

**การสะท้อนเชิงสังคมวัฒนธรรมที่ส่งผลต่อความสามารถในการบริหารการรู้คิด
อารมณ์ และพฤติกรรม ด้านการยั้งคิดและควบคุมแรงปรารถนาของตน
เกี่ยวกับเรื่องเพศศึกษา ในเด็กระดับประถมศึกษา**
**SOCIAL AND CULTURAL REFLECTION AFFECTING PRIMARY SCHOOL
STUDENTS' EXECUTIVE FUNCTION SKILLS FOR BEING CAUTIOUS IN DESIRE
REGARDING TO SEX EDUCATION**

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บทคัดย่อ

วัตถุประสงค์ของการวิจัย 1) เพื่อศึกษาการเปลี่ยนแปลงทางสังคมและวัฒนธรรมเกี่ยวกับเรื่องเพศศึกษา 2) เพื่อศึกษาการเลี้ยงดูของครอบครัวและการสอนในโรงเรียนเกี่ยวกับเรื่องเพศศึกษา ในเด็กระดับประถมศึกษา ที่สัมพันธ์กับการบริหารการรู้คิด อารมณ์ และพฤติกรรม ด้านการยั้งคิดและควบคุมแรงปรารถนาของตน และ 3) เพื่อเสนอแนวการเลี้ยงดูในครอบครัวและการสอนในโรงเรียนเกี่ยวกับเรื่องเพศศึกษา ระดับประถมศึกษา ที่สัมพันธ์กับการบริหารการรู้คิด อารมณ์ และพฤติกรรม ด้านการยั้งคิดและควบคุมแรงปรารถนาของตน เป็นงานวิจัยเชิงพื้นที่โดยการศึกษาเป็นการทำงานร่วมกันกับนักวิจัยในพื้นที่ ในการค้นหา แนวทางการในการส่งเสริมครอบครัว และโรงเรียน โดยใช้แนวทางในการบริหารการรู้คิด อารมณ์ และพฤติกรรม ด้านการยั้งคิด และควบคุมแรงปรารถนาของตน อันเป็นการวางรากฐานการพัฒนาเด็กเรียนจากกระบวนการที่เกิดจากภายในตัวของผู้เรียน โดยใช้การเลี้ยงดูของครอบครัว การอบรมสั่งสอนในโรงเรียน และการสนับสนุนจากสิ่งแวดล้อม

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กลุ่มเป้าหมายในการวิจัย คือ 1) ผู้นำชุมชนบ้านหนองหว้าช้าง จำนวน 11 คน 2) ครั้วเรือนในชุมชนบ้านหนองหว้าช้าง จำนวน 45 ครั้วเรือน และ 3) นักเรียนระดับชั้นประถมศึกษา โรงเรียนบ้านหนองหว้าช้าง จำนวน 36 คน ผลการศึกษวิจัยพบว่า แนวทางในการพัฒนาบริหารการรู้คิด อารมณ์ และพฤติกรรม ด้านการยั้งคิด และควบคุมแรงปรารถนาของตน เป็นการวางรากฐานการพัฒนาให้นักเรียนจากกระบวนการที่เกิดจากภายในตัวของนักเรียน ด้วยการเลี้ยงดูของครอบครัว การอบรมสั่งสอนในโรงเรียน และการสนับสนุนจากสิ่งแวดล้อม การบริหารการรู้คิด อารมณ์ และพฤติกรรมของนักเรียนให้ประสบความสำเร็จควรเริ่มจากการคิดที่ยืดหยุ่น และพฤติกรรมที่ยืดหยุ่นของนักเรียน การควบคุมอารมณ์และพฤติกรรมในการแสดงออกได้อย่างเหมาะสมของนักเรียน จะช่วยให้นักเรียนประสบความสำเร็จเกี่ยวกับการเรียนและการทำงาน

คำสำคัญ: การสะท้อนเชิงสังคมวัฒนธรรม, การบริหารการรู้คิด, อารมณ์, และพฤติกรรม

Abstract

The research objectives were to 1) study the social and cultural changes regarding sex education; 2) study family's child rearing practice and school teaching regarding sex education of primary school students concerning executive functions in being cautious for own desire; and 3) recommend guidelines for family's child rearing practice and school teaching regarding sex education in primary schools concerning executive functions in being cautious for own desire. This area-based research was conducted by collaborating with the researchers in the area to determine guidelines in supporting families and schools by using the executive functions for being cautious in own desire which are the fundamentals to develop students from their inside process using their families' rearing, school teaching and other supportive environments. The target group of this study were 11 community leaders, 45 households, and 36 primary school students of Ban-nong-hua-chang School. The research findings reveal that the guidelines to develop the executive functions for being cautious in own desire which are the fundamentals to develop students from their inside

process using their families' rearing, school teaching and other supportive environments should begin with students' flexible thinking and behaviors. The ability of students to control their emotions and behaviors by expressing them appropriately would assist them to be successful in studying and working.

Keywords: Social and Cultural Reflection, Executive, Function, Skills

Introduction

For 28% of Primary School Students, they had their IQ in lower level than 90%. There were 26% of them who had stress, insomnia, and vomiting because they didn't want to go to school. During this age, it was reported that they were threatened for money, and 16% of them were physical abused. For 14% of Primary School Students, they had sex during studying age. The survey also found that every 1,000 female adolescents would become teenage moms. It was worrisome that 7.4 out of 1,000 Thai youths under 15 years old were drug addict with different kinds of narcotic drug. Moreover, 32.8 out of 1,000 adolescents during the age between 16-20 years old whose ages to be adults. (Hanmetee, 2016: 13-14). Besides, it was reported that the youngest adolescents who had sex for the first time, were found in the Northeastern Region, Furthermore, the adolescents whose ages were under 20 years old, had health problems related to teenagers' pregnancy, for instance, sexually transmitted infection, complication during pregnancy, and mental health problem. The number of these problems was more than general people. In case of unintentional pregnancy or undesirable pregnancy, the physical problem caused by abortion would be occurred. The adolescents and their parents' psycho-social problems, the desertion, the neglected child problem, and the infants who were grown up as social problem. (Jirawatkul, 2015: 5-6) According to the increased problem of teenage mom's undesirable pregnancy in Thailand whereas most of this problem in developing

countries was caused by poverty. Although there were campaigns and various developmental programs, the occurrence of this problem in Thailand reflected the knowledge provision, protection of the right for reproductive health, the inability to access knowledge, education, and suitable reproductive health. One part of the unresolved problems was caused by the rapid changes in economic and social changes, the influence from objectivism trend, easy to be accessed information technology. In the meanwhile, the children didn't receive appropriate knowledge with their age sufficiently, the sex education lessons were not reformed, no alternatives for adolescents, the parents were not able to be consultants in sex education for their children, or even rural belief that female adolescents had their duty in being married and starting their families instead of being supported to study. The following impacts caused the adolescents to lack of knowledge in reproductive health as well as awareness and understanding in their need for knowledge, and how the service would provide social and health support. It was supported by The Office of the National Economic and Social Development Board of Thailand (2013: 21) specified that Thailand used to focus on the issues in narrow cause of the problem in the past. Since the female adolescents' behavioral problems in only one side were seen. So, there was an ignorance, no systematic problem solving and consideration in overall factors including the economic, social, law, and other environmental situations as the causes of teenagers' pregnancy. Consequently, it was a challenge in pushing and encouraging to provide knowledge continuously in Thai society.

Studying in sex education provided knowledge more than sexual intercourse. It was to help good sexual development, acceptance in gender differences, sexual hygiene, and postponing the first sexual intercourse. Although the sex education was taught in Thailand schools, children and youth learned correct sex education very little. As a result, there were adolescents' increased sexual problems. It was necessary for considering the family institute in moving and developing the children

and youth so that they would be ready in every dimension to develop their own quality of life. Consequently, it would cause national improvement as well as Thai society development with sustainable quality. If children obtained Executive Functions Skills since their childhood, their brains' function in thinking and decision making, learning, controlling their thought and action, would be developed successfully as specified goal when they were faced with obstacle. Jutapakdeekul (2015) emphasized on significance of Executive Functions Skills as the brains' function to help in managing one's work task until it would be finished as goal setting which could be classified into 2 parts: Metacognition such as goal setting, planning, ranking the sequence of work task, starting to practice, solving the problem, evaluating and improving one's work, and memory while working, and 2) Behavioral control such as being cautious and controlling one's emotion, thought, and action to concentrate on and pay attention to one's work until it was finished without being interrupted by any enticement until not being able to complete one's work, and thinking by considering before practicing without being hastily. The Executive Function Skills were related to children's success since the children would have flexible thought in adjusting their thinking and behavior so that their work would be accomplished, children's understanding to be cautious and control their emotion and behavior by expressing it appropriately and being accepted by society, anticipation in the effect of their behavior that something would occur later, selection in what should be done to be successful in studying and working as well as not to do something which would be failed or disappointed later. Executive Function Skills could help children not to do wrong again. They would review what they had done wrong before and improve to be better in the future. Executive Function Skills would help children not to be discourage from obstacle, know how to change the crisis into opportunity. Each child would have different levels of Executive Function Skills. Some children would have disadvantage in some aspects. Enhancing children's Executive Function Skills according to their age, would decrease their behavioral problem, learning problem,

social problem, aggression and violence, being addicted to smoke or drug or gambling. Developing the children's Executive Function Skills were relevant to recommendations for future research of Sang-sa-wang (2016: 14-28) in Development of Indicator in Executive Function Skills for Primary School Students, specified that the Inventory for measuring Primary School Students' Executive Function Skills by their parents, should be constructed in order to understand their advantage and disadvantage in their Executive Function Skills of their children at home, and to be useful in planning, enhancing, promoting, and supporting the students' education continuously between the parents and teachers at home and school.

According to Withering ton's (2015: 79) study in Self talking affecting Primary School Students' Executive Function Skills, found that the self-monitoring strategy and self-talking affect development of Executive Function Skills which was very useful for Primary School Students' self-talking, transferring as social and cultural reflection at hand, indicating the nearby problem which should find the guidelines for prevention as well as facing the problem. It would decrease the occurred social problems, undesirable pregnancy, HIV addiction, or neglected child. It was indispensable for Thai Society to develop technique in learning management of sex education continuously because Thai Society was facing with sexuality in the present. Recently, it was necessary for children and youth' quality of life in the future since it was very important.

Ban-nong-hua-chang Community, Kantararom District, Sisaket Province, was a medium community. Most of families were farmers. After farming, the students' parents in community went to work in other provinces. Most of students lived with their grandfather, grandmother, aunt, or uncle. The researcher was interested in the issue of family's child rearing practice because the children were interesting by not being raised by their parents but they had an awareness in self-care as well as self-control not to be pregnant during learning age, and not be drug addicted. Therefore, the researcher was interested in studying the social and cultural reflection affecting

Primary School Students’ executive function skills in being cautious with ones’ desire in sex education, in order to inculcate the students to see the ethical value as well as to know one’s duty and responsibility for society. It was the inculcation and promotion for students to be competent in thinking, decision making, and asking for advice when they faced with their real life problem. Later on, the network for developing the body of knowledge among teachers, students’ parents, and school administrators were studied so that there would be development network, cooperation, and common understanding which were important for developing the educational foundation. Because the inculcated Primary School Students would reflect the guidelines for educational development, and develop the family’s strength in the future.

Objectives

The research objectives were established by the researcher as follows:

- 1) To study the social and cultural changes regarding to Sex Education
- 2) To study family’s child rearing practice and school teaching regarding to Sex Education of Primary School Students, being related to the executive functions in being cautious for one’s desire.
- 2) To recommend family’s child rearing practice and school teaching regarding to Sex Education in Primary School, being related to the executive functions in being cautious for one’s desire.

Delimitation of the study

The expression of merit, child rearing process and inculcation, learning in lifestyle, prohibition, and belief of people in Ban-nong-hua-chang Community, The appropriate behavior was caused by family’s child rearing practice as well as teachers’ teaching, and people’s in society and community were the environment reflecting the students’ direct experience for developing their

self-development. The target group of this study were as follows: 1) 11 Community leaders of Ban - nong - hua - chang Community 2) 45 Households in Ban - nong - hua - chang Community and 3) 36 Primary School Students of Ban-nong-hua-chang School.

Research Instruments

The instruments being used in this study were as follows:

- 1) The Interview form in community leaders' small group conference in social and cultural context of community from the past to present.
- 2) The Interview form in historical background of Ban-nong-hua-chang, economic, social system, and belief as well as tradition.
- 3) The Evaluation form of executive functions in being cautious for desire, being used for evaluating the students' behavior by their by their parents.
- 4) The Record form of small group conference reflecting the family's child rearing practice as well as school teaching regarding to Sex Education in Primary Education being related to executive functions in One's desire.

Methodology

The implementation process of this study consisted of:

1. The society and culture of community were studied as follows: Social Context, Culture of Ban-nong-hua-chang from the past to present, Culture and tradition in community, Role and duty of males and females from the past to present, Child rearing practice from the past to present, similarity and difference.
2. Community leaders' small group conference regarding to Sex Education, Gender, Sexuality, Executive Functions in being cautious in one's desire.
3. Interviewing the household members in Ban-nong-hua-chang Community regarding to Sex Education, Gender, Sexuality, Executive Functions in being cautious in one's desire.

4. Surveying and analyzing the problems and cause of pregnancy of adolescents studying in community.

5. Small group conference for reflecting the image in child rearing practice as well as school teaching regarding to Sex Education, Gender, Sexuality, Executive Functions in being cautious in one's desire, by classifying into:

Group 1: Students.

Group 2: Community Leaders.

Group 3: Students' parent Group.

Research Findings

The researcher presented the research findings in sequence of the topics as follows:

1. The analysis of social and cultural changes at Ban-nong-hua-chang Village, Kantararom District, Sisaket Province. The village establishment, most of villagers moved from Yang Sub-district, Kantararom District because of disease. So, they developed the forest to build their houses and do farming. Later on, they evacuated from many villages. The village was founded by Poo Kone (Grandfather Kone) and Ya Yo (Grandmother Yo), the couples who were the first persons settling down. Recently, both of Poo Kone and Ya Yo were worshiped as a sacred object of the village called Don Poo Ta. The former location of Ban-nong-hua-chang was the forest where many creatures lived there. The settling caused by evacuation from epidemic as well as this place was near water source. Formerly, it was the place where many kinds of creatures lived. The relatives of community people had the same last name. In addition, the persons who had the same last name, were all relatives. For people's belief in Poo Ta Shrine (Shrine of the Ancestor), they believed that Poo Ta would protect them to be happy. This belief was transcended from their ancestors. The persons who would live in the village, had to ask Poo Ta to protect them, for instance, those who would become daughter in law or son in law, those

who came from different areas, had to ask Poo Ta to protect them. Poo Ta Shrine was the villagers' admirer who made them happy. Every villager had their belief and faith in Poo Ta Shrine. They also believed in growing sacred word which would protect their households, and wipe out bad things from their houses. The plants or crops including rice, chili, red onion, corn, and rubber tree were grown in the village. Rice and corn were grown most. The area of Don Poo Ta at Don Poo Ta was divided for providing community plumbing and community rice mill. The families were extended families including the grandfather, grandmother, father, mother, and many children as well as granddaughter and grandson living together. The extended families often participated in ceremonies, merit rites in the village regularly. They participated in these ceremonies such as Songkran Day, praying and asking for blessing from the elder persons. The extended families would teach how to behave in social activity, and be humble. If the parents had to be away from home or some families had to go for working in Bangkok, they would ask grandfather or grandmother to take care of their children. When the aging took care their grandson or granddaughter, they often spoiled them. However, some families had limitation in taking care of their children, for instance, when the children wanted to have some desserts or toys they had to wash the dishes, help their housework, or finish their homework before receiving money to buy it. Some children were to naughty until they had to be warned by their grandfather or grandmother regularly. When some children went to school, they sometimes fought with their friends in school.

2. The analytic findings in child rearing practice and school teaching regarding to sex education in Primary School Students being related to executive functions in being cautious and controlling one's desire. There were 36 students studying at Ban-nong-hua-chang. They were 25 male students (69.4%) and 11 female students (30.6%). Their ages were ranged from 6 to 12 years old. Three students were 6 years old (8.3%). Six students were 6 years old (16.7%). Four students were 7 years old (11.1%). Three students were 8 years old (8.3%). Six students were 9 years old

(16.7%). Six students were 10 years old (16.7%). Three students were 11 years old (8.3%). Five students were 12 years old (13.9%). The findings from behavioral analysis found that the students' behavior in executive functions rarely to be found which indicated that the Primary Students in Ban-nong-hua-chang Community had their behavior in executive functions. Furthermore, it was also found that when most of students had some problems with their friends, they would compromise with their friends. Some of them always smiled or rarely spoke. Sometimes, when they saw their friend quarrelling, they would try to stop them. The students played with their sibling at home. They scarcely had problems but could get along well with their relatives. They would not be satisfied if their friends played with them violently. Some of them were cool tempered and preferred to go to the temple. The students were good at speaking but they would not interrupt the elders. In some households, when the father drank alcohol, they teased their children to make them angry, the children might express their aggressive emotion especially while they were teased by their father. However, they would not be aggressive with their mother. Many children played the things they thought it was safe, for instance, they would ride bicycle by seeing that whether there were many cars in the road. They would be in line when they participated in every activity. They were quite dedicated persons. When they wanted something, they would wait until their mother gave it or had time. If they were very hungry, they would not grumble but they would wait until their mother finished cooking. They often waited for. When their mother speak or order something, they never talked back. When some guests came to talk at their house or asked something, the children would listened to them until being finished. When their parents told or taught something, the children would listen without speaking. When they were angry, they would not be aggressive, they would be quiet. If they quarreled their younger brother or sister, they would always compromise with them. They would not be aggressive when their mother warned them. If they were very

angry, they would be aggressive. If they didn't receive what they wanted from their mother, they would be still without giving out a hue and cry.

3. The analysis of guidelines for family child rearing practice and school teaching regarding to sex education in Primary School being related to behavior in executive functions regarding to being cautious one's desire.

1) The past and present family situation were extended families living with grandfather and grandmother. There was not much difference between the past and present time because the children lived with their parents throughout the time. The family members lived together as well as took care with each other in extended families. Some families moved from other villages. In some families, the father, elder sister, and mother went to work in Bangkok.

2) The social change in village between the past and present, the electric devices were scarcely in the past, the communication was inconvenient, villagers had to work nearby their houses so that they could come back home every day. It was peaceful. They lived in simple way of life. There were no drug abuse. There would be visiting with each other from each house regularly. Most of them used their labors in the village. The villagers had unity, for instance, they would get together for harvesting rice, and plough by using cow or buffalo. The children would obey the elders. The drug addiction or sex problem were hardly occurred. Children were inculcated to be good persons and do their household work by themselves. Most of them scarcely went outside their houses since there was not convenient to go. Most of the village areas were forest. There was no narcotic substance problem. In present time, it was the technology period, everything was convenient. The parents went to find their work in other provinces in order to earn money for supporting their families. There were more kinds of technology than in the past. The villagers often watched television at their own houses in the evening. There were more drug problems and drinking. The society was confusing. The families quarreled more. Technology was used for doing everything from harvesting by hand to using the

machine. The pushcarts were used for ploughing field. Children used technology rather than watching their parents as their role model.

3) Family child rearing practice regarding to students' disciplinary development, every household would teach their children to make their bed by themselves, do homework assignment ordered by their teachers, and teach their children how to take care of themselves, clean and work housework, and baby-sitting their brother or sister when their parents were out.

4) Family child rearing practice regarding to self-care, children were taught how to live by themselves, do their housework by themselves, practice their own daily life, obtain value of self-care since they were young, and be good persons by being their role model.

5) Family child rearing practice regarding to managing their own moody, children were taught how to control their emotion by not to cry loudly. They were taught how to be cool tempered and diligent. When they had servants, they should not be moody, help their parents to finish their housework before going to lay with their friends, to put oneself in other people's shoes, be patient in waiting for something without acting hastily. If they were angry or moody, they would frown and be quiet. When they were asked, they hardly speak. They were taught how to control their emotion. When they were in a good mood, they would be warned or reprimanded, adjusted their understanding consciously. They should not quarrel to be seen by younger children.

6) Family child rearing practice regarding to being invited to play outside by their friends, children were taught to ask permission from their parents before going out. They were informed the danger that they should not go outside without permission. They would be informed every time that if they wanted to play they had to tell parents the place they were going to go and with whom they wanted to go with, and ask for permission every time.

7) Family expectation on children, children were expected to be good persons, have secured work, earn their living, and not involve in drug addiction. They were expected to be good at studying, be good persons, have high salary, and be good persons of society as well as good children and knowledgeable.

Discussions

The research findings found that the social context, and child rearing practice in the household could affect the students' executive functions. It was supported by Nuanjan Jutapakdeekul's (2015) statement that the Executive Functions were the brain function which could help people to manage work until it would be accomplished its goal, could be classified into 2 parts: 1) the Metacognition such as the goal setting, planning, sequencing the work task order, start working, thinking to solve the problem, work evaluation and improvement, memory during working, and 2) the behavioral control such as the prohibition and control one's emotion, thought, and action in order to concentrate on one' work until it could be accomplished without being inattentive by the enticement until it could not be finished, consideration before doing something without being hasty. Besides, it was also found that when the children had an opportunity to obtain EF development, both of the children and society would obtain benefit because it would help to create positive behavior, and make decision in creative way for oneself as well as the others. If the children had EF skill, they would have good thinking ability.

Expected Utility

According to this study, the researcher expected to obtain the utility as follows

- 1) The reflection of learning outcome in chaining one's attitude, thinking, and decision making in the risk of students' sex education.
- 2) The guidelines for enhancing the family and school by using the guidelines for Executive Functions by being cautious for one's desire as the foundation of student

development from process occurred inside the students by using family’s child rearing practice, school teaching, and environmental support.

4) The contract of guidelines for shared learning between the school and community.

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