

**DEVELOPMENT OF A NON-FORMAL  
EDUCATION ACTIVITY MODEL USING  
REFLECTIVE THINKING AND NEO-  
HUMANISM TO ENHANCE LIFE  
SATISFACTION FOR THE YOUTH IN A  
JUVENILE OBSERVATION AND  
PROTECTION CENTER**

Jutarat Kotcharat<sup>1</sup>

Kiatiwan Amatayakul<sup>2</sup>

**Abstract:** The purposes of the study are: 1) To develop a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in a Juvenile Observation and Protection Center. 2) To experiment with a developed non-formal education activity model by comparing the life satisfaction of the experimental group and the control group. 3) To study the factors and conditions that may bring a development of a non-formal education activity model using reflective thinking and neo-humanism for the youth in Juvenile Observation and Protection Center. Research population is the youth in Juvenile Observation and Protection Center in six regions of Thailand: the east, the west, the central, the northeast, the north and the south. In addition, the research sample is youth in Ban Kanjanapisek Training – School in Nakhon Pathom.

The research methodology is divided into 3 phases as follows: Phase 1: Developing a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center. Phase 2: Study effect of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center, and Phase 3: Study the factors and conditions of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center.

Currently, the study is in phase 1: Developing a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center. The research was conducted on the basis of development of a non-

formal education activity of Ingalls (1973) to change the behavior of youth as important as planning process to ensure a systematic learning in 3 steps: 1) Diagnosis of Needs 2) Formulation of Objective 3) Planning the Actual Design.

**Keywords:** Non-formal Education Activity Model, Reflective Thinking, Neo-humanism, Life Satisfaction, the Youth in Juvenile Observation and Protection Center

**Introduction**

Youth can be considered as valuable human resource of the country in social and national development. All children and youth are considered as human resources, the potential development of which is necessary, so that they can live to their full potential and happily. This is consistent with the National Education Act 2542 as amended (No. 2) Act 2545. Section 24 referred to the learning process for schools, related agencies to practice skills of thinking, face the situation, and the application of knowledge used to prevent and solve problems with activities for students to learn from experience. Training for practicing, thinking is made possible for continuous knowledge (National Education Commission, 2002).

Therefore, education is an important tool in youth development to a person of quality through organizing experience, knowledge, skills and attitudes for young people to know about their social lives, understand their environment, and participate in the knowledge and understanding to solve problems in everyday life and to enhance the quality of life and society better. The daily life of the youth will be effective, life satisfaction is essential in adapting to life's challenges. That is, life satisfaction is the cause of exuberance and development of human beings.

The change in present Thai societies, in terms of economic, environments, society, technology, and culture results from Western influence, which emphasize economic and social growth. Western influence also urges change in social value and consuming value. It also results in problems of present societies, in which news or stories of the aggression or inappropriate behaviors of the youth are recognized. Some of the actions are juvenile court charges against theft, such as rape and assault (Supatra Suparb, 2006). A criminal offense of youth from small crimes is prosecuted under such laws. It is usually in the range of most teens, which are children and adolescents (Central Juvenile and Family Court, 2008). If these

<sup>1</sup> Ph.D. Candidate in Non-formal Education, Department of Education, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand

<sup>2</sup> Associate Professor, Department of Education, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand

children and youth lack responsibility toward others and have an aim of illegality in actions, it will be a problem for society and the country. Ms. Sa-ard Minabool, Advisory Teachers in Ban Kanjanapisek Training School stated that, "most of the youth in the Ban Kanjanapisek are disorientated from their lack of discretion to take proper actions and because of the bad friends. Therefore, children must be trained to know what is wrong and what the rules of society and real world are and accept life satisfaction. Some have gone out and committed illegal actions repeatedly. The problem is what to do better for them to understand their lives and think in positive ways. If they have life satisfaction, do not contradict to the social normal, they can help society any way and be a good person and a real life satisfaction (Sa-ard Minabool, interview December 16, 2009).

Life Satisfaction provides soundness of mental health and quality life, which lead to health of individual. Life dissatisfaction relates to violation, which results from the state that one tries to make up missing feelings (Hay 2000). Moreover, who has positive life satisfaction causes low rate of violation. In return, who has the negative satisfaction causes high rate. It agrees with the Neo-Humanism theory, which encourages the learning of oneself for developing subconscious and conscious and create happiness from them to one's and others' lives. Neugarten, Havighurst and Tobin (1961) propose that satisfaction in the life consists of five factors; 1) zest of life, 2) resolution and fortitude, 3) congruence between desired and achieved goal, 4) positive self-concept and 5) mood-tone. The encouragement of one's living satisfaction will affect the change in behavior and demonstration including which of the misconduct youth because life satisfaction consists of physical, mental, emotional and social satisfaction: To summarize, general living satisfaction results.

The activities of non-formal education involving the school, therefore, are separated or correspond to educational activities. Therefore, objectives of the activity must respond to need and interest of the youth or interested people. For the suitability of the educational activity, nature of the youth must be considered. The activities need to offer experience and skill of lives, which are similar to cultures inside of the youth. Moreover, they must create atmosphere and variability in learning and encourage participation in creating the activity. Group discussion should be focused and the language of such discussion should be easy to understand. The activity must also be flexible, reach the need of the learners and emphasize the adaptation of the experience in the real life. These target groups are youth, labor force, tramp children and handicapped people. Especially, the youth are an

important target group because they are valuable human resource of the country and contribute to the development of the country in the future. The development of knowledge for improving thinking skill of the youth, therefore, is important and necessary for reducing rate of failing living of the youth because the youth has chances for considering problems and practicing various solutions and then solving the problems by using such solutions and summarizing them. They can use knowledge or experience getting from the practices to adapt in their real lives effectively.

The study encouraging and developing the thinking skill of the youth, which will result in life satisfaction, can be implemented by encouraging eternal learning with non-formal education because such education is flexible and can be arranged at any time and any places without conditions in term of age of learners or their basic knowledge. Its philosophy focuses learning for real life and emphasizes education, in which one is able to think, make decision and make use of it in daily life (Archanya Ratana-Ubol, 2008). The development of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center needs systematic improvement in order that such activities can develop the youth to the change in themselves and reach the behavioral goals. A model for activity of the non-formal education comprises 5 steps; 1) diagnosis of needs, 2) formulation of objective, 3) planning the actual, 4) method and procedure, 5) evaluation of outcomes whether the set goals can be reached or not considering from the change in behaviors of the participants, which are described in the objectives. If the participants are able to perform wished behaviors, these activities are successful (Ingalls, 1973).

One's action and temperament result from the feeling to oneself. So creating right thinking will affect one's good behavior. Joseph (1986) according with Kriangsak Charoenwongsak (2008) stating that with thinking ability human is human solving problems by him-/herself because thinking leads to value and attitude specification and behavioral temperament. That is why thinking is the starting point for determining success or failure for one or society. It also agrees with Williams (2001) stating that thinking is relation between feeling and action causing potential living. Reflective thinking is enthusiastic, intentional and cautious consideration of belief or knowledge from guess by using evidence and information for making decision. It is the attempt for creating, understanding and perception for worldly matters. In term of reflective thinking, thinking attempt, setting the goal of thinking, logical arrangement of thinking by using evidences, assessment of thinking and

making the decision from such information are necessary. These factors are important processes of present thinking of human about human behavior. The process of reflective thinking is divided into 8 steps; 1) how knowledge arises, 2) examine the hypothesis, 3) asking questions/suspect all things, 4) evidence used to determine, 5) prioritize and develop ideas to think rationally, 6) cause of thinking aims, 7) evaluate through the process, 8) process to create and clear assessment of the disputes (Barnett, 2003).

Neo-humanism as the principles of human development goals to complete in all respect: good health, strong mind, control ideas and actions morality and ethics, discipline, imagination, creativity, love and kindness to oneself, others and all things, knowledge of professional and academic. For developing oneself by neo-humanism, it begins with a relax atmosphere, enhance oneself good image, learning and training practices both individual and group and motivate to promote learning.

Neo-Humanism aims at the development of humans and society. It begins with self-development, both physical and mental and passes on nice feelings of love and benevolence to the creative general society. The human development according to this theory aims at perfect health, stable mentality and highest development of mentality comprising love and benevolence, which refers to universal love, vocational and technical knowledge. It is divided into 3 categories; creating positive image for oneself and self-esteem, brain wave development and consistent practice.

Creating life satisfaction by using the Neo-Humanism results in perfect development in all categories because it is the combination between positive thinking and actions aiming at permanent good behavior, so that it becomes good characters resulting in successful predestination. The development of health focuses in appropriate eating behavior and exercises. The mental development is controlled by morals and the development of subconscious is combined by having the subconscious gain useful information and having conscious practice meditation. To change image of oneself to optimistic life encourages positive feeling, instead of the negative, in subconscious. The combination of practicing consciousness for meditation and relieving oneself for perception trance are involved (Kiatiwan Amatayakul 2002). Therefore, to create positive feeling to the subconscious of one, instead of the negative, for one's positive image corresponding the Neo-Humanism will relate to thinking process and will result in behavioral temperament.

From what stated above, both the principle of arranging non-formal education and development

of activity model of the non-formal education according to Ingalls's concept, and the concept of the development of human using the Neo-Humanism and reflective thinking process shows appropriateness of such factors. The processes of arranging activity need to focus the learning by practice, both individual and group practice, which encourages positive attitude and self-esteem in the youth, supports the learning process for development of reflective thinking in themselves, supports systematic search of information, links knowledge with learning experience and implements the found ideas to situations in daily life. Therefore, by combining these concepts, it will lead to the life satisfaction of the youth. The youth in Juvenile Observation and Protection Center attending the activity will have happiness in living, intention and endurance in living, be able to reach the goal, have good self-concept, be able to cope with the situations and change in their lives, have positive attitude and feeling, be satisfied in present situations, do the right thing. With such benefits, it will finally lead to happiness and life satisfaction. Therefore, the researcher is interesting in developing the non-formal education activity model using reflective thinking and Neo-Humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center, so that they can live in the right way, change their behaviors to the creative side, and realize their own value for becoming the good human of the nation.

### **Objectives**

1. To develop a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in a Juvenile Observation and Protection Center.
2. To experiment a developed non-formal education activity model by comparing the life satisfaction of the experimental group in joining the activities and the control group which did not join the activities.
3. To study the factors and conditions of implementing the non-formal education activity model using reflective thinking and neo-humanism for the youth in Juvenile Observation and Protection Center.

### **Research Hypothesis**

1. The youth who attends a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction has increased in effective learning scores by comparing between before and after attending activity.
2. The youth in experimental group who attends a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction has increased in effective learning scores by comparing with the youth in controlled group.

### Expected Outcome

1. This research has the form of a non-formal education activity, the new knowledge of a non-formal education activity is appropriate to enhance life satisfaction for the youth in Juvenile Observation and Protection Center.

2. This research has a plan of a non-formal education activity to enhance life satisfaction for the youth in Juvenile Observation and Protection Center and the work-related that can be used as guideline for working.

3. This research is fundamental research that will help other researchers to bring this research to the benefit of expanding the model to develop a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center. For other target groups, they might improve some elements in accordance with the context and target groups.

### Research Scope

Scope of the research is divided into 3 parts.

#### Population

Population is the youth in Juvenile Observation and Protection Center in six regions: The east, The west, The central, The northeast, The north and The south, and able to attend the entire program. Research sample is youth in Ban Kanjanapisek Training – School in Nakhon Pathom.

#### Research variable

Research variables are

1. Independent variable is a non-formal education activity model using reflective thinking and neo-humanism.
2. Dependent variable is the life satisfaction of the youth in Juvenile Observation and Protection Center.

#### Content

Content is life satisfaction for the youth in Juvenile Observation and Protection Center as follows: 1) Zest of life, 2) Resolution and fortitude, 3) Congruence between desired and achieved goal, 4) Positive self-concept, 5) mood tone (Neugarten, Havighurst and Tobin, 1961).

### Conceptual framework

A conceptual framework of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center is synthesized with following steps:

(see figure 1 in next page)

#### Input

Ingalls educational program development process (1973) consists of Five steps as follows: 1) Diagnosis of Needs, 2) Formulation of Objective, 3) Planning the Actual Design, 4) Method and Procedure, 5) Evaluation of Outcomes.

Life satisfaction involves soundness of mental health and quality life, which lead to the overall health of an individual. There are five components (Neugarten, Havighurst and Tobin, 1961): 1) Zest for life, 2) Resolution and fortitude, 3) Congruence between desired and achieved goal, 4) Positive Self-concept, 5) Mood tone.

Reflective Thinking of Barnett (2003), this concept involves an exacting and careful examination about belief or knowledge from suspecting by using evidence and information for decisions to understand and provide for a clear the study of modern aspects of the problem. Understanding and right decision-making involves eight steps: 1) How Knowledge arises, 2) Examine the Hypothesis, 3) Asking Questions/Suspect all things, 4) Evidence used to Determine, 5) Prioritize and Develop ideas to think rationally, 6) Cause of thinking aims, 7) Evaluate through the process, 8) Process to create and clear assessment of the disputes.

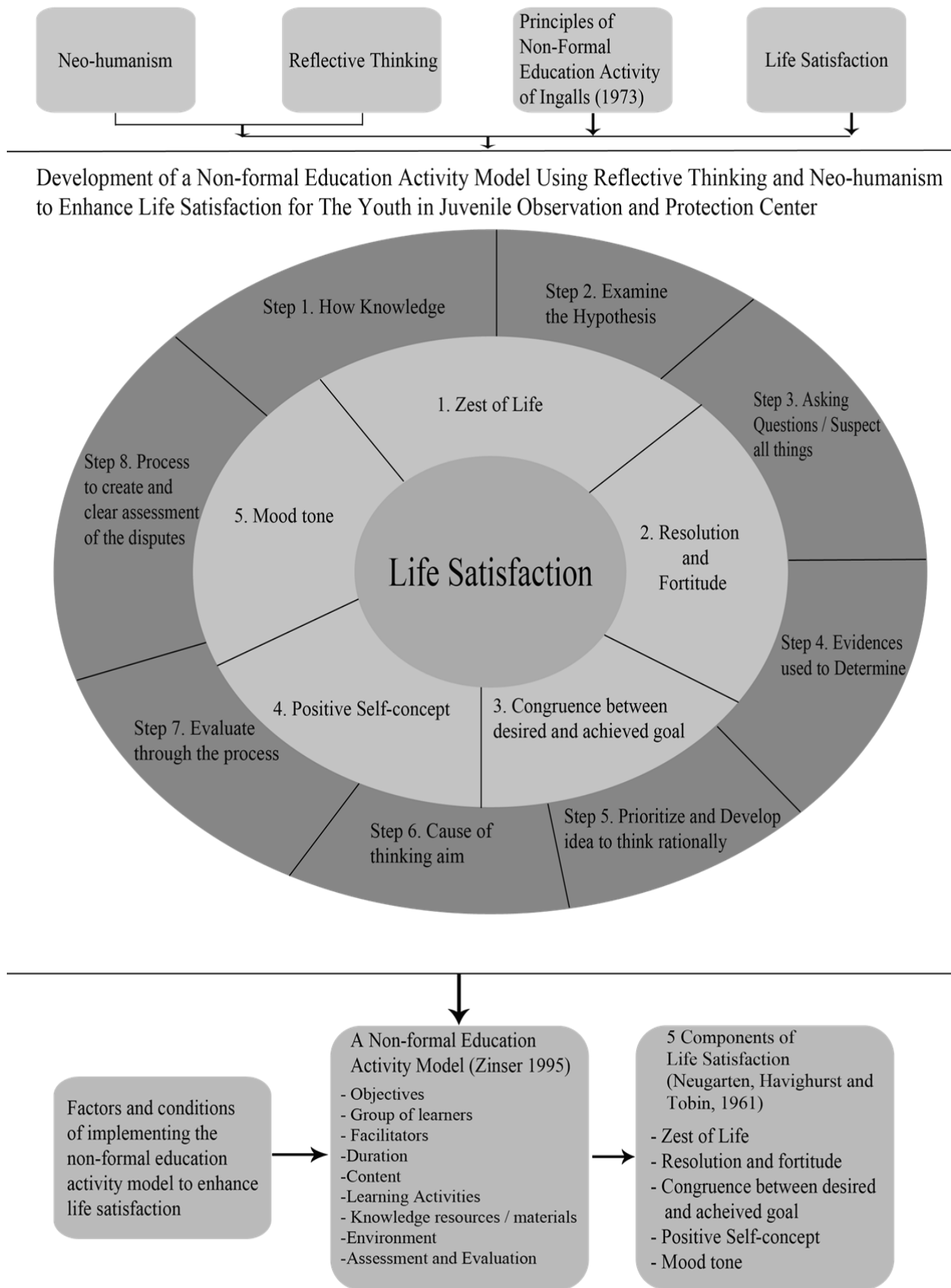
Neo-humanism involves principles of human development goals to complete in all respect: good health, strong mind, control ideas and actions morality and ethics, discipline, imagination, creativity, love and kindness to oneself, others and all things, knowledge of professional and academic. For developing oneself by neo-humanism, it begins with a relax atmosphere, enhance oneself good image, learning and training practices both individual and group and motivate to promote learning.

#### Process

The researcher applies Ingalls education program development process, life satisfaction of Neugarten, Havighurst and Tobin, reflective thinking of Barnett and neo-humanism. After that, the researcher combines them into the activities.

#### Output

After organizing a non-formal education activity model using reflective thinking and neo-humanism, the test has been used to the participants and then the researcher organizes a group discussion to study the factors and conditions of implementing the non-formal education activity model using reflective thinking and neo-humanism for the youth in Juvenile Observation and Protection Center.



**Figure 1: Conceptual framework**

### Research methodology

This research is the Quasi Experiment research, which is divided into 3 phases as follows:

Phase 1: The development of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center.

It is the process basing on the first three steps of Ingalls program development process (1973) to change the behavior of participants as important as planning process to ensure a systematic learning in 3 steps: 1). Diagnosis of Needs, 2) Formulation of Objective, 3) Planning the Actual Design.

Phase 2: The effect of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center.

It is the implementation of the development process of a non-formal education activity model of Ingalls (1973) in step 4 and 5: 4) Method, Procedure, and 5) Evaluation of Outcomes.

Phase 3: To study the factors and conditions of a non-formal education activity model using reflective thinking and neo-humanism to enhance life satisfaction for the youth in Juvenile Observation and Protection Center.

The researcher can have the trial for using the information to improve, adjust and develop that can be used more effectively.

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