, lack of experienced experts/speakers and no new training / learning activity. There were two major ways for child care development: direct personnel development-training / scholarship for higher education, workshops on necessary needs for effective working performance and activities mainly focusing on positive attitude in work; and organization supports for personnel development-discussion/seminars among personnel, support for making materials, handbooks and textbooks by the experts, approach strategy training, adequate financial allocation for personnel developmental activities and training offered for different groups of personnel. For the aspect of personnel's self-development, it went along with the result of the quantitative study that the organizations should offer training support for those highly ambitious personnel to develop their organization. Furthermore, in qualitative research, it was important that child care personnel development in generalization of the country required to set clear objectives for personnel development e.g. training/activities should be intriguing and modern, different from other organizations, and training for trainers. The aspects of knowledge need were child development, problems and solutions, and development projects/activities. Required skills composed of positive problem solving, material decoding and handbook making, happy working, as well as non-discrimination and equality to children for children's better participation.

V. RECOMMENDATIONS

Recommendations on policy

1. The study result should be presented to the National Youth Bureau in order to appoint a personnel development subcommittee according to the National Child and Youth Development Promotion Act 2007 to drive the Thailand personnel development in action.

2. The personnel development subcommittee according to the National Child and Youth Development Promotion Act 2007 should take the study of child care personnel development to make strategic plans, 1-year short-term and 5-year long-term, for child care personnel development

Recommendations on implementation

1. The data base of successful experienced experts, knowledge and implementations on the child development (Best Practices) in various fields should be established to contribute or further in-depth implementation. Organizations and courses related to child care personnel development in Thailand should be surveyed to have those child care personnel get accessible to the sources.

2. Provincial Social Development and Welfare Offices and private child organizations should hold a seminar for learning and sharing attitudes on child development or happy working at provincial and national level. The seminar result would drive the movement of child care personnel, working with other child organizations.

3. The structure of organizations should be reformed to let an organization responsible for child care personnel's potentiality development work freely to have a right according to the National Child and Youth Development Promotion Act 2007 section 19 (3).

4. An institute of child and youth's personnel development for action research should be formed to serve as a national child and youth's personnel development organization jointly with educational institutions studying child and youth development e.g. Chulalongkorn University, Thammasat University, private universities, National Council for Child and Youth Development under the Royal Patronage of HRH Princess Mahachakri Sirindhorn (NCYD) and private sector.

5. Child care personnel should be encouraged to create and publicize their innovative work at provincial and national level.

6. Child care personnel's self development should be promoted and run by using the theory of knowledge management and learning organization in new public and private child development organizations e.g. Child and Youth Council.

7. The problem of inadequate financial allocation should be solved by finding supports domestically and internationally. Corporate Social Responsibility should be focused and used as a strategy for child care personnel development. To handle the lack of speakers and experts, besides seeking for experts from organizations, producing materials and presenting through an exhibition, it is supposed to encourage children and youths to work with experienced speakers and experts, as well as staff, in the way of Three different age for children."

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