

DEVELOPMENT OF A NON-FORMAL EDUCATION ACTIVITY MODEL TO ENHANCE LIFE SKILLS FOR THE NON-FORMAL AND INFORMAL EDUCATION STUDENTS

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Abstract: The objectives of this research are to: 1) study the needs of life skills of non-formal and informal education students; 2) develop a non-formal education activity model to enhance life skills for the non-formal and formal and informal education students; 3) study the effect of using a non-formal education activity model to enhance life skills for the non-formal and formal and informal education students which is developed; and 4) study the factors and involved conditions of a non-formal education activity model to enhance life skills for the non-formal and formal and informal education students. The population of this research is non-formal and informal education students from districts in Bangkok. The research procedure uses the principles of development of a non-formal education activity model by Brundage (Archanya Rattanaubon, 2551) and integrates 2 concepts of learning activities, which are the self-directed learning concept by Knowles, which focuses on self-learning, allowing learning to occur in any place, at any time and throughout life. The other concept is arrangement curriculum that focuses on child-centered individually (4F: Fun-Find-Focus-Fulfillment).

This arrangement curriculum must be aligned with the natural character, potential, interest and need of learners. The integration creates a non-formal education activity model that consists of 5 stages. Stage1 is to diagnose the needs of learning by analysis of one's need and interest. Stage2 is to arrange activities so that the learners could enjoy and be happy in learning (Fun). Stage 3 is to arrange activities for learners to find their potential, aptitude, likes and interests (Find). Stage 4 consists of the learners choosing to study what they are most aptitude, like and have real interest and to increase and deepen their knowledge (Focus). This focus consists of fixing the purpose of learning by clearly writing their own purpose of learning; identifying resources that are used for learning, including both materials and people; selecting and using

their most appropriate learning strategy. In Stage 5, learners fulfill their potential individually according to ability, aptitude, likes and interests that are found (Fulfillment). Finally, the learners evaluate their own learning. Research tools in this study include questionnaire, interviews, assessment and observations. The outcome of this study is identifying the characteristics of life skills of non-formal and informal education students in the cognitive domain, affective domain and psychomotor domain.

Keywords: Needs of Life Skills, Non-formal and Informal Education Students, Factors and Involved Conditions, Non-formal Education Activity Model

Background and Significance of the Issue

As a result of problems in today's society, lifestyles of Thai children and youth have been in terms of materialism, expensive tastes and preferences for foreign products for nearly the last 30 years. Moreover, in the past 7 to 8 years, there has been an increase in violence, drugs, and free sex, imitating violence and pornography of western teens. These problems are identified with drugs, sexual activity, materialism, and over usage of the internet. For the non-formal and informal education students, problems of life skills are making decisions, solving problems, and coping with emotions and stress. These problems cause confusion, anxiety and frustration. If they are ignored, they will develop into serious problems. By teaching life skills utilizing the activity model encourages students' motivation to learn, and the content can be used to develop life skills.

Life skills is a tool for human development which means the ability of a person that is composed of knowledge and attitude in dealing with problems in today's society and preparation for future adaptation (Bureau of Mental Health Technical Development, 2542). Life skills consist of 10 core life skills, which are decision-making, problem solving, creative thinking, critical thinking, effective communications, interpersonal relationship skills, self-awareness, and empathy, coping with emotions, and coping with stress (WHO, 1994). For Thailand, elements of life skills have been modified to fit the context of the country. The Department of Mental Health has added two elements that are creative thinking and critical thinking (Department of Mental Health, 2544). Hence, the researchers are interested in developing a non-formal education activity model by using the concept of self-directed learning and the concept of curriculum construction of individual student-centered education (4F) to promote life skills for the non-formal and informal education students. This research will identify

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characteristics of life skills which are overcoming obstacles with intelligence, ready for living and protecting oneself safely, resulting in quality and value of life for oneself and society as a whole.

Research Objectives

- 1) To study the needs for life skills of the non-formal and informal education students.
- 2) To develop a non-formal education activity model to enhance life skills of the non-formal and informal education students.
- 3) To study the results of using the developed non-formal education activity model to enhance life skills of the non-formal and informal education students.
- 4) To study factors and conditions that are involved in implementation of the developed non-formal education activity model to enhance life skills of the non-formal and informal education students.

Research Assumptions

The researchers make the following assumptions:

The non-formal and informal education students that participate in non-formal education activities to promote life skills will develop in the areas of cognitive domain, affective domain and psychomotor domain of life skills. Cognitive domain includes creative thinking and critical thinking. Affective domain includes self-awareness, empathy, pride, and social responsibility. Psychomotor domain includes building relationships, communication, and decision-making, problem-solving, coping with emotion and coping with stress. These three domains will be measured by a change in the results of test scores before and after participation in activities.

The non-formal and informal education students in the experimental group that participate in non-formal education activities will acquire life skills in the cognitive domain, affective domain and psychomotor domain. The result of test scores will be higher than the control group, which will not participate in non-formal education activities.

Research Scope

The scope of this research is to cover three parts: population, variables of the study, and content of study as follows:

Scope of population

Population of the study is the non-formal and informal education students who live in Bangkok.

Scope of variables of the study

Variables of the study are:

Independent variables are non-formal education activities to promote life skills for the non-formal and informal education students.

Dependent variables are the results of non-formal education activities to promote life skills for cognitive domain, affective domain and psychomotor domain.

Scope of content of the study

Content of the study are: Creative thinking; Critical thinking; Self-awareness; Empathy; Pride; Social responsibility; Building relationship; Communication; Decision-making; Problem solving; Coping with emotion; and Coping with stress.

Conceptual Framework

Input is as follows:

1. Principles of the development of the non-formal education activity model of Brundage are: 1) Evaluating the needs and problems; 2) Setting objectives; 3) Organizing education activities to enhance learning; 4) Compliance with education activities according to the plan; 5) Project and results evaluation.

2. The concepts of self-directed learning are: 1) To determine the needs; 2) To determine learning objectives; 3) To identify learning resources; 4) To select and use the most suitable strategy to learn; and 5) To evaluate your own learning.

3. The concept of curriculum construction of individual student-centered education (4F) is Fun-Find-Focus-Fulfillment.

4. The concepts of life skills are cognitive domain, affective domain and psychomotor domain.

5. The concept of the non-formal and informal education students.

Process is as follows:

1. Evaluation for needs and problems by surveying needs and problems of life skills;

2. Setting objectives: To be behavioral objectives and to develop behaviors which are consistent with the concept of life skills;

3. Organizing activities to enhance learning: By using the concept of self-directed learning and the concept of curriculum construction of individual student-centered education (4F) and life skills content that is 1) Needs and findings of what to learn; 2) Organizing fun activities to stimulate desire for learning; 3) Finding of what one's focused life skills are; 4) Setting learning objectives and focusing on one's most important life skills needed; 5) Identifying resources; and 6) Selecting and using a learning strategy;

4. Compliance with activities according to the plan: It is the learning to fulfill one's own potential as an individual;

5. Project and results evaluation: By evaluating results from learning if they can be developed.

Output is as follows:

1. Characteristics of life skills for the non-formal and informal education students which are 1) Cognitive domain; 2) Affective domain; and 3) Psychomotor domain;

2. A non-formal education activity model to enhance life skills for the non-formal and informal education students;

3. Factors and conditions such as problems and obstacles in implementing a non-formal education activity model;

(See figure 1 in next page)

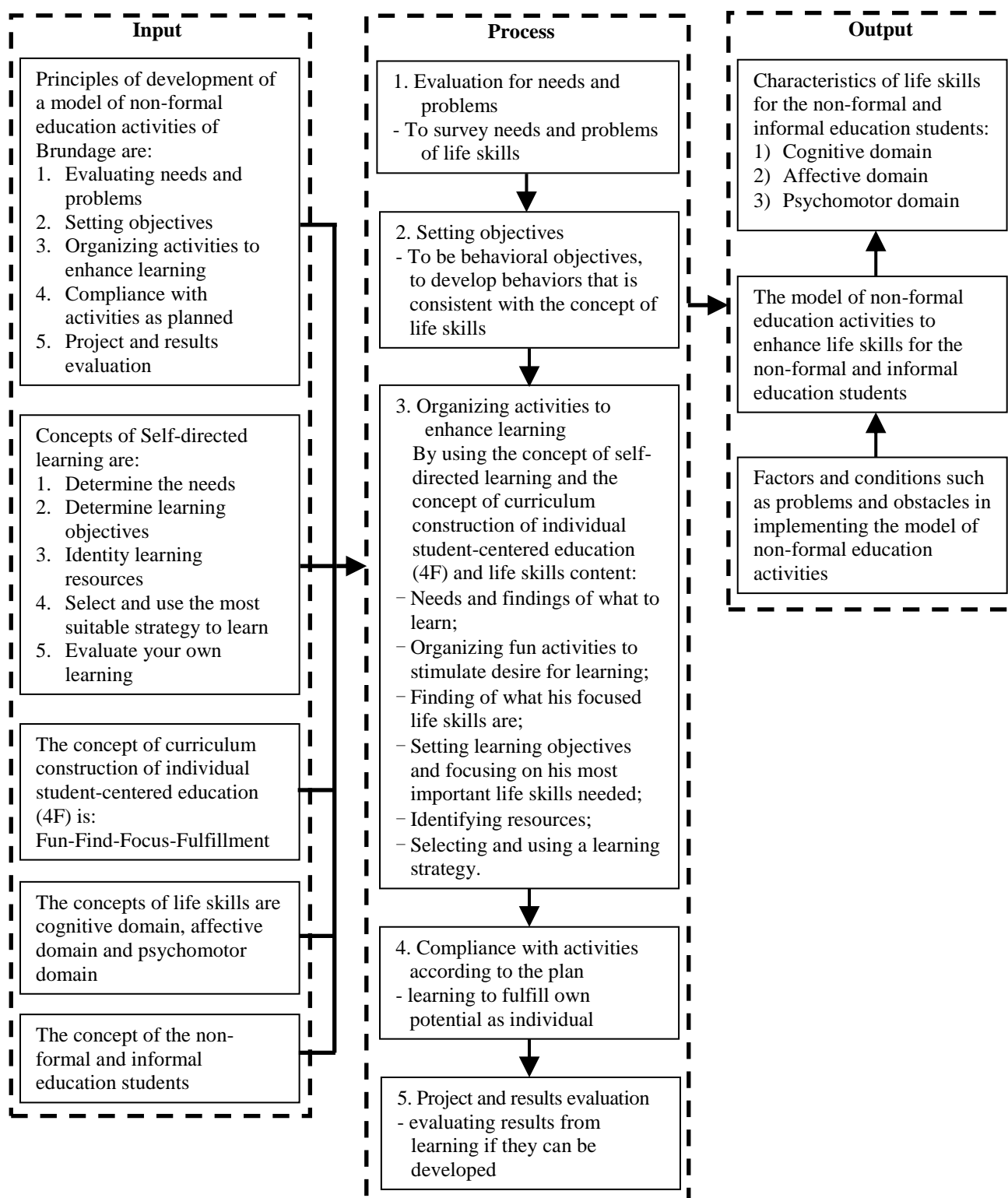


Figure 1: Conceptual Framework of Development of a Model of the Non-formal Education Activities to Enhance Life skills for the Non-formal and Informal Education Students

Research Methodology

The study focuses on development of a non-formal education activity model to enhance life skills for the non-formal and informal education students. The Researchers uses quasi-experimental research combined with qualitative research and content analysis in a two-group research model utilizing two group's pretest-posttest design. The researchers divide this study into 4 phases as follows:

Phase 1: Review information to use in development of non-formal education activities to enhance life skills for the non-formal and informal education students.

The researchers studied the collected data that is gathered from various sources such as books, documents, related researches, attended workshops, observed practices, including recommendations from experts. As a result, a theoretical concept can be derived to determine a conceptual framework, and obtain knowledge to develop a non-formal education activity model as well as knowledge of methods to teach life skills with various techniques and learning activities.

Phase 2: Develop a non-formal education activity model to enhance life skills for the non-formal and informal education students.

The researchers used the non-formal education activity model of Brundage that comprises five steps as follows: Step 1: Evaluating the needs and problems; Step 2: Setting objectives; Step 3: Organizing education activities to enhance learning; Step 4: Compliance with education activities according to the plan; and Step 5: Project and results evaluation.

Phase 2 of this research is for organizing activities as follows:

Step 1: Evaluating the needs and problems

The researchers constructed a questionnaire by applying life skills measurement tools of Panvipa Bannakeit (2543) who studied construction of a life skills course for promotion of mental well-being of nursing students that comprised of 7 elements. The researchers are currently constructing 5 additional elements.

The researchers will use such questionnaire with the non-formal and informal education students in Bangkok who are interested and volunteer to participate in activities for 40 people. The sample group will be divided into two groups using matching method. Hence, there will be 20 people in the experimental group that participate in non-formal education activities, and 20 people of the control group who will not participate in non-formal education activities.

Step 2: Setting Objectives

The learning objectives in organizing non-formal education activities to enhance life skills are:

1. To be able to describe meaning and elements of life skills;

2. To be able to perform life skills activities, including role-playing, responding to questions about the six elements of life skills that are relationship,

communication, decision-making, problem solving, coping with emotion, and coping with stress.

3. To be able to learn by oneself the guide of non-formal education concerning 6 elements of life skills which are creative thinking, critical thinking, self-awareness, empathy, pride and social responsibility.

Step 3: Organizing education activities to enhance learning

The researchers determine content and activities, including tool preparation in organizing activities. There are 12 activities for 100 hours duration as follows:

1. Six activities in the classroom comprising 48 hours, which focus on relationship, communication, decision making, problem solving, coping with emotions and coping with stress by organizing the training program of non-formal education workshop for 3 days. The researchers are in the process of designing the training.

2. Six activities outside the classroom comprising 52 hours, which are creative thinking, critical thinking, self-awareness, empathy and social responsibility by organizing as self-learning from the guide of non-formal education four hours a day for 13 days. The researchers are working on creating the guide for non-formal education, including a self-evaluation form and an interview form.

Phase 3 of this research is the implementation of the developed non-formal education activity model to enhance life skills of non-formal and informal education students and non-formal education.

Step 4 of the research is based upon the compliance with education activities according to the plan and the study of the results.

1. The experimental group participates in non-formal education activities;

2. The control group is the non-formal and informal education students who are volunteers but do not participate in any non-formal education activity but continue on their daily routine activities.

Step 5: Project and results evaluation

In relation to the evaluation of the experimental group and the control group with the research implementation, the researchers are in progress to create an evaluation form of a non-formal education activity model and interview form as well as factors and problems in learning activities. In addition, the method of analysis is already proposed.

Phase 4 of this research study will focus on the factors and conditions associated with the implementation of the developed non-formal activity model to enhance life skills for the non-formal and informal education students.

The process of research at this stage is to study factors, conditions and recommendations for the development and implementation of a non-formal education activity model to enhance life skills for non-formal and informal education students, by analyzing data that are collected from the evaluation forms for this activity model after the implementation with the experimental group and not the implementation with the control group.

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