PROCESS IN CREATING AND DEVELOPING VOLUNTEER AWARENESS TO THE LATE ADOLESCENTS WITH HEARING IMPAIRMENT

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ABSTRACT
The objectives of this research were 1) to cultivate the volunteerism, create understanding, and raise the awareness of volunteer work value for the late adolescents with hearing impairment through the volunteer learning process, and 2) to create the change in the awareness to access the intellectual well-being for the late adolescents with hearing impairment through the volunteer learning process. The target group consisted of 40 late adolescents with hearing impairment. The activities in the process for creating and developing the volunteer awareness to the late adolescents with hearing impairment could be divided into 7 activities. The results of the learning process revealed that the late adolescents with hearing impairment had knowledge and understanding about volunteer work. The sign language for the word of volunteer was initiated together with the new communication channel was to create understanding and greater intimacy through “Line: Deaf Volunteer”. The awareness was raised on the value of volunteer work. The consciousness was changed to access the intellectual well-being. The late adolescents with hearing impairment could work as volunteers to bring happiness to themselves and others without expecting anything in return. Eventually, the volunteering spirit could create change to be passed on from generation to generation for sustainability.

Keywords: Late Adolescents, Deaf People, Volunteer

I. INTRODUCTION
The current society is the society of change. With the borderless communication, human can learn from information without limits. The countries have increased in the industrial, science, technology and trade competition. Such competition affects the behaviors of people in the country including values. Such change affects object-oriented value more than psychological value. This leads to taking advantage of one another with the focus on seeking benefits for oneself and others. People lack moral and ethical development seriously resulting in the occurring of materialism. This causes Thai society to have more complicated problems reflecting the cultivation of ethics and virtue which is absolutely necessary for this changing era.

The attitudes, beliefs and behaviors that lack good conscience have always been deeply cultivated in the minds of Thai people and will intensify more (Binnok, 2008). Cultivating good awareness especially volunteerism refers to doing things that are not merely helpful for others or just for the public but they still include the development and promotion of intellectual well-being. Volunteer is a passive mind towards others, family members, society, or people’s suffering. This is the wish to help, neither by giving alms nor money but by taking time, effort, and wisdom to help with the mind of happiness to help others. It is the mind of those who sacrifice and cooperate for public benefits. This can also help reducing problems that arise in society as well as helping to train to serve others and openness to different ideas and beliefs. Volunteering may begin with family incubation, schools, from individual changes leading to volunteer for transformation into the well-being society.

Therefore, cultivating volunteer awareness in all age group is necessary. Considering the adolescents, it is found that adolescents are in the age of the Stress and Strong (Casey et al., 2011). It is the critical age and it is a turning point in the midst of adaptation (Choochom, Sucaromana, and Srijindarat, 2006). Teenagers are in the age of
growth and transformation characterized by rapid social, mental and physical development. Such development consists of 1) physical development comprising general physical changes and sexual changes, 2) mental development comprising changes in the intelligence, thinking about oneself such as one’s identity, self-image, acceptance by others, self-esteem, individuality, self-regulation, emotional and ethical, etc. and 3) social development comprising interest in the opposite sex, social and environmental interests, need to adapt themselves to the rules, rules of groups and society, etc. Due to such changes, adolescents have to adapt in many ways at the same time. This shows that the teenagers are in the age of the most problems with adaptation (Ratchatawan, 2011). However, if during such transition, the adolescents are taken cared properly, it will allow teenagers to learn to adapt suitably. They can also solve various problems which will enable adolescents to develop themselves to become healthy adults both physically, mentally and socially.

It can be seen that the adaptation of general adolescents to the changes is quite difficult. For teens with hearing impairment being in a colloquial environment and being seen as social disability, it is more difficult to overcome or adapt to this period than normal teenagers. For adolescents with hearing impairment, this is the complex time. The communication with family and peer groups may cause the adolescents with hearing impairment to have mental conflicts possibly leading to problematic behaviors. The adolescents with hearing impairment have very disadvantaged lives (Siriattakul et al., 2015). In the society where everything depends on language and communication, the adolescents will have problems with speech, symbolism, and writing because of their hearing impairment. For emotional expression, they use physical behavior as the medium of expression (Siriattakul, 2012). Learning, adaptation, socialization and learning achievement are inferior to those of general teenagers because it is not able to take advantage of communication with slow language development. The intellectual abilities can be similar to general teenagers. Only language limitation makes it appear that adolescents with hearing impairment are inferior to general teenagers. As a result, the adaptation of adolescents with hearing impairment is different from general adolescents. It results in the adolescents with hearing impairment to be separate from society. They feel lonely and have difficulties in communicating with family and society (Lukomski, 2007). It includes the opportunities for emotional social problems and there is a chance of deviant behavior and mood swing than general adolescents. It possibly results in grouping of people with hearing impairment only. They do not want to interact with common people, feel it difficult to get along with the general society including the thinking process that is different from the general public. Due to the nature of culture of those with hearing impairment, it shows the adolescents with hearing impairment have more adaptation problems than general adolescents (Siriattakul et al., 2015).

When considering about the persons who born with disabilities, it is found that Thai society has compassion in people with disabilities. This causes people with disabilities, especially those with hearing impairment, to look forward to opportunities for help or pity, and to see what people do is difficult to do. They think that they are not able to do. For this operation, it is imperative that young people with hearing impairment can get out of the destructive system of Thai society. They will be allowed to see their own worth and see themselves as capable with the potential to help others. This enables the adolescents with hearing impairment to realize that there are still others in Thai society that are more difficult than themselves despite being a normal person. The process to build and develop volunteer awareness which will occur in this project will help creating and encouraging adolescents with hearing impairment to have volunteer spirit starting from changing oneself leading to volunteerism for the change to the well-being society in the future.

II. RESEARCH METHODOLOGY

This is the research and development being conducted as the action research using the qualitative research. The target group consists of 40 adolescents with hearing impairment who study in the Nakhon Pathom School for the Deaf. The tools used in the monitoring and assessment include; 1) Volunteer assessment form for late adolescents with hearing impairment, 2) Volunteer assessment for the caregivers of late adolescents with hearing impairment, 3) focus group, and 4) conversation.

The development on the process for the creation and development of volunteer awareness for the late adolescents with hearing impairment was operated into 5 procedures including 1) Current situation and volunteer development demands for late adolescents with hearing impairment, 2) Preparation of the group of late adolescents with hearing impairment, 3) Planning and preparation on the process for building and developing volunteerism for late adolescents with hearing impairment, 4) Organization of process for building and developing volunteer spirit for late adolescents with hearing impairment, and 5) Conclusion, assessment, and monitoring of results.
The activities in the process for the creation and development of volunteer awareness for the late adolescents with hearing impairment can be divided into 7 activities including 1st activity: Opening the world of volunteerism, 2nd activity: Consciousness of school, 3rd activity, Giving Dararat flowers to the King, 4th activity: Visiting the juniors, 5th activity: Society and change, 6th activity: Planting for sharing, 7th activity: Volunteer to plant mangrove forests.

The moderators applied ethical practices in the learning process to protect and not to violate privacy rights. The learning process was carried out within the following scopes; 1) Consent of the informants, 2) Confidentiality of the informants, 3) Consent principle in the information scope, 4) Presentation of study results in accordance with the facts, and 5) Qualifications of the moderators according to the research ethics.

III. RESEARCH RESULTS

From the process for the creation and development of volunteer awareness for the late adolescents with hearing impairment in all 7 activities, it can be concluded that the late adolescents with hearing impairment had the opportunity to do volunteer work outside the school. This volunteer work made them learn that volunteering required cooperation from many people altogether as a group to create the good society from doing little things, sacrificing energy and wealth of each person. Just a small portion, when they were combined, they yielded great benefits. Finally, the joy and pride of volunteer work was the joy and the pride of working as volunteer. The findings were divided as follows.

1) Late adolescents with hearing impairment had knowledge and understanding about volunteer work:
The volunteer work is new for late adolescents with hearing impairment. The term “volunteer” is a new term for both spelling and sign language. It is needed to be explained, raised as example, and learned through doing real activities. This is to create knowledge and understanding more about this word. However, after the teenagers have learned from the held activities, they can have more understanding and there is a view to volunteering as helping people close to themselves, family members, teachers or friends, children at school, and unknown people with more difficulty than themselves. Having more, they can be helped. From another point of view, that volunteering is doing with the heart voluntarily.

2) New communication channels are created for more understanding and closer to one another:
In designing project activities, the team had the opinion that the teenagers must be given with the opportunity to communicate about their own volunteering in order to create such communication channel that will enable mutual learning of students and staffs. We formed the Line group “Deaf Volunteer” for the teenagers to tell their good deeds or their volunteer work into the Line in the forms of text, photos or videos for not more than 5 minutes in length. Initially, it did not get the attention much until the speaker, who was deaf, sent a video greeting and invited the teenagers to submit the story of volunteer into the Line group. It started from M.6 students sending the video into the Line group first. After that, the M.4 and M.5 students saw the sample and made their own videos to send as well. In the following week after the video was sent, we gave the snacks as rewards for the teenagers who sent the stories. This could create more motivation. It could be seen that when there was the Line group, many of the teenagers felt close to the speakers and the team. They saw examples of volunteer work from other peers. They had creativity and more courage to send their own stories into the Line group. Most of which would the stories of doing good deeds and helping the family or going to make merit at temples around the houses. This Line group could be considered like the space for the teenagers to tell about their volunteer work throughout the project period.

3) Raise the awareness of the volunteer work value:
When the students participated in the project, they had neither knowledge nor understanding on the meaning and the process of volunteering. The project saw that creating knowledge and understanding was an important basis for the formation of this learning. As the team wanted to make learning fun, we invited speakers who were deaf to help bringing in various activities. This caught a lot of interest from the teenagers. In the early activities, it could be seen that most students did not yet know the word “volunteerism”. This was new word and the students still did not understand the exact meaning. In organizing every volunteer activity, speakers had to review this word and let the teenagers reflect on their own understanding. It could be seen that the students had more and more understanding which made the students proud of themselves being able to understand this word more clearly. They were also able to see the benefits of volunteering and have the intention to pass on knowledge to others or the next younger generation.
4) The consciousness was changed to approach the intellectual well-being for late adolescents with hearing impairment through volunteer learning process from doing many activities or by writing in the journal of goodness. It could be seen that the teenagers like the activities and enjoyed the activities related to nature, forest preservation and tree planting. Above all, it is the volunteer work of the teenagers which they could see as an action that does not see results at the time of doing it but still benefits in the future. The benefits are from what they have done. These are not just for themselves but are the acts for other people around. It refers to those related to them which may not be their family members. It can be noticed that they do not just consider about themselves but they help others or fellow humans.

5) Volunteering to create happiness for themselves and others: From the volunteer activities that teenagers have done many times, even at the first time, they may not understand what they are doing and who they do for. However, when they have learned, they gain more knowledge and direct experiences from doing activities. They can absorb being the givers and doing things for others with comfort. They do things without expecting anything in return. These things made them happier and this happiness will not be only for themselves. The people around them will also be happy from the activities they do. For example, for the kindergarten students on the days of their theatrical activities, they intently acted as animals according to the story they had come up with for themselves. Seeing smiling faces, seeing children laughing, knowing that what they intended to do made others happy, they became happy. Therefore, volunteering is something that brings happiness to both the givers and the receivers.

6) Volunteer spirit brought change to be transferred from generation to generation for sustainability. The work of the volunteer project team was considered to be more successful when students talked about doing good deeds, helping others without expecting anything in return. However, these were not seen concrete until students began to illustrate how these volunteer work they learned through project activities. They had chance or hoped to pass on or convey what they had known to future generations. The teenagers had chance to do good deeds, had done something happy, and passed on good things to others.

Therefore, it can be concluded that the process of volunteering and developing for late adolescents with hearing impairment has resulted in knowledge and understanding of volunteer work. A new communication channel was formed to create more understanding and closeness to one another. This creates awareness of the value of volunteer work with a new consciousness changed in accessing intellectual well-being. Volunteering can create happiness for oneself and others. Eventually, volunteering can change and pass from generation to generation for sustainability.

IV. CONCLUSION AND DISCUSSION

The research results revealed that the organizing of all 7 activities could give knowledge and understanding about volunteer work to the late adolescents with hearing impairment. The new communication channel through Line application was created for greater understanding and intimacy. This included raising awareness of the volunteer work value. It was the new consciousness change in access to intellectual well-being for late adolescents with hearing impairment through the volunteer learning process. This could create happiness for themselves and others as well as creating the change to pass from generation to generation for sustainability. However, most of the past researches had been conducted on the creation and development process of volunteering for general late teens with knowledge and understanding of volunteer work. This was different from the late adolescents with hearing impairment because the word “volunteer” is the new term for both spelling and sign language. Therefore, it is needed to be learned and understood through the research activities conducted by the researcher in this research. In general late teens, studies have shown that approximately two-thirds of late adolescents meet a high level of public psychological criteria for self-responsibility and avoid any use or action that will cause damage to the public. The majority and half of the sample group had a high public awareness of being conscious and accountable for their assigned duties. They also have conscience in taking part in collective care while taking part in activities that benefit the school, community, and society. Only one third of the late teens who meet the high level of public mind are required to be socially responsible by respecting the rights of others and behaving honestly. The late adolescents who meet the public mind criteria at a high level was 46.40% (Worakhamin, Rakamuaykij and Safa, 2016).

This research results are consistent with the research conducted on the late adolescents in general of Supaphan Permpoon and Phra Sisithimuni (2016) studying the volunteering development through the process of restoring learning resources in the community of Wat Pho Nimit’s students, Bangkok. The development process is
consistent with this research. The research results revealed that the approaches for volunteering spirit development according to the aforementioned processes enable students to undertake volunteer activities, participate in planning activities, and survey the need for activities. The students participate in volunteer activities both inside and outside the school.

In addition, the internal factors of ethical reasoning and motivation including the external factors of support from family, community and friends were positively correlated with the volunteering behaviors of late adolescents (Nakaseni, Panchaphalinkul, and Mo-on, 2016). This included psychological and social factors which positively correlated with the volunteering behaviors of the late adolescents consisting of self-efficacy acknowledgement, volunteering motivation, social support, and self-esteem which can explain the volunteering behaviors of late adolescents (Wongpitak, 2013). This was in the same direction as the late adolescents with hearing impairment. Such process of creating and developing volunteerism through the 7 activities can create happiness for themselves and others and can also create change to be passed on from generation to generation for sustainability. Creating new communication channel and creating new area of interaction with the late adolescents with hearing impairment were done via Line application of Deaf Volunteer to build the understanding and intimacy with one another.

It can be seen that the process of creating and developing volunteering for the late teens with hearing impairment does not only help the youth reduce selfishness but it is also about taking into account the interests of the public or the impact of one’s actions on others. Volunteering leads to helpful practices. The teenagers will find the joy of being a true giver leading to self-esteem and the sense of self-worth, recognition, affection of others. As a result, the seeds of “volunteer” in the mind of late adolescents with hearing impairment flourish with more inspiration and desire to help others and society. Eventually, it will enable them to grow into good and quality adults in the future.

Recommendations from research results: The new communication channel was created along with the creation of new area of interaction with the late adolescents with hearing impairment through “Line: Deaf Volunteer”. It is the space for exchanging experiences of volunteer work that each person has done. Originally, the working group had thought of making a notebook. However, it was found that there was a language limitation that made the late adolescents with hearing impairment could not record their volunteer work in their notebooks. With the changing method to use Line instead, the results were satisfactory. It was considered the success and this Line application is still performed to carry on volunteer work.

Recommendations for Development: Volunteering is something that must be instilled into a habit. As it requires a process of creating and developing volunteerism to create a new consciousness in accessing intellectual well-being, it takes time to accumulate such features. The process is required to be ongoing and consistent. It was held at Nakhon Pathom School for the Deaf which was only 1 in 21 schools for people with hearing impairment. Therefore, if such project is furthered to the late adolescents with hearing impairment in other schools for the deaf, it will inevitably expand the volunteer work or possibly organize the process to create and develop volunteerism for representatives of late adolescents with hearing impairment across the country so that the teenagers can represent the next generation of knowledge, understanding, and awareness of the volunteer work value.

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