

Effect of Promoting Self-Esteem by Participatory Learning Process on Emotional Intelligence among Early Adolescents

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Objective: To study the effect of promoting self-esteem by participatory learning program on emotional intelligence among early adolescents.

Material and Method: The quasi-experimental study was conducted in grade 9 students from two schools in Bangbuathong district, Nonthaburi province. Each experimental and comparative group consisted of 34 students with the lowest score of emotional intelligence. The instruments were questionnaires, Program to Develop Emotional Intelligence and Handbook of Emotional Intelligence Development. The experimental group attended 8 participatory learning activities in 4 weeks to Develop Emotional Intelligence while the comparative group received the handbook for self study. Assessment the effectiveness of program was done by pre-test and post-test immediately and 4 weeks apart concerning the emotional intelligence. Implementation and evaluation was done during May 24-August 12, 2005. Data were analyzed by frequency, percentage, mean, standard deviation, Chi-square, independent sample t-test and paired sample t-test.

Results: Before program implementation, both groups had no statistical difference in mean score of emotional intelligence. After intervention, the experimental group had higher mean score of emotional intelligence both immediately and 4 weeks later with statistical significant ($p = 0.001$ and < 0.001). At 4 weeks after experiment, the mean score in experimental group was higher than the mean score at immediate after experiment with statistical significance ($p < 0.001$).

Conclusion: The program to promote self-esteem by participatory learning process could enhance the emotional intelligence in early adolescent. This program could be modified and implemented for early adolescent in the community.

Keywords: Self-esteem, Participatory learning, Emotional intelligence, Early adolescent

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Adolescent is a stage of physical, emotional and intellectual change, it is the transition period from childhood to adulthood. Being in the path way of self-discovery and looking for the social and peer acceptance, they eager to experiment and experience the new things or even imitate the behavior of the symbolic person which could result in negative consequences. Drug, premarital sex, and mental problem are major social problems related to adolescent.

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According to report related to Youth situation 2005⁽¹⁾, up to three hundred seventy thousand of six million high school students experienced drug. Those drug-addicted adolescent tend to have lower perspicacity than those who are non-drug user. They feel empty in their life, and useless⁽²⁾. Mental problem is one of the potential problems found in adolescent. Based on the result of the survey on the mental problem in Thai adolescent in the years 2002-2003, up to 18% of Thai adolescents had mental problem of lacking concentration, being preoccupied, and anxious with the bad situation which is not actually happened⁽³⁾.

Chutrasuprakul K studied the level of emotional intelligence of Thai adolescents and found that up to 14.6% of Thai adolescents had lower level of emotional intelligence than the acceptable standard⁽⁴⁾. Thai adolescents nowadays are vulnerable to mental problem due to the low level of emotional intelligence. Therefore, promotion of emotional intelligence is necessary for early adolescent to develop the appropriate emotional intelligence⁽⁵⁾. Although, people can spent their whole life time to improve emotional intelligence development, however, if those children had been educated for the proper emotional intelligence development since at the early stage, this would help early adolescents go on their live in the society with happiness⁽⁶⁾. This was corresponding to the study of Goldman⁽⁷⁾ which stated the proper age to train for emotional development should start from infant to middle adolescent. Several concepts working on promotion of emotional intelligence development, the best method is to gather the different techniques to support each other such as group participation, role play, and game which is participatory learning process. In participatory learning, one learns through and by interaction with others where each person builds upon the other that could enhance self-esteem⁽⁸⁾. Self-esteem is one of the factors which has an effect on emotional intellectual, it defined as the spirit and positive feeling such as sympathy, understanding, sharing and self-discovery in their talent and ability which could make them proud of themselves⁽⁹⁾. Moreover, those children with high self-esteem would be able to adjust themselves to new environment and have positive thinking and being optimistic persons. The promotion of self-esteem development in adolescent is considered as the preventive action which helps them to develop good personal skill so they could deal with the problem effectively. The emotional intelligence has the positive relationship with self-esteem. That means those with high emotional intelligences tend to have high self esteem as well⁽¹⁰⁾ which is congruent with the study by Samuthayaporn N⁽¹¹⁾, adolescents with high self- esteem have the same characteristics as those with high emotional intelligence.

Based on the literature review, the researcher became interested in studying the development of emotional intelligent in young adolescent through the concept of participatory learning and self-esteem which could effectively improve emotional intelligence of Thai adolescent and could help solving the social problem in Thai society.

Material and method

The quasi-experimental study was done in Nonthaburi province. Population in the study was secondary students aged 14-15 years of two different schools in Bangbuathong district. The study was done during May 24th to August 12th, 2005. The samples were assessed for their emotional intelligence level by the assessment test developed by Department of Mental Health. All studied samples were divided into 2 groups including experimental group and comparative group. The last 34 students with lowest scores of emotional intelligence were chosen, so there were 34 samples in each group. All selected students in comparative group and experimental group had the similarity in personal characteristics.

The instruments of the study were questionnaires, Program to Develop Emotional Intelligence and Handbook of Emotional Intelligence Development by Department of Mental Health⁽⁵⁾. The experimental group attended 8 participatory learning activities according to the Program to Develop Emotional Intelligence for 4 weeks. At the same time, the comparative group received the handbook for self study.

The questionnaires consisted of 2 parts, part I contained 10 items of general demographic data, and part II included 52 items to assess emotional intelligence developed by Department of Mental Health⁽⁵⁾ by which 18 items related to goodness, 18 items for competency, and 16 items for happiness. For the instruments validity test, all the instruments were examined by three experts to correct and improve the propriety of language and clarify the contents. The pilot study has been conducted in the students with the closet characteristic as the target students. The Kuder's Richardson result was 0.73 in the knowledge questionnaire, and the Cronbach's Alpha Coefficient result was 0.83 in the practice questionnaire. The reliability test was done by applying the trial program on the 35 subjects with similar characteristics.

The program to develop emotional intelligence by promoting self-esteem of the early adolescent with participatory learning activity was done by the researcher team at the school and had 3 phases as following.

Phase I (first week) consisted of 2 learning activities in 70 minutes. These two activities aimed to develop interpersonal skill and encourage self-esteem and self-satisfaction. The researcher explained the meaning, importance, advantages and disadvantages of the program to enhance self-esteem, and divided

the 34 adolescents into 5 groups. Application of integrated learning method by performing group activity and discussion. The members were paired for making acquaintance to each other and introducing their partners to other members, practicing the team to have positive thinking and enable members to view each situation in different point of views.

Phase II (second week) consisted of 2 learning activities in 90 minutes. These two activities aimed to develop self-motivation, responsibility, problem solving and decision making. The students were divided into 5 teams, the researcher set the different problem situations and let the group identified the problem, set the way of solving, analyzed and chose the best way of solving including the management of unsatisfied side problems. These activities made them find out self competency that induces self-esteem.

Phase III (third and fourth week) consisted of 2 modules, each module had 2 learning activities and it took 45 minutes for each activity, one module in each week. This phase aimed to develop self-control in term of emotion and demand, learn and accept the different attitudes, generating sympathy and peaceful mind. The students were divided into 5 teams and the team members were assigned the argument situation and do role play to simulate situation which they had to help each other to analyze if the negative emotion cannot be controlled. There was a game to practice conflict management and learn how to make themselves happy and understanding others.

Data collection has been gathered through the questionnaire. The experiment group should attend the participatory learning activity for 4 times within four weeks. The comparative group received the Handbook of Emotional Intelligence Development. The researcher collected data and test the student's emotional intelligent in both groups before, immediately after, and 4 weeks after the implementation. Emotional intelligence score assessment was completed to collect data from students in two groups

Data analysis

The data were analyzed by frequency, percentage, means, and standard deviation. Comparing the means score of emotional intelligence between experiment and comparative group was done by Independent student's test. Then relation between the intelligence of the adolescent both the comparative and experiment groups, before and after implementation was done by Chi-square test.

Ethical approval

The research proposal of the present study was approved by the Ethics Committee on Human Rights Related to Human Experimentation Mahidol University, Bangkok, Thailand with the approved number 69/2005.

Results

The samples in the study were 34 students of grade 9 in Bangbuathong school as experimental group and 34 students of grade 9 in Sainoi school as comparative group. The general characteristics of experimental and comparative group were male students 44%, and female 55.9%. The age of both sample groups were 14 and 15 years of age at the percentage of 73.5% and 26.5%. The previous average academic achievement of grade 8 was between 2.01-3.00 for both groups. The parental marital status was still living together (67.6% and 73.5%) and the father and mother were the persons with whom students were living mostly with (64.7% and 70.6%). The family characteristic was nuclear family (55.9% and 52.9%). The major careers of father and mother of sample groups were hireling and agriculturist. As for parental education, most fathers and mothers of samples finished at least grade 9. After comparing the demographic characteristics of sample groups based on Chi-square test, it was found that general demographic characteristics between experimental and control groups were not different. However, it was found that the academic achievement of the experimental group was higher than control group with static significance ($p = 0.006$) (Table 1).

The effect of emotional intelligence promotion through participatory learning on the development of emotional intelligence of early adolescent students was compared between experimental group and comparative group before, immediately after and 4 weeks after the process.

Before experiment: the average score of emotional intelligence of both experimental and comparative group were mostly similar which were 126.12, and 127.47 points. According to the result of t-test, there was no statistic difference of emotional intelligence level ($p = 0.056$) (Table 2). Immediately after experiment, the average scores of emotional intelligence of experiment and comparative group were 146.88 and 135.41. According to the result of t-test, there was statistic difference of emotional intelligence level in which the average scores of emotional intelligence of experimental group was higher than comparative group ($p = 0.001$) (Table 2). In 4 weeks

Table 1. The numbers and percentage classified according to demographic characteristic of subjects

Characteristic	Experimental group (n = 34)		Comparative group (n = 34)		p-value*
	Number	%	Number	%	
Sex					
Male	15	44.1	15	44.1	0.174
Female	19	55.9	19	55.9	
Age					
14 years	25	73.5	25	73.5	0.230
15 years	6	26.5	9	26.5	
The average academic achievement of Grade 8					
1.00-2.00	7	20.6	14	42.9	0.006
2.01-3.00	15	44.1	18	51.4	
3.01-4.00	12	35.3	2	5.7	
The persons with whom students are living					
The father and mother	22	64.7	24	70.6	0.724
The father or mother's relation	5	14.7	6	17.7	
The father or mother with new family	4	11.8	3	8.8	
	3	8.8	1	2.9	
Occupation of father					
Hireling, agriculturists/other	20	58.8	28	82.4	0.052
Private business	9	26.5	2	5.9	
Government/private employees	5	14.7	4	11.7	
Occupation of mother					
Hireling, agriculturists/other	22	64.8	24	70.6	0.784
Private business	6	17.6	6	11.8	
Government/private employees	6	17.6	4	17.6	
Education level of father					
Compulsory level	21	61.8	26	76.5	0.189
Higher than compulsory level	13	38.2	8	23.5	
Education level of mother					
Compulsory level	25	73.5	29	85.3	0.230
Higher than compulsory level	9	26.5	5	14.7	
Family type					
Nuclear family	19	55.9	18	52.9	0.134
Extended family	15	44.1	16	47.1	

* p-value by Chi-square test

Table 2. The comparative average scores of emotional intelligence between experimental and comparative group, before, immediately after and four weeks after experiment

Group	Experimental group		Comparative group		t-value	df	p-value*
	\bar{x}	SD	\bar{x}	SD			
Before experiment	126.12	2.83	127.47	2.90	-1.947	66	0.056
Immediately after experiment	146.88	17.41	135.41	8.63	3.442	66	0.001
4 weeks after experiment	152.06	17.91	135.76	8.45	4.799	66	<0.001

* p-value by Chi-square test

after experiment, the average scores of emotional intelligence of experimental and comparative group were 152.06 and 135.41. According to the result of t-test, there was statistic difference of emotional intelligence level in which the average scores of emotional intelligence of experimental group was higher than comparative group ($p < 0.001$) (Table 2).

The comparison of average scores of emotional intelligence within experimental and control group. The assessment was done before, immediately after and 4 weeks after experiment. In Experimental group, before experiment: the average score of emotional intelligence of experimental group was 126.12 points (Table 3). Immediately after experiment, the average scores of emotional intelligence of experimental group were increased from 126.12 to 146.88 points. According to the result of paired t-test, there was statistic difference of emotional intelligence level ($p < 0.001$) (Table 3). In 4 weeks after experiment, the average scores of emotional intelligence of experimental group were higher than before experiment by increasing from 126.12 to 152.06 points. According to the result of paired t-test, there was statistic difference of emotional intelligent level ($p < 0.001$) (Table 3).

In comparative group, before experiment: the average score of emotional intelligence of control group was 127.47 points (Table 4). Immediate after experiment, the average scores of emotional intelligence of control group was higher than before experiment increasing from 127.47 to 135.41 points. According to the result of paired t-test, there was statistic difference of emotional intelligence level ($p < 0.001$) (Table 4). In 4 weeks after experiment, the average scores of emotional intelligence of experiment group was higher than before experiment increasing from 126.12 to 135.76 points. According to the result of paired t-test, there was statistic difference of emotional intelligence ($p < 0.001$) (Table 4).

Discussion

The emotional intelligence of the adolescents in experimental group was higher than comparative group both in immediately after experiment and four weeks after experiment with statistical significance and the score was above the standard of Department of Mental Health⁽⁵⁾. It could be explained that the arrangement of participatory learning through group processes do help adolescents develop the higher self-esteem because it encourages adolescents to share their experience with group members, combined

Table 3. The comparative average scores of emotional intelligence of experimental group, before, immediately after and four weeks after experiment

Duration	Experimental group		Paired t-test	df	p-value*
	\bar{x}	SD			
Before experiment	126.12	2.83			
Immediately after experiment	146.88	17.41	7.18	33	<0.001
4 weeks after experiment	152.06	17.91	8.61	33	<0.001

* p-value by Chi-square test

Table 4. The comparative average scores of emotional intelligence of comparative group, before, immediate after, and four weeks after experiment

Duration	Comparative group		Paired t-test	df	p-value*
	\bar{x}	SD			
Before experiment	127.47	2.90			
Immediately after experiment	135.41	8.63	5.68	33	<0.001
4 weeks after experiment	135.76	8.44	6.07	33	<0.001

* p-value by Chi-square test

with the concept of group process according to participatory learning process⁽¹⁰⁾. The group process had been established differently starting from pair group to eight members group. As a result, students would have more opportunities to share the different experiences and able to use it for solving the problem. Moreover, they would have more opportunity to practice emotional expression.

Therefore, participatory learning, such as role plays do provide the opportunities for students to have interaction with their friends and also make them feel relax and enjoy being with the group of people. This was corresponding to the study by Bailey AJ⁽¹²⁾ that mentioned about several guidance for self-esteem development, to encourage students to develop self actualization by self-evaluation. Also the study by Schmalz D et al⁽¹⁰⁾, who found that the emotional intelligence of the students from experimental group was higher with statistical significance after the process of participatory learning.

The comparative measurement of the emotional scores between experiment and comparative group showed that participatory learning does improve the emotional intelligence of students. This could be explained that those students in the comparative group who did not enroll the emotional intelligence promotion through participatory learning but receive the handbook of emotional intelligence from Mental Health Department for self-study tended to have the lower score of emotional intelligence. This was because the handbook contains theory and knowledge which is not able to expand the perception and vision of student. As a result, student could not be able to develop initiative, reflective, critical thinking to solve the problem or deal with the real life situation. In the other hands, through participatory learning, adolescents in the experiment group would be encouraged to learn things from the real situation and had the opportunity to share experience with other team members which could expand their vision and frame of reference.

The emotional intelligence of the students in experimental group after experiment and four weeks after experiment were higher than before experiment and the mean score of emotional intelligence of the student at four weeks after implement was higher than the mean score at immediate after experiment. This could be explained that activities through participatory learning dose promote emotional intelligence development related to interpersonal relationship, self-actualization, self-satisfaction, self-motivation, self decision-making and problem solving, self-

responsibilities, self-control of emotion and personal demand, sympathy, and peaceful mind⁽¹³⁾. This is because participatory learning would reply on the concept of learning by doing and experiencing through group discussion. As a result, participants would be able to learn the different ideas and knowledge through sharing the experience and attitude towards particular issue which can help expand their visions and perception. Moreover, through group participation, students could do team work and practice how to express their feeling and emotion and how to make decision and solve the problem according to different situation as set by team. That will sustain helping students to solve and deal with the difficulties in real life situation. This was congruent with Punnitamai V⁽¹⁴⁾ and Laverack G⁽¹⁵⁾, which mentioned about the guidance of emotional intelligence that the real life experience was necessary for students to develop the emotional intelligence. Students would be able to understand how to express the feeling, emotion, and attitude appropriately. Through participatory learning, students would be encouraged to develop self-motivation, appropriately emotional expression, and human relationship together with self-actualization. Also the study by Marmot M⁽¹⁶⁾ mentioned that self-actualization and self-esteem were core factors for personal adjustment to social environment and learning of early adolescents. For these reasons, students enrolling the program would have the higher self-esteem and sustained for a long period of time.

The average scores measured immediately after and 4 weeks after experiment were higher than before experiment with statically significant. This was because the comparative group had received the handbook of emotional intelligence development of mental department but not participated in program of emotional intelligence promotion. Through self-learning, and searching for the new information, students in comparative group might be able to develop more emotional intelligence; however, the average emotional intelligence was still lower than 140 points which is the emotional intelligence standard of Department of Mental Health.

The program of emotional intelligence promotion through participatory learning could help students develop the higher emotional intelligence. So, the health care centers or the academic institutes for early adolescent can apply the program of emotional intelligence promotion through participatory learning for enhancing the good development of emotional intelligence of students.

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ผลของการส่งเสริมการเห็นคุณค่าในตนเองด้วยการเรียนรู้แบบมีส่วนร่วมต่อความฉลาดทางอารมณ์ในกลุ่มวัยรุ่นตอนต้น

โชคชัย หมั่นแสงทรัพย์, สมคิด ยิ้มขลิบ, สุธรรม นันทมงคลชัย, สุพร อภินันทเวช

วัตถุประสงค์: เพื่อศึกษาผลของการส่งเสริมการเห็นคุณค่าในตนเองโดยการเรียนรู้แบบมีส่วนร่วมเพื่อการพัฒนาความฉลาดทางอารมณ์ของกลุ่มวัยรุ่นตอนต้น

วัสดุและวิธีการ: เป็นการศึกษาเชิงทดลอง ในนักเรียนมัธยมศึกษาปีที่ 3 จาก 2 โรงเรียนในอำเภอบางบัวทอง นนทบุรี กลุ่มทดลองและกลุ่มเปรียบเทียบเป็นกลุ่มนักเรียนที่มีผลคะแนนการทดสอบความฉลาดทางอารมณ์ น้อยที่สุดกลุ่มละ 34 คน เครื่องมือในการศึกษาคือ แบบสอบถาม โปรแกรมพัฒนาความฉลาดทางอารมณ์ด้วยการส่งเสริมการเห็นคุณค่าในตนเองโดยการเรียนรู้แบบมีส่วนร่วม กลุ่มทดลองได้เข้าร่วมกิจกรรม 8 ครั้งใน 4 สัปดาห์ กลุ่มเปรียบเทียบได้รับคู่มือความฉลาดทางอารมณ์เพื่อศึกษาด้วยตนเอง ประเมินประสิทธิผลของโปรแกรมโดยการทดสอบก่อน หลังการทดลองทันทีและหลังการทดลอง 4 สัปดาห์เกี่ยวกับความฉลาดทางอารมณ์ของกลุ่มวัยรุ่นตอนต้น ดำเนินการทดลองและประเมินผล ระหว่างวันที่ 24 พฤษภาคม-12 สิงหาคม พ.ศ. 2548 การวิเคราะห์ข้อมูลใช้การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน Chi-square test, Independent Sample t-test และ Paired Sample t-test

ผลการศึกษา: ก่อนการทดลองกลุ่มตัวอย่างทั้งสองกลุ่มมีคะแนนเฉลี่ยความฉลาดทางอารมณ์ไม่แตกต่างกัน หลังการทดลอง กลุ่มทดลองมีคะแนนเฉลี่ยความฉลาดทางอารมณ์หลังการทดลองทันทีและหลังการทดลอง 4 สัปดาห์สูงกว่า กลุ่มเปรียบเทียบอย่างมีนัยสำคัญทางสถิติ ($p = 0.001$ และ < 0.001) และในกลุ่มทดลอง หลังการทดลอง 4 สัปดาห์ มีคะแนนเฉลี่ยสูงขึ้นกว่าหลังการทดลองทันทีอย่างมีนัยสำคัญทางสถิติ ($p < 0.001$)

สรุป: การส่งเสริมการเห็นคุณค่าในตนเองโดยการเรียนรู้แบบมีส่วนร่วมสามารถส่งเสริมให้กลุ่มวัยรุ่นตอนต้นมีความฉลาดทางอารมณ์ที่สูงขึ้น ดังนั้นหน่วยงานที่เกี่ยวข้องจึงควรนำรูปแบบการส่งเสริมความฉลาดทางอารมณ์ดังกล่าวไปประยุกต์ เพื่อส่งเสริมให้เด็กวัยรุ่นตอนต้นมีความฉลาดทางอารมณ์ที่เหมาะสม สามารถอยู่ในสังคมได้อย่างมีความสุข
