The 21st century skills of the master's degree students in the school of liberal arts in private Universities

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Abstract The objectives of this research are: 1) to study the skill levels and development needs of twenty-first century master's degree students, 2) to compare these skill levels and development needs by classifying students according to variables such as gender, age, work experience, and institution of graduation, and 3) to study the relationship between the level of skills and the need for developing twenty-first century skills of master's degree students. Questionnaires were distributed to master's degree students in the Faculty of Liberal Arts at a private university who studied from 2021 onward. A total of 80 questionnaires were distributed, and 73 responses were received. The statistical methods used in the research include frequency, percentage, mean and standard deviation, independent sample t-test, one-way ANOVA, and the correlation coefficient of variables (r). The research results found that: 1) the top three twenty-first century skills of students are media literacy, social skills, and information literacy. The top three needs for developing twenty-first century skills are cooperation, creative thinking, and communication skills. 2) The comparison of twenty-first century skills among students revealed no significant differences in skill levels based on gender and age. However, significant differences were found in skill levels based on the educational institutions and fields of study completed at the bachelor's degree level. No significant differences were found in the need for developing twenty-first century skills based on gender, age, educational institution, and field of study at the bachelor's degree level. 3) The level of twenty-first century skills is not related to the need for developing twenty-first century skills.

Keywords: skills, 21st century, liberal arts, master's degree

1. Introduction

“The 21st century” (2001 to 2100 AD) is a period of rapid change in the world in many matters, affecting the work and lives of the world’s citizens and causing calls for people to be prepared. Our world to support working and living in the twenty-first century. In 2009, the United States was one of the first countries to launch a call to prepare citizens for the twenty-first century from a collaborative organization between large company national professional organizations and the State Education Office, calling itself the Partnership for Twenty-first Century Skills to support such claims (Kay, 2010). Preparing global citizens as a result, educational institutions need to be alert and prepare for the development of young people to become important citizens of the nation in the future, which must be developed urgently to be in line with the changing world trends in this era of technology and has the ability to adapt. Development of learning skills in the twenty-first century. It is a new dimension in the education industry. This makes it necessary for students to learn to gain skills in various areas, such as learning and innovation skills, self-development, learning to develop skills, and learning by doing information, media and technology skills. Individuals must learn new skills to survive in society (Martin, 2010). Twenty-first century skills are understood to encompass a wide range of abilities. These include critical thinking, problem solving, creative self-cognition, communication, digital literacy and technology, civic responsibility and global awareness (Dede, 2010). This is a challenge in developing students to enhance twenty-first century skills that need to be developed so that students can adapt.
to changes all the time and be ready to accept the challenges of the current world of education in the university system. Does it answer the question of preparing yourself for work in the twenty-first century? (Srissa-at, 2016). Therefore, in the teaching system, it is necessary to adjust the development process, especially in developing students, to be able to change their thinking and learning methods and change their development methods to prepare students and be suitable for the changes that occur. That is, to be a person with knowledge and expertise in working and the skills to learn to adapt to the necessary changes in the twenty-first century.

The Basic Education Core Curriculum aims to improve the quality of students in the twenty-first century according to the United Nations Education Declaration (USESCO) in 4 areas: 1) Learning to know 2) Learning to do 3) Learning to with the others. 4) Learning to be (Office of the Basic Education Commission, 2015). Administrators and educators must have the vision to lead educational organizations into the new century. Currently, education is not limited to the classroom. Students can easily access knowledge through the internet, smartphones and new learning formats. Educational institutions have begun to improve or create new curricula, using knowledge to create innovations that benefit communities, society, and the nation to meet the diverse needs of modern learners and produce graduates with the competencies to support changing world trends. Educational institutions must fill in the necessary knowledge and skills, or what is lacking, and adjust themselves as a place to learn. It is a place that allows children to have imagination, think analytically, be creative, and learn from real experiences both inside and outside the classroom, emphasizing a management system starting from inputs, processes, and impacts (Tantaviboon & Khajding, 2020). Powell (1985) stated that postgraduate students are generally satisfied with their learning experience not only in terms of acquiring intellectual and intellectual skills but also in acquiring transferable and practical skills. These learning experiences affect students' self-development, increasing their independence and ability to reflect on the learning process and being able to apply theory in practice. Therefore, designing a master's degree program that focuses on making teaching and learning more relevant, rigorous, and connected to the outside world may lead to exemplary teaching and learning for other educational institutions. (Martinez, 2022)

The university has a duty to organize teaching and learning activities that promote twenty-first century learning skills for students along with student development. The researcher studied twenty-first century skills of students in accordance with and appropriate to the context of students at a private university to use the research results as guidelines for developing twenty-first century skills for master's degree students. The faculty of Liberal Arts, a private university, will continue to be effective.

1.1. Research objectives

1) To study the skill level and development needs of twenty-first century master's degree students in the Faculty of Liberal Arts at a private university.

2) To compare the skill level and development needs of the twenty-first century master's degree students in the Faculty of Liberal Arts at a private university according to the variables of gender, age, work experience, and educational institution graduation.

3) To study the relationship between the level of skills and the need to develop twenty-first century skills among master's degree students in the Faculty of Liberal Arts at a private university.

2. Materials and Methods

2.1. Population and Sample Selection

In this study, questionnaires were distributed among master's degree students within the Faculty of Liberal Arts at a private university who have been enrolled since 2021. The total population under consideration consisted of 80 individuals. Notably, a significant response rate was achieved, with 73 students completing the inquiry form, accounting for an impressive 91.25% of the total population. This high response rate enhances the study's reliability and represents a substantial portion of the targeted student body, ensuring that the gathered data are reflective of the broader master's degree student community in the Faculty of Liberal Arts.

2.2. Research Instruments and Methodology

In this survey-based research study, several carefully designed tools were employed to gather comprehensive data from master's degree students in the Faculty of Liberal Arts at a private university. The study utilized a structured questionnaire divided into three distinct parts, each serving a specific purpose:

Part 1: General Information Gathering
This section aimed to establish a demographic profile of the respondents. It included inquiries about gender, age, details of the educational institution where they completed their bachelor's degree, the specific field of study completed at the bachelor's level, the current field of study pursued at the master's level, and their work experience. These foundational data provided a crucial context for understanding the respondents' backgrounds and academic journeys.
Part 2: Skill Assessment and Development Needs

The second part of the questionnaire was dedicated to evaluating the skill levels of the master’s degree students. Adapted from Stauffer (2022), this section comprised a total of 12 items. These items assess the proficiency levels of various skills essential for students' academic and professional growth. Additionally, the questionnaire delved into their perceived needs for skill development. The respondents used a rating scale, assigning weights to five levels (5 = highest proficiency, 4 = high proficiency, 3 = moderate proficiency, 2 = low proficiency, and 1 = least proficiency). This quantitative approach provided valuable insights into the students’ existing skills and areas where they felt improvement was necessary.

Part 3: Student Skill Development Suggestions

The final segment of the questionnaire encouraged respondents to provide suggestions and insights concerning skill development. This open-ended section allowed students to express their thoughts on how the university could further enhance their skill sets. By gathering qualitative data through these suggestions, the research aimed to gain a deeper understanding of the students' perspectives, preferences, and recommendations for educational improvements.

By employing this comprehensive questionnaire with its multifaceted approach, this study ensured a thorough exploration of master’s degree students' skills, developmental needs, and valuable input on skill enhancement strategies within the Faculty of Liberal Arts at the private university under investigation.

2.3. Data analysis and statistical methods

In this study, a rigorous analysis of data was conducted employing various statistical techniques to gain meaningful insights into the research findings. The collected data, including personal information of the participants, were first summarized using descriptive statistics. The mean and standard deviation were calculated to provide a comprehensive overview of the population’s characteristics.

Interpretation of Evaluation Results: To interpret the survey results, the study utilized specific criteria based on the guidelines proposed by Srisa-at (2017). These criteria enabled a nuanced understanding of the data by categorizing the responses into different proficiency levels. The interpretation was as follows:

- On average, 4.51 – 5.00 indicates the highest level of proficiency.
- Average 3.51 – 4.50: Represents a very high level of proficiency.
- Average 2.51 – 3.50: This signifies a moderate level of proficiency.
- An average of 1.51 – 2.50 indicates a low level of proficiency.
- Average 1.00 – 1.50: Represents the lowest level of proficiency.

By applying these benchmarks, the researchers were able to categorize the respondents’ skills and developmental needs accurately, allowing for a precise analysis of the data.

- Analyzing Relationships: This study investigated the relationships between gender, age, work experience, and the skill levels and developmental needs of master’s degree students in the Faculty of Liberal Arts at a private university. Pearson's product moment correlation coefficient, a widely used statistical method, was employed for this analysis. The interpretation criteria were established using five levels of correlation strength:
  - Correlation coefficient ≥.80 or higher: Indicates a high level of relationship.
  - The correlation coefficient between .61 and .80 represents a relationship at a quite high level.
  - The correlation coefficient was between .41 and .60, indicating a moderately related relationship.
  - Correlation coefficient between .20 and .40: Represents a relationship at a relatively low level.
  - A correlation coefficient less than .20 indicates a low level of correlation.

By applying these correlation levels, the study was able to discern the strength of the relationships between various demographic factors and the skill levels and developmental needs of master's degree students, providing a detailed understanding of the influencing factors in this context.

3. Results

Table 1 presents the demographic information of the respondents. The data indicate that a significant majority of the participants were female, comprising 78.10% of the total respondents and totaling 57 individuals. Furthermore, a majority of the respondents were above 30 years old, constituting 54.80 percent of the sample, with 40 individuals falling into this age group. Regarding their educational background, the majority of respondents completed their bachelor's degrees in public higher education institutions (78.10 percent, 57 individuals). Additionally, 74 percent of the participants (54 individuals) pursued fields other than education during their bachelor's studies. In their pursuit of a master's degree, a significant portion of the respondents specialized in education, accounting for 67.10 percent (49 individuals). Moreover, 43.80 percent of the respondents (32 individuals) had less than 5 years of work experience.
Table 1 shows the personal data of the respondents of master’s degree students in the School of Liberal Arts in Private Universities (N = 73).

<table>
<thead>
<tr>
<th>Years</th>
<th>Status information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>Male</td>
<td>16</td>
<td>21.09</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>57</td>
<td>78.10</td>
</tr>
<tr>
<td>2. Age</td>
<td>Under 30 years old</td>
<td>33</td>
<td>45.20</td>
</tr>
<tr>
<td></td>
<td>30 years or older</td>
<td>40</td>
<td>54.80</td>
</tr>
<tr>
<td>3. Graduation in bachelor’s degree</td>
<td>Public higher education</td>
<td>57</td>
<td>78.10</td>
</tr>
<tr>
<td></td>
<td>Private higher education</td>
<td>16</td>
<td>21.90</td>
</tr>
<tr>
<td>4. Field of study in bachelor’s degree</td>
<td>Education</td>
<td>19</td>
<td>26.00</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>54</td>
<td>74.00</td>
</tr>
<tr>
<td>5. Field of study in master’s degree</td>
<td>Education</td>
<td>49</td>
<td>67.10</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
<td>12</td>
<td>16.40</td>
</tr>
<tr>
<td></td>
<td>Art Performance</td>
<td>4</td>
<td>5.50</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>7</td>
<td>9.60</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1</td>
<td>1.40</td>
</tr>
<tr>
<td>6. Work experience</td>
<td>Under 5 years</td>
<td>32</td>
<td>43.80</td>
</tr>
<tr>
<td></td>
<td>5-10 years</td>
<td>31</td>
<td>42.50</td>
</tr>
<tr>
<td></td>
<td>Above 10 years</td>
<td>10</td>
<td>13.70</td>
</tr>
</tbody>
</table>

In Table 2, a detailed analysis of twenty-first-century skills and their developmental needs among master’s degree students in the Faculty of Liberal Arts at a private university is presented. The data reveal valuable insights into the students’ proficiencies and areas where further development is sought.

Table 2 shows the level of twenty-first century skills and the need for developing twenty-first century skills of master’s degree students in the school of Liberal Arts in Private Universities.

<table>
<thead>
<tr>
<th>21st century skills</th>
<th>21st Century Skill Levels</th>
<th>The need for developing skills in the 21st century</th>
</tr>
</thead>
<tbody>
<tr>
<td>μ</td>
<td>S.D.</td>
<td>level</td>
</tr>
<tr>
<td>1. Analytical thinking</td>
<td>3.96</td>
<td>0.69</td>
</tr>
<tr>
<td>2. Creativity</td>
<td>4.07</td>
<td>0.56</td>
</tr>
<tr>
<td>3. Cooperation</td>
<td>4.19</td>
<td>0.61</td>
</tr>
<tr>
<td>4. Communication skills</td>
<td>4.22</td>
<td>0.60</td>
</tr>
<tr>
<td>5. Information literacy</td>
<td>4.25</td>
<td>0.52</td>
</tr>
<tr>
<td>6. Media literacy</td>
<td>4.32</td>
<td>0.57</td>
</tr>
<tr>
<td>7. Information technology</td>
<td>4.08</td>
<td>0.57</td>
</tr>
<tr>
<td>8. Flexibility skills</td>
<td>4.08</td>
<td>0.61</td>
</tr>
<tr>
<td>9. Leadership Skills</td>
<td>3.73</td>
<td>0.75</td>
</tr>
<tr>
<td>10. Initiative</td>
<td>4.04</td>
<td>0.61</td>
</tr>
<tr>
<td>11. Increasing productivity</td>
<td>3.99</td>
<td>0.63</td>
</tr>
<tr>
<td>12. Social skills</td>
<td>4.29</td>
<td>0.54</td>
</tr>
<tr>
<td>Total</td>
<td>4.10</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Skill Proficiency Levels: The overall assessment of the students’ twenty-first-century skills indicated an average proficiency level (\( \bar{X} = 4.10, \text{S.D.} = 0.41 \)). In terms of skills, media literacy (\( \bar{X} = 4.32, \text{S.D.} = 0.57 \)), social skills (\( \bar{X} = 4.29, \text{S.D.} = 0.54 \)), and information literacy (\( \bar{X} = 4.25, \text{S.D.} = 0.52 \)) emerged as the three areas where students demonstrated the greatest proficiency. However, critical thinking skills had a relatively lower average (\( \bar{X} = 3.96, \text{S.D.} = 0.69 \)), indicating room for improvement in this specific skill domain.

Developmental Needs: When evaluating the students’ needs for developing twenty-first-century skills, the overall assessment revealed an average level (\( \bar{X} = 4.37, \text{S.D.} = 0.33 \)). Upon closer inspection, collaboration (\( \bar{X} = 4.55, \text{S.D.} = 0.52 \)), creativity (\( \bar{X} = 4.51, \text{S.D.} = 0.58 \)), and communication skills (\( \bar{X} = 4.53, \text{S.D.} = 0.52 \)) emerged as the three areas where students expressed the greatest need for further development. Conversely, leadership skills (\( \bar{X} = 4.22, \text{S.D.} = 0.60 \)) and initiative skills (\( \bar{X} = 4.22, \text{S.D.} = 0.47 \)) exhibited comparatively lower developmental needs, although improvement opportunities still existed.

Interpretation: This detailed analysis demonstrates a balanced proficiency in twenty-first-century skills among master’s degree students, with specific strengths in media literacy, social skills, and information literacy. However, the pressing need for further development lies in enhancing collaboration, creativity, and communication skills. The findings provide insights for educators and policymakers to focus their efforts on the areas requiring the most improvement.
underscore the importance of targeted interventions to bolster these specific skills, ensuring that students are well equipped for the challenges of the modern professional landscape. Moreover, recognizing the existing strengths and weaknesses provides a strategic foundation for designing tailored educational programs, thereby empowering students to excel in diverse real-world scenarios.

By analyzing the data presented in Table 3, which compares the personal information of master's degree students within the Faculty of Liberal Arts at a private university, several key observations emerge. First, there were no significant differences observed in the levels of twenty-first century skills or the need for their development when comparing students of different genders and ages. This suggests a uniformity in skill levels and developmental requirements among students across these demographics.

Table 3 shows the comparison of the twenty-first century skills of master's degree students in the Liberal Arts School at private universities.

<table>
<thead>
<tr>
<th>Information details</th>
<th>21st Century Skill Levels</th>
<th>The need for developing skills in the 21st century</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>Gender</td>
<td>.040</td>
<td>71</td>
</tr>
<tr>
<td>Age</td>
<td>1.043</td>
<td>71</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>-2.060</td>
<td>71</td>
</tr>
<tr>
<td>Fields of study in bachelor's degree</td>
<td>4.893</td>
<td>71</td>
</tr>
</tbody>
</table>

However, when examining students graduating from diverse educational institutions and fields of study, notable disparities in their levels of twenty-first century skills were identified. These differences were statistically significant at the .05 level, indicating that educational background and field of study indeed influence the acquisition of these skills. Surprisingly, despite these variations in skill levels, the need to develop twenty-first century skills remained consistent across these different educational backgrounds and fields of study. This intriguing finding suggests that while the starting points for skill proficiency may vary, the developmental needs of master's degree students in the Faculty of Liberal Arts at the private university under study appear to be universally similar.

Examining the data in Table 4, which compares the working experience of master's degree students within the Faculty of Liberal Arts at a private university, intriguing patterns emerge. First, there were no discernible differences in the levels of twenty-first century skills among students with varying levels of work experience. This suggests that the duration of professional experience does not significantly impact the proficiency in these skills among master's degree students in this specific academic setting.

Table 4 shows the comparison of the work experience of master's degree students in the school of Liberal Arts at private universities.

<table>
<thead>
<tr>
<th>21st Century Skill Levels</th>
<th>Divide into groups</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>f</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience</td>
<td>Between groups</td>
<td>11.18</td>
<td>2</td>
<td>.059</td>
<td>.332</td>
<td>.719</td>
</tr>
<tr>
<td></td>
<td>Within the group</td>
<td>12.451</td>
<td>70</td>
<td>.178</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12.569</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The need for developing skills in the 21st century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide into groups</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Work experience</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

However, a noteworthy contrast arises when considering the developmental needs related to twenty-first century skills. Surprisingly, significant differences were identified at the .05 level among students with different levels of work experience. This implies that while existing skill levels may remain consistent across varied work experiences, the specific areas requiring further development in twenty-first century skills exhibit distinct patterns. Understanding these nuances in skill requirements based on work experience can be crucial for tailoring educational interventions and support mechanisms for students within the Faculty of Liberal Arts at private universities.

Table 5 provides insight into the relationship between current proficiency levels and developmental needs for twenty-first century skills among master's degree students within the Faculty of Liberal Arts. The data reveal a remarkably low correlation, indicating a weak connection between the two aspects. In simpler terms, students' existing proficiency in twenty-first century skills has little influence on their identified need for skill development.

It is suggested by this finding that certain twenty-first century skills may be possessed by students at a particular level, yet these skills might not align directly with the areas identified by them as needing improvement. This lack of correlation is understood to be pivotal, as it implies that the self-perception of students regarding their skills may not always match the
objective assessment of their proficiency. This insight is considered crucial for educators and institutions aiming to bridge the
gap between students’ perceived needs and the actual areas necessitating focused skill development initiatives within the
Faculty of Liberal Arts.

Table 5 shows the relationship between the level of twenty-first century skills and the need for developing twenty-first century skills
among master’s degree students in the schools of Liberal Arts in private universities.

<table>
<thead>
<tr>
<th>Relativity</th>
<th>21st Century Skill Levels</th>
<th>The need for developing skills in the 21st century</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df</td>
<td>Asymp.Sig (2-sided)</td>
</tr>
<tr>
<td>Gender</td>
<td>15</td>
<td>.157</td>
</tr>
<tr>
<td>Age</td>
<td>15</td>
<td>.673</td>
</tr>
<tr>
<td>Work experience</td>
<td>30</td>
<td>.750</td>
</tr>
</tbody>
</table>

4. Discussion

Research on twenty-first century skills of Master’s degree students in the Faculty of Liberal Arts at a private university,
which surveys the opinions of Master’s degree students in the Faculty of Liberal Arts at a private university, studied from
2021 onward, a total of 80 people, through questionnaires and received questionnaires for 73 people, representing 91.25% of
the total population. Its purpose is to:

1) To study the skill levels and development needs of the twenty-first century of master’s degree students in the Faculty
of Liberal Arts at a private university. The results showed that for the twenty-first century skills of master’s degree
students in the Faculty of Liberal Arts at a private university, the 3 highest rankings are in media literacy, social, and
information literacy skills. In addition, twenty-first century skills have the highest development needs. The top 3 are
cooperation, creativity, and communication skills, which is in line with the World Economic Forum (2015). It offers skills
beyond the basics and adds even more: collaboration, creativity and initiative, consistent with Sinche et al. (2017), who said
that graduate students should develop skills in the ability to set vision and goals, time management, the ability to work in
teams, the ability to collaborate outside the organization, the ability to manage people and career planning skills and
awareness, which has little development, especially career planning and awareness, and is ranked lowest of all skills. This
indicates the scope for targeted growth in graduate education. Additionally, Dyjur & Li (2015) found that when graduate
students receive assignments, it is a valuable learning experience that challenges how text can be conveyed visually and
improves their ability to critically analyze visual data and strengthen reading and writing skills.

2) To compare the skill levels and development needs of twenty-first-century master’s degree students in the Faculty
of Liberal Arts at a private university according to the following variables: gender, age, working experience and educational
institution. The results of the research revealed that when twenty-first century skills were compared, gender and age did not
affect skill levels or development needs. The institution where the bachelor’s degree is awarded and the field of study where
the bachelor’s degree is awarded have different effects on the level of twenty-first century skills. This is because each
institution has a different vision, context and goals. Different fields of study, such as engineering students who have
computer skills, technology and media literacy, are more advanced than science major students. Compared with science
students, medical nursing students have more skills in understanding cultural differences. Social technology students with
computer skills information media literacy technology are more advanced than agricultural technology students (Chaiyasen,
2020). As a result, each field of study has different skill levels, while the institution in which the bachelor’s degree is
completed and the field of study in which the bachelor’s degree is completed have no effect on development needs skills.
However, in terms of working experience. It was found that the levels of twenty-first century skills were the same, while the
development needs of twenty-first century skills differed.

3) To study the relationship between skill levels and development, twenty-first century skills of master’s degree
students in the Faculty of Liberal Arts at a private university are needed. The results of the study revealed that twenty-first
century skills are not related to the development needs of twenty-first century skills.

5. Conclusions

Research on the twenty-first century skills of master’s degree students in the Faculty of Liberal Arts at a private
university has the following objectives: 1) To study the skill levels and development needs of twenty-first century master’s
degree students in the Faculty of Liberal Arts at a private university; 2) To compare the skill levels and development needs of
twenty-first century skills of master’s degree students in the Faculty of Liberal Arts at a private university classified by
variables such as gender, age, working experience and the institution from which they graduated; and 3) To study the
relationship between skill levels and development needs of twenty-first century skills of master’s degree students in the
Faculty of Liberal Arts at a private university. The research results revealed that:

1) Overall, the average skill level of master’s degree students in the twenty-first century is high. The highest average is
for media literacy, social skills, and information literacy, and the least average is for critical thinking and for the twenty-first

https://www.malque.pub/ojs/index.php/msj
century of master’s degree students. Overall, the average is at a high level. The highest average was for cooperation skills, creativity skills, and communication skills, and the lowest average was for flexibility.

2) Students of different genders and ages have different skill levels and development needs for twenty-first century skills. Students who have completed their studies at different educational institutions and fields of study. There was a significant difference in the level of twenty-first century skills.

3) The level of twenty-first century skills is not related to development needs in twenty-first century skills. In addition, general suggestions were found regarding the development needs and skills of master’s degree students in the Faculty of Liberal Arts at a private university. The development of skills is needed to provide more opportunities and platforms for students. Mutual aid aspects of practice and theory, Thai culture, Thai society and Thai food, IT and career paths, English language skills enhancement and the aspect of cultivating professional skills and adapting to society.

6. Suggestions

The findings from the questionnaire yield valuable insights, leading to the following comprehensive recommendations for enhancing the skills of master’s degree students in the School of Liberal Arts at Private Universities:

1) Providing Diverse Opportunities and Platforms: Create varied opportunities and platforms for students to engage in practical applications of their skills, fostering a holistic learning environment that blends theory with hands-on experience.

2) Fostering Collaboration Between Practice and Theory: Encourage mutual assistance between practical experiences and theoretical knowledge, bridging the gap between classroom learning and real-world applications. This integration enhances the students’ overall skill set.

3) Promoting Thai Culture, Society, and Cuisine: Incorporate modules highlighting Thai culture, society, and cuisine, enabling students to have a deeper understanding of their cultural heritage. This knowledge not only enriches their personal lives but also enhances their cultural competence, a valuable asset in a globalized world.

4) Emphasizing IT Proficiency and Career Guidance: Strengthen IT skills among students, ensuring that they are adept in technology relevant to their field of study. Additionally, they can provide comprehensive career guidance, assisting students in navigating potential career paths aligned with their skills and aspirations.

5) Enhancing English Language Proficiency: Place emphasis on improving English language proficiency. English proficiency opens doors to global opportunities and facilitates effective communication, both of which are essential skills in today’s interconnected world.

6) Cultivating Professional Skills and Adaptability: Focus on cultivating essential professional skills, including communication, problem-solving, and leadership. Moreover, instilling adaptability and resilience equips students to thrive in diverse and ever-changing professional environments.

Ethical considerations

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Conflict of interest

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