

## PROVIDING EDUCATION FOR THE VISUALLY IMPAIRED IN FOREIGN COUNTRIES

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## ABSTRACT

Studies for visually impaired people in foreign countries are different. For example, in the United States, it was found that visually impaired people, in addition to experiencing unusual physical hardships, are also framed by family members who will be educated because of the embarrassment of their child's abnormality. The United States Constitution does not support the study in special schools because it is considered to be an incorrect approach, separating children from society and therefore sending children to study together with normal children creates an understanding of the limitations between normal children and children with disabilities. It is a correct and appropriate approach, so the government has expanded special education in the form of joint learning and reduced the number of special schools or specialized schools. Sweden has various laws that clearly define the characteristics of children with disabilities, emphasizing that teachers, in addition to having basic knowledge suitable for children with special needs, must also have teaching skills and use psychology. All classroom teachers must devote their time, by providing tutoring for 2 hours per week, teachers have helped a lot in solving the problem of children with disabilities in Sweden. In Japan, there are both special schools and co-educational schools. There are 3 types of special schools: schools for the deaf, Schools for the Blind, and Schools for the disabled, which are separated into 3 types of schools specifically for the disabled: schools for mentally retarded children, schools for children with physical disabilities, schools for chronically ill children. If children with moderate disabilities will be arranged to attend classes. As with normal children, children with disabilities who can enter special schools must undergo a selection process that is established by law and the Japanese Ministry of Education has a set curriculum. Australia will promote inclusive education by nearly

100 percent. There will be research and use of research results to develop techniques for training individuals to have knowledge and ability and use appropriate tools that can help children with all special needs. More people can learn well and have the means to attend regular school. The Australian government will support the emphasis on parent education and the development of children who have been diagnosed as being able to develop in all areas, parent training, home visits, demonstrations, follow-up, and communication technology are used in teaching and fully support education.

**Keywords:** Educational management, visually impaired, educational system

## Introduction

Education is an important factor in the development of society, creating individuals who are virtuous, efficient, and mentally beautiful through education because education allows us to gain knowledge and skills necessary for living and working as well as studying, know patience in facing life's challenges, this learning is not limited by time and can lead to the progress and prosperity of society in many areas, such as occupations, learning the importance of culture, and natural resources, and keeping up with changes in the world. Therefore, promoting education is an important thing that has a positive impact on all aspects of society. Can bring about the development of human resources in the country.

In Thailand at present, there are more than 2 million people with disabilities, but it is found that the majority of children with disabilities do not receive adequate education, especially children who are intellectually disabled since birth, as many as 1 in 3 children with disabilities do not receive education, and if they are intellectually disabled two-thirds of all children with disabilities are not educated, with national statistics showing that education policies for people with disabilities in the country are not adequately implemented when considering the education of children with disabilities between the ages of 5-14 years, it was found that most school-age children with disabilities do not receive adequate education, especially children born with two disabilities, such as physical and intellectual disability, as many as 1 in 3 children with disabilities have less than primary school education. This is consistent with surveys from the

National Statistical Office in 2002 and 2007 that found that children with at least one disability had less than primary school education.

From the above information, it is reflected that although Thailand places importance on education for people with disabilities, this can be seen from the issuance of a special education policy for people with disabilities which sets out guidelines for organizing education that is consistent with the special needs of people with disabilities to achieve educational equality either organizing co-educational teaching in general schools or organizing learning in schools specifically for children with disabilities. This may be due to a lack of specialized personnel for special children or distant schools that are not convenient for travel. There are not enough specialized schools. Studying in general schools may cause disabled children to be teased, bullied, or in some cases, become sick or disabled to the point of being unable to study, even though the National Education Act of 1999 was amended, additional (Issue 2) B.E. 2545 and (Issue 3) B.E. 2010 will state that “people with disabilities can study free of charge” but it is still found that some children with disabilities do not have funds to study.

This information shows that although Thailand places great importance on the education of people with disabilities, there are factors that prevent children with disabilities from adequately accessing the education system even though there are policies and laws that support education for people with disabilities, the lack of ways to deal with this problem still exists, causing disabled children to have fewer opportunities for education and self-development than normal people to resolve this situation, educational policies should be improved and developed so that people with disabilities receive the same opportunities for education and self-development as normal people, especially in the educational process of disabled children in Thailand to create a society that is concerned with the ability and determination of children with disabilities to receive education and develop themselves equally with normal people, no one should be left out of the education system because of a disability they cannot control, and we should build a society that builds people with disabilities to be strong and able to help build a broader country together.

Therefore, in this academic article, we study the provision of education for the visually impaired in foreign countries, including the United States, Sweden, Japan, and Australia, to create

a better understanding of the educational system for the visually impaired and lead to the development education system for people with disabilities in Thailand.

## Content

### Providing education for the visually impaired in foreign countries

Educational management for visually impaired people in countries with good educational welfare, namely the United States, Sweden, Japan, and Australia, have interesting educational management systems as follows.

#### 1. United States

In the beginning, it started with families where parents would teach children at home or some families would not teach them because they were ashamed of having a disabled child. Later, the parents had to go out to work so they took the children to be raised at the center. Daycare for children only during the day.

In later eras, special schools were created, such as schools for the blind and schools for the deaf, because it was believed that specialized schools were the most appropriate and best schools for each type of disabled child. Later, it was found that special schools used the guidelines That is correct because separating children from society is an act that goes against the Constitution of the United States. Therefore, children are sent to study together with normal children, making normal children and disabled children understand each other's limitations and abilities. Studying in this way is the correct and appropriate approach.

The government therefore expanded special education in the form of co-educational learning while reducing the budget for special schools or specialized schools, causing these types of schools to reduce in size and number to a minimum. Parental involvement, parents will play an even greater role in special education, with parents playing a role in initial diagnosis, providing information to psychologists about their child, and playing a role in referring children, learning which school the child will study at, whether it be a special school or a co-educational school, participate in organizing individualized education plans to measure and evaluate children in various extracurricular activities, special education is part of the education system normal. That is, children with special needs have the opportunity to study together with normal children. Therefore, teachers who teach normal children must understand the needs, abilities, and

limitations of children with special needs. Therefore, regular teacher training is required to know, regarding children with special needs for providing financial assistance to localities in the United States where education is the responsibility of School boards, when the law requires school boards to accept more children with special needs. Each state does the same for schools and receives increased state budget allocations. Special educators in the United States believe that providing help when children are young can eliminate their disabilities more than providing help when they are older. Therefore, trends in special education in the United States In addition to providing co-educational education to children aged 3-21, it has also been extended to children aged 0-3 years. In addition, in the age of information society, technology has played an increasingly important role in special education. Computers as well as teaching programs and new communication tools have been introduced to help teach children with disabilities.

Therefore, the development of special education in the future has the goal of living together in society. The future society will be a society without discrimination, no class, no disabled people, and non-disabled people because people who think they are "normal" also have disabilities or are "not normal" to a greater or lesser extent. In this type of society, everyone accepts each other's diversity. The trend in special education is therefore geared toward the aforementioned guidelines and special education laws. The education system in the United States is the responsibility of each state. The central government is only responsible for promotion and support, most individual states allow local education to be organized. Therefore, each school district organizes education differently in terms of curriculum, textbooks, and teaching processes but most of them have similar education systems, namely 6 years of primary school, 3 years of lower secondary school, and 3 years of school district, high school is 6 years, with another special education law separate from the education law for normal children. The United States announced the first special education law in 1975, named Education for All Handicapped Children Act of 1975 (Public Law 97-142), allowing children with various disabilities to study in a form of education before the enactment of this law, more than 1 million children with special needs in the United States were unable to attend school because public schools refused to enroll them, many in special schools or various welfare institutions do not receive as good a service as they should according to their rights. The legal system has therefore been widely welcomed after the announcement. Originally, before the announcement of this law, children

with disabilities in various fields would be sent to receive services in shelters or specialized schools, most of which are boarding schools, now the status has changed a lot. These children are no longer in welfare institutions or special schools but will attend school together with normal children from kindergarten to the university level. After using this special education law for 22 years, there was a major revision of the special education law in 1997 to reflect the changing social conditions, so it was renamed the Education Act of the Disabled (Individuals with Disability Education Act-IDEA, Amendment of 1997)

The essence of this law is that children with disabilities mean children with intellectual, hearing, speech or language, visual, emotional, physical, or health impairments, including autistic children, children with brain injuries, and children who are less able to learn in specific areas or other children who need special education and related services, such as children who are removed from school between 3 and 21 years of age, where education is the responsibility of the local school district for the state and the central government determines policy and provides financial support for children to receive an education in an appropriate environment. It means allowing children with disabilities to study together with normal children as much as possible, either in full-time study or in regular schools. If it is necessary to separate children for teaching, this can be done when disabilities are an obstacle to learning and when children have been separated. The state must provide necessary and relevant services for children. The law requires individual education plans. Individualized Education Plan (IEP) for each child. This plan is like a curriculum for each child, which is different and tailored to each child's needs and abilities. This plan consists of aims, which are similar to the aims of the curriculum, subject matter studied in one semester and one year, teaching methods, measurement, and evaluation.

This plan is developed before the start of school by a committee consisting of parents, special education teachers, inclusive education teachers, curriculum specialists, psychologists, school administrators, or representatives from the school district committee. The condition of the child's disability and whether he or she deserves special education is determined. If parents are not satisfied with the committee's decision, they can appeal. One important feature of the law is the provision of basic assistance to children. Birth to age 3 has been incorporated into the law as a category for infants and children with disabilities, which is defined as children aged 0-3 years who show signs of developmental disabilities. These include (1) physical development (2) development of thinking and memory (3) development of communication Meaning (4)

Emotional and social development (5) Development of adaptation According to this law, the state must provide services, initial assistance to every child suspected of having one or more problems from points 1 - 5 mentioned above. The assistance will be the same initially Providing special education is the first step by testing the child, and next is the preparation of an individual plan that includes the goals. Courses, methods of operations, and measurement and evaluation as specified in the individual family service plan. (Individualized Family Service Plan - IEP.) is similar to an individual education plan. (IEP) is a plan to provide initial assistance to children, which begins with testing the child, studying and finding as much information about the child as possible, then using the information to include in setting goals, specifying the details of the assistance plan that What kind of assistance will be given to children? And finally, there will be an evaluation of the implementation plan to see how much it helps children develop. Curriculum and teaching in the United States, children with Special needs children do not study the same curriculum as normal children. Because each child has very different abilities and needs, the school must create a customized curriculum for each child by including the curriculum in an individualized education plan. (National Education Development Center of Thailand. 1986)

## 2. Sweden

Educational system Special education schools in Sweden run by the Ministry of Education provide schools for the disabled as well as schools for normal children and there is a special program to place children with disabilities in school with normal children everywhere. As far as possible, the state is responsible for all expenses. The education system covers 9 years of compulsory schooling, university preparatory schools (Gymnasium), and advanced schools. (Continuation school) and vocational school (Vocational school) school) is responsible for the International Education Council. The District Education Council and the Local Education Council are also responsible. Special education in Sweden is taught in three ways: 1) teaching within the regular school system Organized in the form of special classes and separate teaching. (Teaching in clinics and teaching to correct deficiencies) with technical, pedagogical, medical, and social support. 2) Special teaching for children whose hearing or vision is severely impaired (deaf-blind) at the center. It will be held in a government school for deaf and blind children. 3) Teaching children with mental abnormalities (mentally retard) will be taught in a school specifically for

mentally retarded children. The Swedish Education Act has various laws that determine the characteristics of children with disabilities, such as children who are slow learners, children with delayed maturity, children with reading and writing disorders, and children with problems in reading and writing, studying mathematics, children with speech difficulties, children with adjustment problems (Emotionally disturbed), children with hearing problems (Hearing impaired), children who only see part (Partially sighted), and children with disabilities with normal muscle (Motor handicapped).

The law covers all children, including those who are deaf and blind. In addition, there is a School Law, which is a law regarding special education in regular schools. and special school laws related to special schools for deaf and blind children. Sweden has guidelines for developing student-centered teaching and learning. The aim is to provide each child with what he or she needs in terms of teaching, nurturing, and care, give the child the opportunity to study subjects appropriate to each child's aptitude ability and satisfaction with success all teaching in the 9-year compulsory school tries to create content that is appropriate to the environment and the needs of children. Teachers must have teaching skills and use psychology to help. Teachers must have the basic knowledge to face problems. For children with disabilities at the primary level of compulsory schooling, all homeroom teachers are required to devote 2 hours per week to tutoring each other. During this time, teachers are required to provide individualized instruction. or as a group for children who work slowly and lag behind the child is immature or develops more slowly than expected, teachers must correct abnormal reading and writing and emphasize the number of children who do not receive adequate assistance during these hours, teachers should assist by providing other forms of tutoring. Arranging children to attend special classes is a trend that supplements classroom teaching. Better yet, teachers who have been specially trained in many ways have the opportunity to help with tutoring in both individual and community areas and also have the opportunity to be a helper for teachers and students individually and in small groups. It greatly helps solve the problem of children with disabilities. (National Education Development Center of Thailand. 1986)

### 3. Japan

Special education began in Japan over one hundred years ago. Schools for the blind and deaf were established before other types of schools, but disabled children were not enrolled. Special education became compulsory in 1948 for blind and deaf children. Later, schools for



mentally retarded children and schools for children with physical disabilities were established. In 1956, a Japanese law was enacted covering the education of children with disabilities without exempting school attendance for children with disabilities, most children with disabilities attended special schools established for children with different types of disabilities. In 1987, a model co-educational school was established to experiment with co-educational learning as a model for other schools. Later, this type of school expanded to many places throughout the country. Special education schools in Japan include both special schools and co-educational schools. There are three types of special schools: 1) Schools for the Deaf. 2) Schools for the Blind 3) Schools for the Disabled, Type 3 schools are further sub-classified into 3 types: schools for mentally retarded children, schools for children with physical disabilities, and schools for children with chronic illnesses. Most of them are children with severe disabilities, children with moderate disabilities are placed in school with normal children, which includes full-time learning, part-time learning, and special classes. There are 7 types of these children, 5 of which have already been mentioned and the other 2 are: Children with speech disabilities and children with emotional disabilities. Children who are sent to special schools must be screened using methods and procedures stipulated by law. Japanese education law requires every prefecture to establish one special school and admit children in its area. It can be said that children with special needs who receive educational services include children with mild intellectual disabilities-medium, children with severe intellectual disabilities, children with mild-moderate hearing impairment, children with severe hearing impairment (deaf), children with speech impairment, children with disabilities with mild-moderate visual impairment, children with severe visual impairment (blind), children with emotional disabilities, children with physical disabilities, and children with health impairments (chronic illness).

The Japanese Ministry of Education has established a national curriculum for normal children, while also providing a curriculum manual for children with disabilities studying in specialized schools. These manuals provide advice and guidelines for teaching children with disabilities as well as the content of the curriculum to be taught to children with disabilities, school attendance, and local officials will survey children if they find children with disabilities.

Local education officials will advise parents on enrolling their children in appropriate schools according to the parents' disability and needs, as determined by the Japanese Ministry of

Education. Most children with disabilities study in special schools or special classes in regular schools and the number of children studying in special schools is approximately 43 percent, while 57 percent study in special classes in regular schools (Phadung Arayawinyu, 1998: 46).

#### 4. Australia

The Australian Government has a policy of promoting mainstream education for children with special needs in mainstream schools. Existing special education agencies have been reduced to a minimum. The special education agencies in almost all Australian states are 1) All types of special education schools, from severe to mild. 2) Special Education Agencies Special education teachers and those working in special education institutions think that special education agencies for children with special needs at some level are still needed, while many universities In Australia, research has been done on this matter, and the results of the research support the government's policy because they have created a co-education program for Down System or Deaf-Blind children using techniques to train people with knowledge and ability And use appropriate tools that can help children with special needs, both mild and severe, to learn well, and there is a way to join the co-educational program in a regular school. Special education in Australia is divided into 3 types: 1) Normal schools in almost every state are organized according to the type of disability, such as schools for the blind, schools for the deaf, schools for the mentally retarded, Schools teaching people with physical disabilities, schools teaching children with behavioral and social problems, schools teaching children with learning problems.

General school characteristics are schools with 50-80 children up to 100 children considered to be large schools, such as Glen Waverly School for teaches 180 children with physical disabilities, special education schools will try to spread out throughout the community. I would like to raise figures to clearly show the number of schools that have been organized in the state of New South Wales, which has a population of approximately 6 million people and has about 3.273 percent (30,419 people) of school-age children with disabilities. Schools that provide special education Across New South Wales, there are more than 300 schools, divided into 1) Most regular co-educational schools cooperate in enrolling children with disabilities because they will receive additional services from the government, such as resource teachers, walking teachers and Some equipment is necessary because both primary and secondary schools are scattered throughout the area and have sufficient area for the population. Therefore, if any child with special needs is ready, there will be no problem in coming to study in a regular

school at every level, from kindergarten, preschool, primary school, high school, technical college, or even university. 2) Non-formal education is organized to meet the needs It is a local need and is a type of education that does not exist in both special and co-educational schools, but is sometimes placed in the school building or school area to help the school solve problems, called a "special unit". In addition, the study was organized in hospital beds and the homes of people with disabilities. etc., which helps distribute educational services widely. 3) Programs for very young children from the age of 0 and up can be divided into 2 types: (1) Arrangements by medical personnel are called Early intervention because they focus on physical development and Child development (2) organized by educational personnel. For example, in Tasmania, the state education department has organized a program to help develop children at the same age level but develop educationally in cooperation with medical teams, called Early education.

The Australian government will focus on educating parents and developing children who have been diagnosed by doctors as being able to develop in every aspect as well as normal children. There will be training for parents, home visits, demonstrations, and follow-up because from the results of the experiment, it was found that children with disabilities, no matter how big or small, no matter what type of disabled child they are, will be able to learn quickly or slowly, depending on what age or age that child will be trained. The more training, they receive, from a young age, there will be an opportunity to reduce the disability and eventually be able to integrate into society. Many universities in Australia are interested in children with disabilities and have conducted research, and experiments and bring the results to disseminate to the policy, planning, school, and parents' departments to be informed to expand the project more widely. Interesting projects for example, the study project on teaching children with hearing disorders at Monash University, with Dr. Stewart Sykes as the team leader, the equipment being used is at an advanced stage, and also the speech teaching clinic, the study project on Soft Ware programming or Brisbane College of Advanced Education about the blind. Macquarie University's study project on inclusive education for children with Down's Syndrome.

The use of technology in communication, almost all types of schools in Australia are aware of the use of computers in teaching and learning, both in the form of computer networks and the development of both software and hardware for use in learning. Teaching is likely to be worth the investment, for example, children with C.P. disabilities that are quite severe are unable to use their arms, hands, or even legs, which are very useful for work despite having good mental abilities. In the past, electric typewriters or the use of controlling a switch with the head

to make the motor work were used as a learning medium. The cost of the investment was over 20,000 baht per set. Nowadays, medium-sized computers are also available if they are to be used as a substitute for typewriters. It should be more cost-effective and convenient; besides computers, other electronic devices have been brought in to help with teaching.

The Ministry of Education has set up its computer center and has collaborated with local schools and universities to develop programs to suit the abilities of children. It can be seen from the fact that special education services in Australia are provided. It is quite thorough, has a relatively complete workforce, and teaching media are ready and advanced. For providing education for intelligent children and children with specific abilities, Australia proceeds as follows: 1) set the goals of the curriculum that will develop children. For what purpose? For how long? Children are not separated specifically 2 ) There is no promotion in special cases 3 ) Activities should be done in groups to create interaction and have good feelings towards each other and work together 4) When looking at smart children, don't just look at achievement, you should look at productivity and problem-solving as well. (National Education Development Center of Thailand. 1986: 39)

## Conclusion

In conclusion, studies for visually impaired people in foreign countries are different, for example, in the United States, it was found that visually impaired people, in addition to experiencing unusual physical hardships, are also framed by family members who will receive an education because of the embarrassment of their child's abnormality, causing people with disabilities to feel inferior to themselves and unable to develop themselves as they should. Until the times changed, schools for the disabled were developed into schools. Special for people with disabilities in various fields The Constitution of the United States does not support studying in special schools because it is considered to be an incorrect approach, separating children from society. Therefore, children are sent to study together with normal children, creating an understanding of the limitations between children normal and disabled children view this type of education as the right and appropriate approach, the government has therefore expanded special education in the form of inclusive learning, while reducing the budget for special or specialized schools, causing this type of school to reduce the size and the number is reduced to a minimum. In addition, the involvement of parents plays an even greater role, playing the role

of making a preliminary diagnosis, helping to provide information to psychologists about their child, participating in the organization of individual education plans, and being the ones who decide on the choice of school for their child. Whether to study with a special school or a co-educational school. The future development of special education in the United States aims at the well-being of individuals in society. Special education laws are the responsibility of each state. The federal government is responsible for promoting and supporting the budget and each local state is the organizer of education. As for special education in Sweden, there are 3 types of teaching: teaching within the regular school system, special classes, and teaching in separate areas such as teaching in clinics. It receives technical, pedagogical, medical, and social support. There is special teaching for children with severe hearing and sight loss in public schools, and there is teaching for mentally retarded children with abnormalities. Sweden has various laws that clearly define 9 types of children with disabilities. Teachers, in addition to having basic knowledge suitable for children with special needs, must also have teaching skills and use psychology to participate. Every classroom teacher is required to devote 2 hours per week to tutoring. The dedicated and quality approach of teachers has gone a long way in solving the problem of children with disabilities in Sweden. Education for the visually impaired in Japan has a long history, with the establishment of schools for the blind and deaf before any other type of school. In Japan, there are both special schools and co-educational schools. There are three types of special schools. It is a school for the deaf. School for the Blind School for the Disabled also separates schools for the disabled into 3 types: schools for mentally retarded children, schools for children with physical disabilities Schools for children with chronic illnesses mostly have severe disabilities, and children with moderate disabilities will be placed together with normal children. In Japan, children who enter special schools must undergo a selection process that is stipulated by law. The Japanese Ministry of Education has a designated curriculum and curriculum manual for children with disabilities studying in specific schools. In Australia, almost 100 percent of inclusive education is promoted. There is research and research used to develop techniques for training individuals to have knowledge and ability and use appropriate tools that can help children with needs. Everyone can learn well and have the means to participate in more mainstream schools, with the Australian Government promoting a focus on parent education and the development of children who are judged to be able to develop. All aspects

include parent training. Home visits, demonstrations, follow-ups, and computer-focused learning communications are used in teaching and learning in the form of computer networks. Both software and hardware have been developed to be used in teaching. Australia separates children who are ready to learn and fully supports them.

### **Suggestion**

#### **Suggestions for providing education for the visually impaired.**

Studying the study of foreign countries, it was found that, overall, foreign education emphasizes studying with normal children because it makes them normal and able to live happily in society, except for children with severe disabilities, which are therefore separated into special education for each person, some people need rehabilitation treatment that includes medical services, some people need life skills training, social skills, occupational skills, etc. There will be a selection and evaluation system to best meet the needs of people with disabilities and their families. The important mechanisms are 1) Educational laws or education systems for people with disabilities in each country are very clear and allow people, The agency complies to give visually impaired people equal access to services and the opportunity to develop their potential like other people. 2) Emphasizes family involvement in caring for visually impaired people. Knowledge through training, research, and practice for families to care for people with disabilities along with schools in caring for visually impaired people. 3) Emphasis on studying together with normal children to create adjustment of people in society, both disabled children and normal children, so that there is no separation and live happily together.

Thailand has an education system for the visually impaired but it does not cover all provinces and several visually impaired people do not have access to public services and are not yet released into society. Using the concepts of education management from foreign countries as information for developing the education system in Thailand to emphasize studying with normal children and expanding schools to accept more children with disabilities to study together in every area will be a consideration for children with disabilities and families.

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