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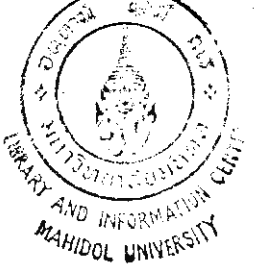

A STUDY OF STUDENT ACTIVITY MANAGEMENT FOR THE DEAF STUDENTS : A CASE AT RATCHASUDA COLLEGE, MAHIDOL UNIVERSITY

PINTIP WICHITCHAMAREE

With compliments
of
บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(REHABILITATION SERVICE FOR PERSONS
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FACULTY OF GRADUATE STUDIES
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Pintip Wichitchamaree
.....
Miss.Pintip Wichitchamaree
Candidate

Chalong Boonyananta
.....
Assoc.Prof. Chalong Boonyananta, Ph.D.
Major-Advisor

Poonpit Amatyakul
.....
Emeritus Prof. Poonpit Amatyakul, M.D., Ph.D.
Co-advisor

.....
Mrs.Kanittha Dhevinpukdi,Ms.
Co-advisor

Liangchai L.
.....
Prof. Liangchai Limlomwongse, Ph.D.
Dean
Faculty of Graduate Studies

Pimpa Kachondham
.....
Mrs.Pimpa Kachondham, Ph.D.
Chair
Master of Arts Programme
in Rehabilitation Service
for Persons with Disabilities
Ratchasuda College

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Thesis
entitled

A STUDY OF STUDENT ACTIVIY MANAGEMENT FOR THE DEAF STUDENTS : A CASE AT RATCHASUDA COLLEGE, MAHIDOL UNIVERSITY

was submitted to the Faculty of Graduate Studies, Mahidol University
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for Persons with Disabilities)
On
September 17, 2002

Pintip Wichitchamaree
.....
Miss.Pintip Wichitchamaree
Candidate

Chalong Boonyananta
.....
Assoc.Prof. Chalong Boonyananta, Ph.D.
Major-Advisor
Chair

Sirichai Chinatangkul
.....
Assoc.Prof.Sirichai Chinatangkoon, Ph.D.
Vice Director , Salaya Center
Member

.....
Mrs.Kanittha Dhevinpukdi,Ms.
Member

.....
Prof.Liangchai Limlomwongse, Ph.D.
Dean
Faculty of Graduate Studies
Mahidol University

Jitprapa Sri-on
.....
Miss. Jitprapa Sri-on, Ph.D.
Director
Ratchasuda College
Mahidol University

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Pintip Wichitchamaree

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4037766 RSRS/M : MAJOR : REHABILITATION SERVICE FO PERSONS WITH DISABILITIES; M.A. (REHABILITATION SERVICE FOR PERSONS WITH DISABILITIES)
KEY WORDS : OPINION / DEAF PEOPLE / STUDENT ACTIVITIES

PINTIP WICHITCHAMAREE : A STUDY OF STUDENT ACTIVITY MANAGEMENT FOR THE DEAF STUDENTS : A CASE AT RATCHASUDA COLLEGE, MAHIDOL UNIVERSITY. THESIS ADVISORS : CHALONG BOONYANANTA, Ph.D., POONPIT AMATYAKUL, M.D., Ph.D., KANITTHA DHEVINPAKDI, M.S. 95 P. ISBN 974-04-2361-2

This is an applied study to study the nature of student activity management, student attitudes towards student activities, and problems associated with the organizing of student activities.

The sample group is BA undergraduates, majoring in Deafness Studies, Ratchasuda College, Mahidol University. There are a total of 78 students, including 60 deaf or hard of hearing students and 18 hearing students. The data is collected using a questionnaire for an interview.

Results of the Study

1. The nature of student activities is that students prepare their activities with their instructors as advisors. That the instructors should give the students an initiation or inspiration to participate in the activities. The budgets are received from sponsorships and student activity fees. Students will be the fundraisers. They receive news about student activities via the university newsletter and newspaper.

2. Students' attitudes towards overall student activities are positive. They agree that extra-curricular activities, political activities, sports activities, art and culture activities and public service activities are useful for them. At the same time, there should be an advisor for student activities. Students are aware of the advantages of participating in activities focusing on self-development into the outer society and agree that they could earn knowledge and direct experiences about society in reality.

3. Problems found during the proceeding of activities are the lack of money to perform activities, the lack of places and equipment to carry out an activity, the lack of activity knowledge, skills, etc. Student activities effect students' free time and participation in the class sometimes.

4. Suggestions about managing student activities for deaf students are that there should be a sign language interpreter, a deaf student who comes to work and gets paid and an activity link between each faculty, so that the deaf students can interact with other people. By doing this, they can develop themselves and learn the rules of society which will lead to living their lives in a normal condition. Also, it is to create good attitudes towards deaf students, and to make people better understand the nature and culture of deaf people.

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พิณทิพย์ วิจิตรจามรี : การศึกษาสภาพของการจัดกิจกรรมสำหรับนักศึกษาหูหนวก :กรณีศึกษา วิทยาลัยราชสุดา มหาวิทยาลัยมหิดล (A STUDY OF STUDENT ACTIVITY MANAGEMENT FOR THE DEAF STUDENTS: A CASE AT RATCHASUDA COLLEGE, MAHIDOL UNIVERSITY) คณะกรรมการควบคุมวิทยานิพนธ์ : ฉลอง บุญญานันต์, Ph.D., พูนพิศ อมาตยกุล, M.D.,Ph.D., ขนิษฐา เทวินทรภักติ, M.S. 95 หน้า ISBN 974-04-2361-2

การวิจัยครั้งนี้เป็นการวิจัยเชิงประยุกต์ เพื่อศึกษาสภาพการจัดกิจกรรมนักศึกษา ทัศนคติของนักศึกษาที่มีต่อกิจกรรมนักศึกษา และปัญหาต่างๆ ในการจัดกิจกรรมนักศึกษา

กลุ่มตัวอย่างเป็นนักศึกษาหลักสูตรศิลปศาสตรบัณฑิต สาขาหูหนวกศึกษา วิทยาลัยราชสุดา มหาวิทยาลัยมหิดล จำนวน 78 คน เป็นนักศึกษาหูหนวก-หูตึง 60 คน และนักศึกษาที่มีการได้ยิน 18 คน เก็บข้อมูลโดยใช้แบบสอบถามในการสัมภาษณ์

ผลการศึกษาวิจัย

1. สภาพการจัดกิจกรรมนักศึกษาจัดโดยนักศึกษาและมีอาจารย์เป็นที่ปรึกษา ซึ่งอาจารย์อาจจะเป็นผู้คิดริเริ่มจุดประกายให้กับนักศึกษาให้เข้าร่วมทำกิจกรรม มีการได้งบประมาณจากผู้สนับสนุนและค่าบำรุงกิจกรรมนักศึกษา ซึ่งนักศึกษาเป็นผู้หาเงินบริจาค การรับข่าวสารด้านกิจกรรมนักศึกษาทางจดหมายของมหาวิทยาวิทยาลัย และทางหนังสือพิมพ์ของมหาวิทยาลัย

2. ทัศนคติของนักศึกษาเห็นด้วยเกี่ยวกับกิจกรรมนักศึกษาโดยรวม ทางด้านกิจกรรมเสริมหลักสูตร กิจกรรมด้านการเมือง กีฬา ศิลปวัฒนธรรม และบำเพ็ญประโยชน์ ว่าเป็นสิ่งที่ควรทำและมีประโยชน์ต่อนักศึกษา และควรมีอาจารย์เป็นที่ปรึกษาในการทำกิจกรรมนักศึกษา และนักศึกษาเห็นด้วยถึงประโยชน์ของการเข้าร่วมกิจกรรมที่ทำให้มีการพัฒนาตนเองให้เข้ากับสังคมภายนอก และช่วยให้นักศึกษาได้เรียนรู้และมีประสบการณ์ตรงในความเป็นจริงของสังคม

3. ปัญหาที่พบในการดำเนินกิจกรรม คือขาดเงินทุนในการดำเนินกิจกรรมต่างๆ ไม่มีสถานที่และอุปกรณ์ที่เพียงพอในการจัดกิจกรรม ขาดความรู้ความชำนาญในการทำกิจกรรม เป็นต้น แต่อย่างไรก็ตาม นักศึกษาบางคนเห็นว่า กิจกรรมนักศึกษามีผลกระทบทำให้นักศึกษามีเวลาว่างน้อยลง และขาดเรียนในบางเวลา

4. ข้อเสนอแนะในการจัดกิจกรรมนักศึกษาสำหรับนักศึกษาหูหนวก ควรจะมีล่ามแปลภาษามือ และนักศึกษาหูหนวกที่ตั้งใจมาช่วยทำงานซึ่งควรจะได้เงินค่าตอบแทน และมีการเชื่อมโยงการทำกิจกรรมร่วมกันระหว่างคณะต่างๆ เป็นการทำให้นักศึกษาหูหนวกได้ปฏิสัมพันธ์กับคนทั่วไป เพื่อช่วยพัฒนาตนเอง มีการเรียนรู้กติกาทางสังคม ซึ่งจะนำไปสู่การดำรงชีวิตในสภาพปกติ และเป็นการสร้างทัศนคติที่ดีต่อนักศึกษาที่เป็นคนหูหนวก ทำให้คนทั่วไปเข้าใจถึงธรรมชาติและวัฒนธรรมคนหูหนวกมากขึ้น

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CHAPTER I
INTRODUCTION

1. Importance and History of the Problem

Education is a key to human resources development. Human resources are a key to all kinds of development that can promote the country's stability and progressiveness in the future. "Education creates and develops a man into a quality human who has a higher level of skill, thinking and mind so as to be a force for self-development, family, community and overall society development, to step towards the thrive and security." (Thai Education in the Globalization Era towards Nation's Progress and Security in the Next Century,1995:3)

Therefore, everyone is entitled to education as well as those with disabilities who are important resources of the country. People who have congenital disability or acquired disability all have potentialities. If they obtain physical, intellectual, psychological and emotional rehabilitation through suitable methods, they can lead their lives freely in the society and in accordance with the "UN Declaration of Disabled Persons Right" which based on standard principals of human rights standard. It's stated in the Universal Declaration of General Human Rights that "Everyone is born with equal liberty, right and dignity of human beings. This right is the basic right of all human beings and it can not be transferred." (Department of General Education, 2000:1) Universal Declaration of Disabled Persons Right (as referred to in Kittiya Rattanakorn, 1988: 50), declared in 1975 by the United Nation, stated disabled rights in article 6 as "The disabled has the right to medical, psychological treatment and the treatment that enable them to work, including the right to prosthesis and physical equipment. They also have the right to medical, social, educational, and vocational training rehabilitation. For vocational training rehabilitation, they are entitled to assistance, advises, job placement services as same as other services that can enable them to optimize their skills and capabilities. This includes services that can accelerate the process to include them in the society of normal people."

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Thailand, in addition to that, also has the Declaration of Thai Disabled Persons Rights, declared on the Disabled Persons' Day on December 3rd, 1998 (Department of General Education, 2000: 5) "Article 6. Disabled persons have as equal right and opportunity to every level of quality education, to every form of education in accordance to their needs as anybody else. They are entitled to a lifelong access to formal and non-formal and continuing education without any restriction, obstruction or discrimination." Since the government realizes that education is an important part of the disabled rehabilitation, it has provided for them different levels of education ranging from kindergarten, primary, and secondary level. And at present it provides them with an opportunity to obtain more education from the higher educational institutions nationwide as well.

The main task of higher education institutions, which have important roles in country developing, is to produce manpower to develop the country. The person who will be useful to country development must have good quality or completion in profession, intellect, society, emotion, body and mind. Therefore, the task of higher education institutions is not only to direct the teaching and learning, but also to develop and prepare their students who are the nation's youth to be ready in all aspects. By doing so, it will benefit greatly to the country development.

The vision has been set in the Children and Youth Plan of the Ninth Economic and Social Development Plans (2002-2006) (Office of the Prime Minister, 2001: 15-18) as "Development of Children and Youths in pursuance to the nation's policy, under internal and external terms and guarantee, will bring about children and youths who are physically and mentally healthy. At the same time, they will be intelligent and be useful to the society." The plan target is to make Thai youths, aged between 15-25 year olds, grow up to be a quality adult, self-supporting, take part in helping the disadvantaged and developing community affairs until they earn acceptance from others and societies.

Thus, students development is not only a matter of directing good teaching and learning but it also includes some other factors such as institution management, institution environment and student affairs. Especially, the organizing of student activities such as sport activities, public service activities and art and culture

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activities, which are key factors for student development. As Williamson (as referred to Panee Preechanont and team, 1984:1) in once said that "Student activities are a higher education center in developing students into a complete person." Student activities also have an important role in being a tool that educational institutes use to develop their students into a complete person in the areas of technical academic, intellect, society, emotion and physic. (Pannee Thansakul, 1995:7)

Thailand has been organizing various types of student's activities, including academic activities, sport activities, art and culture activities, public service activities, recreation activities and center activities such as student's organizations or student's clubs. Their purposes are to inculcate students with a moral, promote unity, promote good health and personality, etc. Activities organizing before 1957 were mostly sport, art and culture, and academic activities. After that, the public service activities have become more popular, especially during the summer vacation. Students would come together and went to develop the remote areas in forms of different projects. Later on in 1967, students began to have more political roles. From 1976 onwards, the government has realized the importance of student activities. It therefore launched a policy and project to seriously support and promote them. As reflected in the 1977 National Education Plan that "The State shall support youth activities and arrange for education to promote youth personality, discipline and law abiding. It shall make youth possess good attitude towards Thai culture, have faith and participate in protecting and maintaining the monarch, religion and nation institution. " (Panee Preechanont and team, 1984:3) Budget for the promotion of student activities process has been allocating to Office of the University Affairs since the 1979 fiscal year until now.

Mahidol University has been organizing student activities all through those years as well. Since then until now, those who study in Mahidol University are normal people. When the government offered more education opportunity, the increasing amount of people with certain types of disabilities such as blindness, movement, etc. could study in the higher education level. Mahidol University is one of the institutes that offer education opportunity to the disabled person. There are many people with disabilities who can enter the postgraduate level. In 2000, this university has admitted

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students with hearing impairment to study in the undergraduate level at Ratchasuda College, Mahidol University. This education arrangement is among the four procedures of educational rehabilitation of disabled persons, which are medical, educational, social and vocational rehabilitation.

Students with hearing impairment at Ratchasuda College, Mahidol University will be given education in accordance with the curriculum, services and benefits including extra-class activities and extra-curriculum activities. The student activity projects for disabled persons will be a success if they are done with good management and suitable curriculums, contains academic services and activities, and suitable facilitating technology that can answer their needs and correspond to their lifestyles. By so doing the disabled persons will be able to adopt their potentials at full lengths. This is why the study of student activities organizing conditions for undergraduate course, having Ratchasuda College students as a case study, should be conducted in order to find out ways to organize the activities that can answer the need, interest and correspond with the lifestyles of people with hearing impairment.

2. Objectives

1. To study nature of organizing of student activities
2. To study student attitudes towards organizing of student activities
3. To study problems pertaining to organizing of student activities

3. Questions used in the study

This study focuses on the following:

1. Nature of organizing of student activities
2. Students' attitudes towards general student activities
3. Problems associated with organizing of student activities

4. Areas of Study

This study focuses on the following areas:

1. Study only activities of student in the higher education level, excludes the postgraduate.

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2. Study only extra-curriculum activities and extra-class activities.
3. Study only the organizing of activities that belong to Rachasuda College, Mahidol University.

5. Expected Benefits

1. Use as a guideline for various types of student activity improvement
2. Use as a guideline for policy-making and planning for student development.
3. Use as a guideline for an advice and counsel giving about organizing student activities.
4. Able to learn general conditions, problems and obstacles of organizing student activities of Rachasuda College.

6. Definitions Used in this Research

"Student" means undergraduate students of Rachasuda College, Mahidol

"Student Activity" means an activity prepared by students or teachers such as sport activities, social assisting activities, and art and culture activities.

"Attitude" is opinion, feeling, satisfaction, value and benefit to self-development after attending student activities.

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CHAPTER II
LITERATURE REVIEW

In this study, the researcher has studied different materials and related researches to be used as a guideline for the study, which are presented in the following order.

1. History of Student Activities
2. Importance of Student Activities
3. Meanings and Forms of Student Activities
4. Objectives of Organizing Student Activities
5. Types of Student Activities
6. General Knowledge about the Disable Persons
7. Rehabilitation of People with Disability
8. Effects of Disability
9. Hearing Impairment
10. Related Work

1. History of Student Activities

History of student activities is as long as history of the higher education. (Panee Preechanont, et al., 1984:13-14; Pannee thansakul, 1995:6-7) In 332 BC. King Alexander the Great established Alexandria University, which is considered to be the largest higher education institute in Macedonian era. Its students have done activities together. At that time, most activities that'd been done were religious activities. (Waden, 1909) Later , education has had a lot of advancement in Europe. A lot of higher education institutes were established including Sa lerno University, Bologna University, Paris University, Montpellier University, and Oxford University. Their students did religious activities and academic activities together in order to supplement themselves with experiences. (Haskins, 1928)

In the sixteenth century, the United States of America was still the colony of England. The student activities at that time were concentrated on art and culture.

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Religious activities were regarded as a part of life of American students. Praying of students were considered activities for a daily life. Participation in church services on Sunday were activities that all students must practice. (Packwood, 1977) In the seventeenth century, many higher education institutes have established a student organization. William and Mary College are considered to be the first college that has done so. Its objective was to teach their students how to work together liberally. This was the first time that student activities have been officially formed. Later, several educational institutes such as The University of Virginia and Evanston College established student organizations as well. (Frederick, 1965) It could be said that student activities in the USA have advanced and progressed a great deal. During the year of 1970 to 1980, a number of students have been appointed a committee for academic management and services in the higher education institutes throughout the country. Most of them also opened the leadership course for students who worked for student activities.

1.1 Public Service Activities in Forms of Voluntary Development

When World War I ended, many countries in Europe have been tremendously destroyed. Then came a Swiss developer called Pierre Ceresole who tried to bring together around 20 volunteers from Switzerland, France and Germany to set up a volunteer camp to perform social welfare work at Verdun, France in 1920. And in that same year, the Service Civil International Association or S.C.I. was founded. Later, the camp operation was expanded to Switzerland in 1924 and to Germany in 1928. Since then, the public service activities in forms of voluntary development have been widespread among students in Europe. In 1930, the United Kingdom set up the volunteer camp for the first time in New South Wales, along with the Youth Service Volunteers in 1942. In 1932, Young Men Christian Association or Y.M.C.A. has accepted the activities of the volunteer camp as a part of them. The committee of American Friends Service Committee has also accepted the activities of the voluntary camp as a part of their activities as well.

As for Asia, India is considered to be the first country for promotion of a volunteer establishment in the year 1934 by having Shri Jawaharlal Nehru and Dr.

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Rajendra Prasad as a supporter in the form of Indian Committee for International Work Camp which coordinates with S.C.I. of Pierre Ceresole

1.2 Sport Activities

Sport activities of students between the higher education institutes in the USA started in 1852. The first sport tournament was a boat racing between Harvard College and College of Yale, with Harvard College as a winner. Since then student activities have been having a lot of progressiveness. In 1885 many kinds of sports such as American football, baseball, tennis, handball, golf, ice hockey and lacrosse became popular among American students. Since the Americans love to watch and play sport a lot, the student activities in sport received a lot of attention from a large number of students and people. In 1906, the sport competition between colleges was regarded as a very great activity and gained a lot of audiences. The important matches of American football would have approximately 80,000 to 100,000 audiences. Therefore, student activities in sport in the USA, is another way to earn the higher education institues a lot of money. (Cummings, 1957)

1.3 Student Activities in Thailand

As for Thailand, when the higher education institution was founded for the first time, most student activities are in sports and art and culture. And most of them are internal activities. In 1926, the student center that belonged to Chulalongkorn University was established. It was the first establishment of student organization in Thailand. Later, when the country had been economically, socially, and politically developed, student activities have had more roles and more importance. Activities of student associated with politics began in 1951. When the Manhattan rebel occurred, the government had declared the martial law and had sent the troop to take over Thammasat University. This has caused their students to demand the military to return the university to the management team. Since then students from different institues have begun to pay more attention to politics and have gathered to form the periscope debate group in 1965 to talk about social problems. And in 1970, students founded the Students' Center of Thailand. The student activities in forms of volunteer and public service work have received a lot of attention and have been carried out a lot since 1959 onwards. It became most popular during the 1979-1995 period. Nowadays, the

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forms of activity are more various according to the interest and social condition that has been changed.

Apart from student activities in Thailand mentioned above, more information is gathered from the interview subjected student affairs with Prof. Dr. Poonpit Amattayakul who was Chulalongkorn University student in 1954. This information can be compiled as follows:

There were 2 organizations to proceed the student activities of Chulalongkorn University during 1954-1957. They are

1. University level organization, which is Chulalongkorn University Student Club or C.S.C. It is an important organization to organize student activities under the supervision of the Dean, instructors and the club committee, which comprises of students. The chairman post is chairman of Chulalongkorn University Club.

Later in 1972, there was a student representative of each faculty who joined the committee, for example, a representative from Faculty of Medical Science, Faculty of Pharmacology, Faculty of Political Science, Faculty of Science, Faculty of Engineering, Faculty of Economics, and etc. Besides, there were officers involved in book publishing such as the editor, the receptionist, the librarian, the welfare officer, the art officer, the sound and light officer, the public relations officer and the stores officer. These are an organization that teaches students how to work in a club. However, they must be done under a teacher's supervision as well as the Dean's supervision. Moreover, there are some other university clubs like a rugby club, a football club, an athletics club, a judo club, a literature club, a volunteer camp club, and etc.

2. Faculty level organization or an organization within the faculty. There would be instructors to give supervision as well. Students would work in the administration management organization. The committee would be set up similarly to the student club. That is there would be the faculty representatives, the vice-faculty representative, the receptionist, the treasurer, chairman of each section. Most of them are sport and recreation sections depending on the skill of each faculty, which is varied. For example, the Faculty of Science would have a club relating to astronomy, a club relating to music that teaches students to listen to classical music, a club

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relating to dramatics and acting, and etc. Students would learn a lot by attending these clubs. Their instructors or seniors would bring them knowledge. It could be the public service club like making the temple roof and the school roof. The student of other faculties can give their hand; that is the host faculty can invite some friends from Faculty of Architecture who know about construction to join them. The faculty level organization would originate its own activities in each year. They could be various depending on interest and academic skill of students.

1.4 Student activities associating with Politics

None of the student activities mentioned above involved politics at all. If we look at Thammasat University, we can see that there are clubs relating to politics. That is because the former base of Thammasat University began with Thammasat University and Politics. The study program would be in law, jurisprudence, right and duty. This is the reason why such clubs occurred.

However, Chulalongkorn University has something that concerned politics but not so heavy such as a discussion about the publication of a book for Chulalongkorn University Day that must be released on 23rd October each year which is the day that King Rama V passed away. There was a dispute and objection during that discussion and one of the students that belonged to Faculty of Arts called Jitr Phumisak was thrown out from the stage. This incident was followed by violence.

An activity that students obviously involved took place in 1957 when Marshall Pibulsongkram's government won a general election. At that time Bangkok could have around 7 members of parliament and one of them who was elected was Dean of Chulalongkorn University. This has angered his students because that election was the dirtiest and most corrupted one. None of the opposition candidate was elected. The students demanded their dean to give up the MP position to be their dean and stayed away from politics. He denied and claimed that he had made a promise to Marshall Pibulsongkram that he must follow that path. Therefore he had to leave Chulalongkorn University. The students were so enraged and hurt that they hoisted a flag at half-mast in front of Chulalongkorn auditorium. Some people asked them to raise the flag but none of them did so until Marshall Thanarat came to talk to them all. He talked so good and showed his sympathy to the students. He said "To

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half-mast the flag is used when the chief of the state is dead but now he is still alive and healthy and still be our prominent figure. Let's don't half-mast the flag but raise it up. And in case someone wants to take to the street today he can but don't do it on the street, as it's not permitted. Do it on the footpath instead. I will join if I'm asked to do so" So the demonstration took place on the footpath. That is one of the reasons that caused Chulalongkorn University to have political activity movements. There are incidents that led its students to involve in politics. The same as Thammasat University that was forced to do so by Manhattan rebel, which it resulted in its measures taking that concerned politics.

The ideas mentioned above prove that the existence of organizations depends on 3 factors, which are:

1. The instructors to support and see the benefits of student activities as well as introduce or provide the financial aid

2. The student that has a specific desire to do that particular work, to form a group and then consult his/her instructor. There should be an encouragement to make the activity happen. And also there should be a meeting to brainstorm and consult the instructor about how to do it.

3. The budgets to carry out an activity. Students may earn money by selling gifts or a small keepsake that they help do. Those who are a bit rich can ask for financial support from their family. There will not be this kind of support from the faculty or the university. It is an activity that students must think and do by themselves. For example, a book publication, students will seek a financial support from the private companies or banks, to name a few.

1.5 Student Activities in Foreign Countries

Since the researcher has never been abroad and the student activity is something that one must see by him/herself, an interview with Professor Poonpit who has been involved with the group of deaf people in many countries can be concluded as:

There are 3 institutions mentioned here. They are NTID (National Technical Institute for the Deaf), Gallaudet University and NCOD (National College for the Deaf). Student activities in foreign countries are performed similarly. That is they

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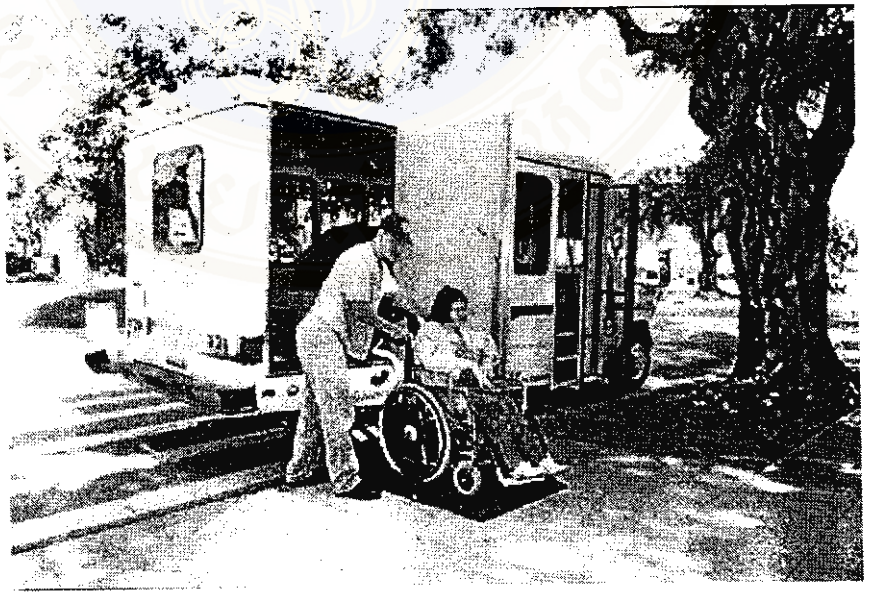
will be arranged by the university such as sport activities, there will be a swimming pool, a tennis court and a person hired by the university to clean and take care of each service. As for sport, every university will have the same arrangement. For example:

1. At NCOD (National College for the Deaf) at Northridge, there is a recreational sport called kinesiology to teach the disabled how to play different types of sports. There is a skillful coach who can train the person who has brain damage and sits on the wheelchair to play baseball. The one who has paraplegia will be taught how to swim without using the legs but the hands to propel so that he/she can float and participate in the sport games. The instructors and the kinesiology students who are their assistant will help and support these disabled to play sports almost as much as the normal people can. For the blind sport, there is a track and field, volleyball, which have a small bell inside, to name a few. Especially at NCOD, sports for the disabled are very complete. There is a shuttle bus service to take the disabled on wheel chair from their faculty or houses to the school or the sport field.



2. At NTID (National Technical Institute For The Deaf) which is a twin college, it's situated in the west, there are about 30-50 branches of subject in the diploma level of vocational level and high vocational level. In the east the college is called RIT (Rochester Institute Of Technology). It provides education in the

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undergraduate, postgraduate and doctoral level. Therefore, the deaf students who study at NTID and graduate with high points, fluent in languages both in writing and reading can enter RIT. And in between these 2 colleges there are facilities and sport fields in which the deaf students and the normal hearing students of each college can both use. Meaning that there are a cafeteria, a main library, a bookstore, a food shop and all kinds of sports. Thus the tennis court, the basketball ground, the baseball field, the football field, the rugby field, and the swimming pool are all indoor. There are also students who are deaf and who are not including the interpreters working part-time with those student activities and get paid. This shows that the college has allocated some budgets to hire a worker to facilitate the disabled so they can play any sport. And sometimes, there is a sign language interpreter as a special coach in the field. He/she will dress as a sportsman and put on a different shirt color to show that he/she is an interpreter.

3. Gallaudet University: 80% of its students are deaf but there are some who have normal hearing, which is similar to Ratchasuda College. Thus there are no communication problems there. Student activities include student clubs, a cafeteria, a bowling center, a post office, all kinds of indoor sports like a swimming pool, a baseball field, a basketball ground, an American football field. The buildings will be appropriately built using bright colors so that they can be seen from the distance. There are many clubs such as a ski club, a fishing club, a sport club, and a club related to dancing that will use 2 big speakers to let out the loud base sound reflecting the surface which students enjoy them a lot.

Besides, there is a computer club to teach students how to create web sites, a club to teach about photography techniques, a storytelling club that its members must take turn to tell stories. For example, when they go to the zoo, they have to tell their experience in front of the meeting. The meeting will be divided into 2 groups, which are the storytellers and the audiences. Some of the audiences must write a report about what they learn from the story. There will be a video recording during the storytelling for those who want to review it later. For some that have to translate the sign language into the written language, they will be checked whether the story is possible. The examiner can be their senior or teachers or teacher's assistant. This is

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another way to learn the sign language or the storytelling because the storytelling is an inner language from inside out. It is a way to understand how the deaf understand the meaning deep inside. For example, when they go to the zoo and see a rhino, they can make one sign language but if we talk about some birds that they don't know much in details they can explain and write on the blackboard how to spell it. There is no storytelling club and play club at Ratchasuda College. The mime of Gallaudet University can be shown outside or the outside guest can be invited to come and see. Moreover, the actors can act in the Broadway. As a matter of fact many of them have become stars and based in New York, Seattle or Los Angeles

As mentioned above, student activities in the foreign countries will have their student to work part-time and the university will pay them. Thus, the differences between overseas students and Thai student activities are

1.Overseas students have a teacher to supervise them and at the same time they have students who act as an assistant to the teacher and get paid per hour. But for student activities in our country, every student who performs an activity is a volunteer and works together with the teacher.

2. Overseas university will provide facilitating supplies such as sites, balls, and tennis balls that the student can make a requisition at a specific amount in each semester. The student will share these items. In case the supplies are not enough,

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there will be seed money provided for them by the university. The university organization supervised by teacher will allocate this seed money.

Other than mentioned above about student activities in Thailand and overseas, Honorary Prof. Dr. Poonpit Amattayakul has talked about the deaf culture that affects student activities. That is the deaf have a tendency to isolate themselves. Thus, for them to join the activities with other people it can lead to a communication problem. Therefore, the deaf usually like to socialize with their own type. We need to have the door widely open, let the deaf share things with normal people. Furthermore, one habit of the deaf is without seeing, trying, acting, participating and having fun in the activity, they will not cooperate and will not understand the student activities. As a result, first of all we must make them understand and encourage them to perform an activity. Organizing student activities for the deaf must be done differently from the normal people.

1. There should be a teacher to supervise the proceeding of activities.

2. There should be a volunteer who is deaf in the activity and he/she should get paid.

3. There should be an interpreter's involvement in each club. For example, Ratchasuda College may have pottery work, ceramics work and art work which doesn't require much talking but the interpreter should be involved anyhow.

2. Importance of Student Activities

Many educators and psychologists agreed that student activities are important and necessary for the higher education institutions and should be promoted. Student activities play an important role in helping the higher education institutions to achieve their goals that have been set. (as referred to Panee Preechanont, et al., 1984:15-16)

Stroup has shared his view about student activities as student activities are set up to support basic objectives of the educational institutes. Student affairs officers must have responsibility and perform their jobs as an expert and as ones that are knowledgeable, since the personnel from other departments of the institutes can not do it effectively. Therefore, student activity work is important for the extra-

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curriculum activities of students along with the teaching and studying included in the course.

Williamson has said "Student activities are the center of higher education process used to develop each student into a complete person."

Taylor thought that higher education is human development in academic, intellect, society, arts and physique. He went on to say "we have to create an atmosphere in teaching and learning, sport and arts in schools. So that students will gain different types of knowledge and expertise that are compatible with their need."

Yeager has given his support and made a comment to the organizing of student activities as "Organizing activities in school is to promote interest and need of each student in order to maximize their development and accomplishment. Besides, it can also help to make them a good and useful member of the society."

Berney said "The purpose of studying in the university apart from study to gain knowledge and vocational skill as chosen by the students, the university also wishes its students a complete benefit from the life in the university by participating in extra-curriculum activities available for them.

Boonthin Atthakorn supported the idea of organizing student activities as "How successful an education and instruction will be depends on how well we organize the extra-curriculum activities."

The permanent secretary for Office of the University Affairs, Prof. Dr.Vijitr Srisa-arn said"Academic teaching and learning is considered the key to higher education institutions. At the same time student activities are equally important, especially the role to prepare and develop students in all aspects, which are to fulfil them with discretion to sacrifice for the people at large, morals, ethics and good health." (Pannee Thansakul, 1995:13)

The views of educators and psychologists mentioned above point out that student activities are very important and necessary. Their importance can be summarized as:

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2.1 Importance towards Students

Most college students are young people who have physical and thinking energy. They have curiosity and goodwill with pure hearts for their society. Extra-class activities or extra-curriculum activities will answer their needs perfectly. Importance of student activities towards students are as followed:

- Help students to be socially, emotionally, physically and mentally developed.

- Help students make good use of their leisure time.

- Give students an opportunity to use their physical and thinking energy and do things that benefit themselves, the school and the country.

2.2 Importance towards Higher Education Institutions

From educators and psychologists' attitudes, it can be seen that student activities are an important procedure for the higher education institutions to use to develop their students into a complete person in intellect, society, emotion, body and mind. Working together between teachers and students in the process of student activities make students feel warm and understand their teachers and their institutions better. Student activities in forms of culture, public service and sport play a major role in spreading the institution's fame and reputation.

2.3 Importance towards the Country

Each year a lot of college students have gone to develop the faraway and remote area in the countryside. They have built many permanent structures such as schools, bridges, dikes, water tanks, etc. Moreover, they have helped make country people understand the new concept of agriculture, public health and education to better their existence. Culture activities of college students have played a major role in fostering, developing and expanding nation's culture. Sport activities give students, who are the youth of the country, a good and strong health so that they can become important resources in the country development. Inter-country student sport tournaments are a way to expand the country's fame and reputation as well. Therefore, student activities are considered to be very important to the country.

Hence, student activities are an important procedure for the higher education institutions to use to develop their students into a complete person in intellect, society,

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emotion, body and mind. They can be used to create right attitudes about maintaining a life as well as to create and develop students into a good person who have virtues and ethics. In Europe, for instance, sports will be used as a base of student development. Out-of-class activities will focus on teaching students what's good and what's bad. There hardly is a textbook related teaching. (Dr.Chalongphop Susungkornkarn : referred to in Pannee Tansakul, 14)

3. Meanings and Forms of Student Activities

Student activities are activities that have been organized and students are willing to participate and carry out by themselves under the support and approval of the teachers. There will not be any credit or point given in order to encourage students to move to a higher level or graduate. Their objectives are to create fun, add knowledge and encourage different types of development. These activities fully offer students a chance to show their ability, skill and attitude. Nowadays, there are 3 types of student activities (referred to in Pannee Thansakul, 12)

3.1 Class Activities are activities organized to support understanding of the lesson content. The teachers may introduce some activities for better understanding of the lesson. These activities can be done at the test time or at extra time with the examiner's presence such as holding an academic seminar, a study tour, etc.

3.2 Extra-Curriculum Activities are activities organized to provide students with broader experiences both in-class study and out-of-class study. Mostly they will be held at non-class time and at the willingness and desire of students. Moreover, the class activities can gain better results from them.

3.3 Extra-Class Activities are general activities performed, which are neither class activities nor a supplementary to class activities. They are activities to improve skills and have a unique form; and at the same time they look at appropriateness of the types of work that are going to be done mainly for self-development and society development purposes.

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4. Objectives of Organizing Student Activities

In Thailand, there is a promotion and support of student activities organizing by Office of the University Affairs which has set their objectives as followed. (Office of the Permanent Secretary for University Affairs, 1999 :7)

4.1 To develop students

4.2 To have students make good use of their leisure time by participating in the extra-curriculum activities, which can be voluntary development, public service, art and culture, ethics, sport, a seminar to develop student activities as well as other useful activities.

4.3 To inculcate students with virtues, ethics and maintain their own values for art and culture, custom and tradition, and also a good attribute of the nation.

4.4 To encourage students to use their academic and service knowledge to create and develop the society into progressiveness both in permanent structures, the way people lead their lives and in building a good relationship between college students, people, and the divisions concerned.

4.5 To enable students to learn and get direct experiences in the real condition of the society. Consequently, they will have knowledge and understanding and able to adjust themselves to the changing condition of economy and society. They will have right and good conscience and also awareness of their responsibility for the society.

4.6 To make values for corporation, unity, responsibility, and sacrifice for the people at large. To practice how to be a good leader and a good follower, learn how to make a plan, set up methods and procedures for working together as a team.

4.7 To promote good health and improve personality.

4.8 To expand the fame and reputation of the university.

5. Types of Student Activities

There are 5 types of student activity projects financially supported by the Office of University Affairs. Objectives and characteristics of each activity are as followed:

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5.1 Public Service or Voluntary Development Project

5.1.1 Objectives

- To encourage students to learn how to make good use of their leisure time by doing a public service job, a voluntary development, preserving environment and bringing development to their area.
- To give college students some direct experiences which will increase their knowledge and understanding about the true condition of the society as well as to make them realize their responsibility for the society, especially in the rural area, when they graduate.
- To encourage them with unity, responsibility and sacrifice for the people at large; among students who share and not share the same institution.
- To train students to be a competent leader and a good follower. They will learn to work as a team, learn to be lenient, and learn to listen to other people opinion. Besides, they will learn how to rationally solve the problem occurred with circumspection and patience.
- To promote good understanding and good relationship between students, people and civil services.
- To promote and urge people in the rural area to realize importance of development as well as have an initiative to bring progressiveness to their own area and have sacrifice for the public.
- To expand fame and reputation of universities and institutions which are under the responsibility of the Office of University Affairs.

5.1.2 Characteristics of an Activity

It's an activity about voluntary development, public services, natural resources and environment conservation including the right way to use them, etc. It also covers in-research projects and in-process projects. Characteristics of an operation are:

- Education work: i.e., construct, repair and develop schools. Build a sport field, prepare and demonstrate educational equipment, demonstrate and educate how to organize a library, etc.

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- Public utility work: i.e., build a multipurpose hall, a water tank, and the village water main. Develop the village, dig a pond, dig a well, and other public properties.
- Transportation work: i.e., a bridge, a road repair and a drain pipe work.
- Agriculture work: i.e., a dike construction, agricultural water supply system management, a promotion, propagation and demonstration of agriculture knowledge, and a volunteer veterinarian.
- Public health work: i.e., a mobile doctor team, a mobile dentist, a general sanitation and public health advice and service.
- Nature and environment conservation work: i.e., forestation, national park development, and information service about nature and environment conservation and how to use natural resources properly.

5.2 Art and Culture and Thai Tradition Project

5.2.1 Objectives

- To preserve, promote, propagate, exchange, and develop art and culture and custom and tradition which is the nation invaluable heritage and good attribute.
- To inculcate students with values, pride and appreciation in Thai art and culture.

5.2.2 Characteristics of an Activity

To display, demonstrate, to stage an exhibition or activities about Thai classical music and dramatics, traditional games, traditional activities of each rural area, festival activities such as Songkran Day, Loi Kratong Day, Buddhist Lent Day, etc. including other activities that have to do with Thai tradition and art and culture.

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5.3 Ethics Project

5.3.1 Objectives

- To build and develop virtues, ethics, personality, and leadership for students.
- To inculcate students with good and right values of Thai society in order that they can happily adjust themselves to the changing society.
- To increase conscience and responsibility of students towards the society and the country, especially when they graduate.

5.3.2 Characteristics of an Activity

To set up a meeting, a seminar, a training or an activity to increase knowledge, understanding, changing of view, and behavior about personality development, leadership, virtues, ethics or mental development of student by using tactics, techniques and methods like a lecture, a debate, a procedure, a relation group, a fake situation, a study and religious practices such as listening to Buddha's Teachings, ascetic practices, etc.

5.4 Sports Project

5.4.1 Objectives

- To elevate students' knowledge and skills at how to play sports.
- To inculcate students with good attitudes towards sports playing and exercising for good health and soundness
- To inculcate students with good spirit, accept the defeat, the victory and learn to forgive.
- To create unity among students and teachers by way of playing sports
- To ease tension, boost cheerfulness and joyfulness
- To help develop students in the area of emotion, society, body and mind by using sports as a tool
- To propagate the institution's repute

5.4.2 Characteristics of an Activity

To arrange for recreational sports, learn sport-playing skill according to the player's interest and willingness in the leisure time. It's a way to relax and a good

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exercise for health. And to improve the personality and characteristics of holding sport matches as well.

5.5 Student Activity Seminars Project

5.5.1 Objectives

- To inform college students, teachers and personnel of Student Affair division about policies and criteria of promotion and process of organizing student activities, including rules and regulations involved of the university/institution.
- To share opinions, point of views, and pass on experiences of organizing student activities.
- To consider and resolve the problem or difficulty, set the guideline for development and make an operational plan about student activities together.
- To promote good relationship and understanding between students, advisors, and personnel of Students Affairs Division.

5.5.2 Characteristics of an Activity

To hold a training, a meeting and a seminar about organizing of student activities, and the participant must contain students, and or advisors, as same as personnel of Students Affairs Division. The topic must involve the activity of students.

At present education in Thailand has entered the Ninth National Economic and Social Development Plan. (B.E. 2545 – 2549) It covered development of every child and youth no matter if they are normal people, disabled or disadvantaged. They are all equally entitled to study in schools. Education for the disabled is an important tool to help them grow up as a quality person, self –supported, be part in community development and be accepted by other people and society. Therefore, an individual involved in education preparation, an activity for them or their acquaintances such as parents, relatives and brothers and sisters should know the right and importance of education, medical, social, and vocational rehabilitation for them.

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6. General Knowledge about the Disable Persons

6.1 Definition of Disability

Disability is a definition that is defined by each society based on the judgement of ability level of an individual to perform any activity that a normal person can. It's a characteristic that looks at the physical disorder when compared to the normal person. World Health Organization has referred to it as "Disability is a disadvantage of an individual that is caused by damage or disorder of body, mind and intellect which results in the inability to perform any role or any action to correspond with their age, sex, culture and environment." (Kanittha Dhevinpakdi, 1996:3) World Health Organization has defined disability as follows:(Sukanya Sripratchya-anant and others, 1995:1 referred to in Angkana Salard , 1998:26)

IMPAIRMENT is any loss or abnormality of intellectual, psychological or anatomical structure or function, which is blindness, deafness, muteness, hemiplegia, retardation, depression etc. This term is defined by basing on organ disability and the functioning system of each part of the body that put together a human being.

DISABILITY is a restriction or lack of ability to perform an activity in a manner or within the range considered normal for human being such as inability to communicate with others, inability to dress up, inability to move around, etc. This term is defined by basing on overall disability of competency of individual, which is a result of physical, intellectual, and mental, disorder or deficiency.

HANDICAP is a disadvantage for a given individual that limits or prevents the fulfillment or a role that is normal for that individual. For example, those who are blind can't go here and there easily so they can't learn by methods of normal children. Accordingly, in a place that education for the blind is unavailable, they will be at a disadvantage compared to the normal children of the same age. This term judges the disability at its disorder result and/or deficiency affecting an individual who is a part of the society.

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World Health Organization (WHO) (Hammaerman and Maikosski, 1981:12 referred to in Angkana Salard, 1998:27) concludes its meaning as followed:

IMPAIRMENT ⟶ DISABILITY ⟶ HANDICAP

means an individual who has disorder that will lead to incompetence and a chance to be at a disadvantage because he/she can't live his/her own like as equal as other people in the society. This disadvantage will never happen if there is an external environment like a family support or a physical barrier. It can heal the disorder and will not result to the disadvantage.

6.2 Definition of Disabled Person

The United Nations Organization (Prasit Dissawat, 1983:15) defined the term "disabled person" as an individual who has a permanent impairment that can be clearly proved; no matter what type of impairment it is that prevents he/she from work of loses an ability to work.

Kittiya (Naramas) Rattanakorn (1988:4) broadly concluded the meaning of disabled person as: one who loses or has deficiency in 2 types, which are:

1st type is physical, mental loss or deficiency appeared clearly/unclearly from the outside. This type is called "Disability".

2nd type is the loss, incompetence, and disadvantage in having a successful career caused by the disability condition in the 1st type, which leads to "Handicap"

According to the Rehabilitation of Disabled Persons Act B.E. 2534 (The Committee of Rehabilitation of Disabled Persons, 1991:1) provision 4, the word "disabled person" has been defined as: a person with physical, intellectual, or mental abnormality of malfunctioning classified by type and criteria designated in the ministerial regulation.

The Office of National Statistics B.E.2534 (2534:4) defined the word "disabled person" as a person who is physically deformed as a result of some parts of

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the body such as hands, and legs are missing. Or a person who has organs or bodies differently from others, i.e., one who is blind, deaf, or have a brain damage.

6.3 Types of Disability

The Rehabilitation of Disabled Persons B.E 2534 (The Committee of Rehabilitation of Disabled Persons 1991:14) classifies disabled persons into 5 types as follows:

1. Impairment in terms of sight
2. Impairment in terms of hearing or communication
3. Impairment in terms of physical and locomotion
4. Impairment in terms of mentality or behavior
5. Impairment in terms of intellectual or learning ability

In conclusion, disabled person is any individual who has physical, intellectual and mental disorder and/or deficiency. It can be a congenital or an acquired one, which leads to incompetence and disadvantage to perform a necessary mission or action needed to maintain a living of an ordinary person. They are classified as the social disadvantaged both in education and maintaining their livings in the society.

7. Rehabilitation of People with Disability

Rehabilitation means improving disabled persons' competence or capability in each area using medical, educational, social, and vocational methods so that they can have an opportunity to work and maintain their lives in the society equally to ordinary people. (Department of Social Welfare : 1-2) It can be classified in to 4 branches as: (Khanittha Dhevinpakdi 1997 : 20-23)

7.1 Medical rehabilitation is a way to get them proper and modern rehabilitation which is nursing care, prevention, condition adjustment, and fixing of disability, an operation to fix the disability as well as prevention of disability and increased or repeated disability, etc.

7.2 Educational rehabilitation is a way to get them the right, opportunity and educational service in pursuance to their ability and disability. The rehabilitation ranges from directing a course for disabled children to providing education and

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training for disabled adults in order to be a guideline for them to prepare for the vocational training accordingly.

7.3 Social rehabilitation is a physical and mental preparation for them to accept the reality and what they are going to face in each social and environmental conditions namely an assistance and advice about how to solve each problem to make them understand a problem of disabled persons. This problem can be emotional or mental. So that they will accept the reality which will lead to mental and physical adaptation for an existence suitable for the environment and society. It is to find them a way to support and assist them in different means. These are economy, medical care, obtaining the prosthesis or the support machine, earning a living, family problem, assistance for education, vocational training according to ones' skill and living allowance for those who are invalid and can't earn a living. Social rehabilitation includes a change of views, values, belief of people in the society towards the disabled persons. And to make them accept the disabled persons' ability and give them the right to live together in the same society, praise, accept and give them a chance to spend their lives and to do good deeds for the society. People in the society should not insult, ridicule or be sardonic. Besides, having an environment that facilitates their lives and daily activities is also important for social rehabilitation for the disabled.

7.4 Vocational rehabilitation is a vocational help for the disabled persons, which is suitable for each of them. It also aims at providing them with knowledge and a certain vocational skill so that they can earn themselves and their family a living. They can be useful to the society, have honor, dignity, right and liberty as same as anybody else which is a promotion of the right and opportunity for the disabled persons to be employed and have a career.

The disabled right to rehabilitation is stated in article 6 of "UN Declaration of Disabled Right" out of 13 articles totally. (Khanittha Dhevinpakdi 1997 : 34) It's said that "The disabled has the right to medical, psychological, and physical rehabilitation which includes the use of prosthesis and supporting machine. It's also covered medical, social, educational, vocational rehabilitation, counseling and other

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services in which the disabled can maximize their skill and ability development. In order for them to be a part of the society completely or to return to be a part of the society once again."

8. Effects of Disability

No matter what types of disability it may occur: a congenital, an acquired, a mild, a severe disability, etc. it's results not only affect the person with disability but also his/her family, society and a country. Following are different effects of disability (referred to in Kotchakorn Srisamphan, 1994: 15, Kittiya Rattanakorn, 1988:39-45)

8.1 Physical effects

Physical disability is obviously seen especially the external one: atrophic-tiny limb, blindness, cheiloschisis, severed limb, etc. This will result in:

: Poor personality, lack of beauty, perfection and completion of each organ that a person should have. It differentiates a person from ordinary people and at the same time affects his/her personality as well.

: Physical barriers limit the ability to perform activities. The locomotion, work, and daily routine can't be done easily. The activities can't be done regularly. The incompetence occurs which leads to a work handicap; moreover it will prevent their participation in the society.

8.2 Mental effects

Mental effects appear variedly. They occur out of physical disability or a social attitude towards the disabled persons. These effects are:

The mental effects relating to physical disability occurs because the relation between body, mind and emotion is something inseparable. As said in the health proverb that "A sound mind in a sound body" (referred to in Kittiya Rattanakorn, 1988:40) Therefore, disability will affect the mentality which then be resulted in feelings like: shamefulness, desperation, discouragement, boredom, tension, anxiety, paranoia, losing confidence, worthlessness, weakness, demanding, hurt, sadness, worry. People with disability have a tendency to have their own fantasy and would like to be just that. When they can't, they get eccentric and their mood changes. So that they become optimistic, etc. These feelings also affect their behavior: isolation,

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avoidance, escape, withdrawal, aggression, insolence, stubbornness, depression, loneliness, etc. At the same time, when the body is disabled, the mind can't be at ease too. Furthermore, the reaction caused by tension and anxiety due to physical disability also affects the physical abnormality i.e., nerve system abnormality or a psychiatric brain disease. Effects of physical disability that leads to mental health problem can usually reflect upon physical health, which is a cause of other complications, such as gastric ulcer, blood pressure, anorexia, etc.

Mental effects relating to society attitudes towards disabled persons have a lot of impact on them. According to the study about society attitudes towards the disabled, it's found that these attitudes affected how the disabled adjusted themselves either at feelings or expression of normal people that are shown to them. They were treated like a minority who had low potentials or looked different from ordinary people. (Daniel W.Cook, 1981: 154 referred to in Kittiya Rattanakorn, 1988 : 41) Positive attitudes of society towards the disabled such as dislike, hatred, disdain, obstructive stance, avoidance, etc. These attitudes make them feel the demanding for help and independent. Some may have low self-esteem, inferiority complex or feel so low that they avoid any participation in the society.

8.3 Quality of Life effects

As mentioned above that body and mind is inseparable, therefore when the disabled persons have many emotional and mental problems, they shall prevent them from development of their own lives due to the learning barriers. They have a change of behavior and become the complete social disadvantaged and also the disadvantaged in taking responsibility for themselves.

8.4 Social effects

When disability occur, the disabled persons must adapt themselves to their physical change and loss. They must also adapt themselves to the social environment. But with their physical barriers, self-attitudes, and society attitudes towards them shall result in their isolation from the society to lead a different live and have a different social status the same as the minority.

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8.5 Economic effects

Disability affects the economy in terms of increasing of medical care cost while the disabled persons are receiving medical treatment before having disability. Or any cost to fix the apparent disability i.e., an operation to reduce the disability, a prosthesis or a disability supporting machine.

Disability has an impact on lowering the income, job loss, or barriers that stop the disabled persons from making a full living. This will affect their family economy if they are chiefs of the family or the prime movers who earn the family money.

8.6 Family effects

Any family that has a disabled person shall feel that he/she is a burden for the family to take care, to nurse, to help, to be closed and to understand him/her. At the same time economic expenses also increases. The family relationship will not go smoothly if the member of the family believes that congenital disability has something to do with sin and it's a bad thing that happens to the family. Or in a family that parents blame each other for committing a sin such as torturing or killing an animal, that's why the result of that sin happened to the child that was born. Some family has conflict about medical fees, which then results in the bad relationship between the family members or the disabled. (Kittiya Rattanakorn, 1988, p.42-43) Most family of the disabled feel that they have inferiority, pressure and lack of happiness. Some family has severe conflict because they are afraid that the society will hate them. (referred to in Kotchakorn Srisampan, 1994, p.15)

8.7 Community, society and nation effects which can be described as:

8.7.1 Social effects can lead to many types of problems since positive attitudes towards the disabled persons are the reason for hatred, denial, rejection and abandonment. The results are many people are being abandoned, which can occur to children, adults or children who are born disabled alike. When their parents believe that they are bad luck or the devil that brings shame to the family, they usually abandon them or raise them up carelessly, negligently and inattentively. In case of disabled adults, they are abandoned because they can't earn any money, moreover they are a burden for the family in terms of medical fees or other expenses. This has

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turned them to be a vagabond and unable to make a living. So they find their way out by being a beggar which is a problem of the society.

8.7.2 It causes the government to lack forces to develop the country namely intellect, view, ability forces and even the workforce as same as forces to build the economy which is a part of the country development.

8.7.3 It is a duty and responsibility of the government to provide social services in terms of education, public health, accommodation, different kinds of benefits, welfare, rehabilitation, etc. for the disabled person.

9. Hearing Impairment

This research is focusing on the people with hearing impairment in particular. According to the ministerial regulation version II (B.E 2537) issued in pursuance to Rehabilitation of Disabled Persons Act B.E. 2534, the term hearing impaired has been defined as "an individual with hearing frequency of 500 hertz, 1000 hertz, or 2000 hertz in a better ear that has an average audibility for a child of not older 7 years of age, over 40 decibels up to the point of not hearing at all, and over 55 decibels up to the point of not hearing at all for a general person." Hearing levels are classified in to 6 levels as follows: (Sriya Niyomtham, 1995:23-24)

1. Normal level is a level when a person begins to hear sound of not louder than 25 decibels. The voices, low whispers can be heard and there is no difficulty in listening to speaking words.

2. Mild hard of hearing level is a level when a person begins to hear sound of 26-40 decibels. Low voices can't be heard except for normal voices.

3. Moderate hard of hearing level is a level when a person begins to hear sound of 41-55 decibels. Normal voices can't be heard. The speaker must speak louder to be heard.

4. Severe hard of hearing level is a level when a person begins to hear sound of 56-70 decibels. The ability to understand loud voices is zero.

5. Profound hard of hearing level is a level when a person begins to hear sound of 71-90 decibels. It's necessary to shout or use an amplifier in order to be heard, and the sound is not clear.

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6. Deafness level is a level when a person begins to hear sound of 90 decibels and above, or has no reaction at all even when the sound is louder than 90 decibels. A shout or an amplifier doesn't help him to hear or understand the meaning.

The Sub-Committee of Selection and Classification of Disability under the Ministry of Education (Department of General Education, 2000 : 27-28) has specified the criteria of disability used for selection and delivery of the disabled for education as "an individual with hearing impairment is a person who have mild hearing loss to profound hearing loss", which can be classified as:

1. The deaf is the person who has severe hearing loss that he/she can not perceive any information through the hearing no matter with or without the help of a hearing aid. Generally, if check the hearing loss, it can be seen that the loss is approximately over 90 decibels.

2. The hard of hearing is the person who has enough hearing to perceive information through the hearing. Generally this person will wear a hearing aid. If check the hearing loss, it will be found that the loss is from 90 decibels to 26 decibels downwards. This type can be classified into 4 sub-categories which are mild hard of hearing (26-40 decibels) moderate hard of hearing (41-55 decibels) severe hard of hearing (56-70 decibels) and profound hard of hearing (71-90 decibels)

9.1 Importance of Hearing and Voice Understanding

Hearing and voice understanding is an important process that causes the development of perception and use of speaking language which is an important tool of communication for human as human learns the speaking language by hearing, and practices it by movement. A mouth mimics the sound heard. Communication is a process that human uses to keep in touch, to express their needs, to tell, warn, forbid, or to give an advice and a problem solution to other people. Besides, it a way to transfer thoughts, knowledge, intentions, values skills and emotionally moved feelings. It also tells experiences, substances, and information. Various types communication as mentioned has enabled human to stay in touch and have mutual understanding and live together in a good society.

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Therefore if hearing impairment occurs, human will not be able to learn and use the speaking language, which will then be resulted in the trouble communicating with other people.

A person with hearing impairment will have different problems as follows:

Communication: The most important thing for communication is perception and language usage. Human perceives or understands a language by listening, looking, and reading and we use a language by speaking, making gestures, or writing a text. Perception development and language usage begins when we are born. The first language that a baby uses to communicate is crying and making gestures to let his mother know that he is hungry, feels sick, hurts or is happy. Later he will talk a baby language, utter a meaningless syllable like ba-ba, and make rising and falling tone to imitate the words he often hear. Until he is one year old, he will begin to say the first meaningful word. That word usually is "mom" "eat" or "pa". A baby will learn to say more and more meaningful words until he turns 2 ½ years old, then he will say short words. After that, he will learn to speak longer and clearer sentences by imitating the speaking language heard.

Normally, a child will speak the same language as an adult when he is around 8 years old. Therefore, if a child is hearing impaired before that age, he will not have perception development and language usage. He might have but it will be slower than usual or come to a standstill. This depends on a child age when the symptom happens, the type of hearing impairment and a level of impairment. If he has a severe level of hearing impairment when he was first born, he will not hear any sound. and will not have any language perception development. As a result, he will not understand what the others are trying to say; at the same time he can not learn how to speak by mimicking the sound heard. He will not be able to speak and will become"mute" If the hearing impairment is mild, a child can hear some sound which is clear and unclear sometimes. He usually doesn't understand a voice completely but he can speak by ways of practicing. His speaking will be slow and unclear. For a child with acquired hearing loss, the language development is possible but it's incomplete. The language perception normally stops, he can speak less and less until the speaking stops eventually.

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An individual who has hearing loss after the age of 8 years old has hearing and language usage abnormality depending on how serious the problem is. If it's mild to moderate loss and the proper way of rehabilitation of hearing is acquired, the problem won't exist. But if the loss is severe, an ability to understand voices reduces. And at the same time, that person will gradually begin to talk unclear since he can't hear and fix his own voice. Consequently, when the hearing impaired has problem in perception and language usage, he can't communicate as same as ordinary people.

Emotional, mental, behavioral, and social development: The reason that the hearing impaired has a problem to understand and use the speaking language causes them a problem to communicate with other people. They feel frustrated when they can't communicate with anyone. There is a change of mood, behavior and society. But the symptom varies individually. Some may be irascible, irritable, aggressive, anxious, depressed, withdrawn, avoid being in the society, etc.

Education: People with hearing loss have problems listening to and speaking with other people. They can't attend normal schools but schools with special educational system that have listening and speaking substitutions for them to help them learn from the teachers and transfer their own opinion. These substitutions are special class equipment and a sign language.

Earning a living and economy: With limited perception and ability to use the language, the hearing impaired have lower chances to study in the compulsory level or a higher level than the blind or people with other types of disability. They have a big problem to find a job as a result to that. Therefore, the hearing impaired must choose the job that is right for their level of ability to communicate. That's why they don't have much chance to get a job that requires an ability to communicate and contact with ordinary people. Even so, most of them can make a living for themselves and their family. Apart from that, they and their family have duty to pay for the medical fee and rehabilitation of hearing as well.

9.2 Principle of Rehabilitation of People with Hearing Impairment

A permanent hearing impairment, or an acoustic nerve damaged type is incurable. An individual with this type of impairment should receive assistance in

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terms of hearing rehabilitation. Rehabilitation of hearing is a procedure that enables the hearing impaired to use the remained hearing competence for communication and live their lives in a society with the least problems about mentality, personality, society, education, and making a living. The followings are major rehabilitation of hearing principles.

9.2.1 Social and mental counseling
9.2.2 Family counseling
9.2.3 Selection and usage of hearing aid devices
9.2.4 Listening Practices
9.2.5 Seeing for communication Practices
9.2.6 Preservation of hearing and speaking
9.2.7 Correction of Speaking
9.2.8 Educational counseling
9.2.9 Vocational counseling
9.2.10 Language perception and speaking development
9.2.11 General counseling

9.2.1 Social and Mental Counseling

People who should receive mental and social counseling are the hearing impaired, parents and friends and relatives including everyone in the society associated with them. So that everyone can understand each other mental condition, and to be a way for better improvement and revision. When the patient acknowledges that he has a permanent hearing loss which is incurable, he normally feels sad, rejects the truth, worries and concerns that nobody will understand him, that he can't socialize and be dislike by the ones who are closed to him. He probably worries about his education, work, and economy that can lead to a problem of how to support himself and go on with his life. Not only his parents share this feelings, but some also feel ashamed of having a hearing impaired as a child. They are disappointed that their children are abnormal and blame themselves, relatives or sin that's a cause of this. They don't accept the disability condition of their children. Some feel sorry about

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them, concern about how to raise them and their future, concern that they will be rejected by the society and they want their children to be able to talk.

Most Thai people have wrong knowledge about the hearing impaired. Many of them disgust the disabled and hate to socialize with them. Many think that they are dumb, stupid, and incapable of doing things. Therefore, many people look down on them and take advantage of them. An audiologist who understands the hearing impaired mental condition will give mental and social counseling to make people with permanent hearing loss accept their problem. Especially to make them accept that permanent hearing loss is absolutely untreatable. The patients should waste time and money on the check up and treatment from any other hospital but should make themselves ready for the rehabilitation of hearing as it's the only way to improve the hearing; which will bring about and education opportunity and opportunity to make a living.

For mental counseling to parents, an audiologist will focus on the disability acceptance and the preparation to raise their child who has hearing impairment the same way as an ordinary child. They should support and promote the rehabilitation of hearing and hold out a hope for him/her in accordance with the possibility after having received the counsel from an audiologist and both are ready to live their lives in the society. At the same time, people in the society should understand and know that even though the hearing impaired has a communication problem, his/her body, mind, feeling, opinion, intellect and ability can be developed as same as ordinary people. He/she deserves a proper sympathy and assistance in terms of communication. He/she should be allowed to socialize and have an opportunity to show his/her educational and professional ability.

9.2.2 Family Counseling

Family members of a person with hearing disability will be given counseling about communicating, raising, care taking, and rehabilitation of hearing. As well as a future planning for him/her so that he/she can grow up having a quality life, education. He/she should be economically dependable, maintain him/herself to be accepted in the society and be happy as he/she deserves.

9.2.3 Selection and Usage of Hearing Aid

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The main problem of a person with hearing impairment is the inability to hear. If they have mild hard of hearing, they can hear a bit, but if they have moderate, to severe or profound hard of hearing, they can hear less sound respectively. Those with deafness nearly hear nothing at all even the shout. They may hear something but they can't catch what it means. Hence, the most important rehabilitation of hearing is to help them hear better, and the only way available is to use the hearing aid.

A hearing aid is a machine that amplifies the sound and transmits it into the ear of a person with hearing impairment so that he/she can have a right level of audibility as desired. There are 4 types of a hearing aid which are: box, behind-the-ear, in-the-ear and eyeglasses types

1) Box hearing aid : it shapes as a rectangular box, slightly bigger than a matchbox and weighs around 40-50 gms. The box is composed of a sound receiver, an amplifier, battery slot, on-off button and a volume control.

How to use: attach it to the shirt or shirt's pocket. From the box, there is a 40 cm.- long linear. At one end of the earphone is plugged into the speaker. (has round shape a size of a big-sized button) On the speaker, there is a rubber plug or an ear mold attached to it as for inserting in the canal to transmit the sound. One set of a box hearing aid may require a mono earphone for one ear and a Y earphone or a V earphone for plugging into each of the speaker for both ears. This type of hearing aid has high amplification power and cost less and the rest. It uses small batteries, which are cheap and easy to buy but the machine is big and has an earphone hanging from the box to the ear.

2) Behind-the-ear hearing aid: It shapes as a trumpet along the auricle and weighs around 7-8 gms. Its parts are the same as the box type except for the speaker. This one has it inside the machine. From a speaker there is a small 2-cm. plastic tube, which at one end connected to a rubber plug or an ear mold for sound transmission. One machine is good for one ear. Use two machines if both ears are needed.

3) In-the-ear hearing : a smallest hearing aid to fit perfectly inside the canal. The parts are all inside the machine. A mold is optional. It weights around 2-3

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grms. Behind-the-ear and –in-the-ear hearing aid has less amplification power than the box hearing aid. It's rather expensive and use round batteries that cost a lot and hardly available in the market. But the machine is small and almost invisible.

4) Eyeglass hearing aid : the hearing aid is at the tip of a desirable side of an earpiece for use of a single ear or at both of the earpieces for use of both ears. Nevertheless, sizes, parts and how to use are similar to behind-the-ear hearing aid. This type of machine costs a lot and is suitable for the one who regularly wears eyeglasses. Because when the glasses are removed the hearing aid must be removed too. Use the same battery as the behind-the-ear and in-the-ear types.

There are different brands of each model of hearing aids And each brand has the machines that have different quality and prices. The hearing impaired and family must learn and practice how to properly use them in order to gain the most from them. To have them function normally, they should be regularly cleaned. The cares of hearing aids are as followed:

1) Use each button properly which is an on-off button, and a volume control. Any query should be directed to the audiologist. Always turn off the machine after use. Children should be taught not to play with these buttons as they can be damaged.

2) Use the battery properly. That is, the new battery should be identical in type and size to the one that comes with the machine upon the first purchase. But it's not necessary to be the same brand. Make sure that the batter is inserted in the correct positive and negative pole when used. Remove the batter after used. One battery lasts 7 – 15 days. If the sound from the machine is lower than usual, it means that the battery is out and must be replaced. Do not old or rustic battery because it can damage the machine.

3) Put the hearing aid on properly. Each type of hearing aids has different ways to put on. The main thing is that the machine should fit firmly to the ear. It shouldn't sway, move, rub with clothes and fall down easily.

4) Wear an ear mold properly. An ear mold is a part worn inside the ear and the canal to carry sound into the ear and attach the machine to the ear. In making a mold, special technique is needed in order to get the mold that fits perfectly

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with each individual ear. When wearing, every part of it must fit tightly with the ear. Children ear will stop growing when they reach the age of nine. For children with hearing impaired who are still growing, their parents must get them a new mold every 3-6 months. So that they can have the one that fits their growing ears. If the mold is too small or loose, the whistling sound will occur. This causes annoyance, blocks other sound, or hear badly. It can cause more damage to the acoustic nerve. Use an earplug as a substitution while waiting for a mold. Do not use an earplug permanently because using a mold is better for hearing than an earplug.

5) Clean the hearing aid using a dry cotton bud to lightly rub it. If the dirt sticks, use a dry wet cotton bud to rub it repeatedly. Do not use any cleaning liquid and make sure not to have it exposed to water because it can be broken. Take caution that the remnant of food, powder, or milk doesn't stain the sound receiver of the box hearing aid. If there is, use a small paintbrush with soft bristles to wipe it away. If the ear mold is dirty or clogged with earwax, remove it from the machine or the speaker and use a small wire to shove it off. Rinse it with soap and tap water. Leave it to dry before use. Always check the battery. If it's rustic, vigorously rub it with an eraser then use the point of a knife to lightly rub it or polish it with a sand paper.

6) Always store it properly after use. Remove the battery, store the machine and tools in its kit. Keep the kit in a safe place that is out of reach of children or pets. Do not put it in a place that it can be easily fallen or in an overheated or cold place such as in the sun, near a stove, on the air-conditioner, etc. because it can damage the machine. Clean and put it on the table. Do not hold it up high from the ground because it can be broken if falls or crashes violently. If something wrong happens to it such as no sound, unstable sound, broken sound, or the sound is too low (even with the new battery), contact the audiologist or the distributor immediately for an inspection of the machine.

9.2.4 Listening Practices

Listening practices are the process to practice the hearing impaired to become familiar with sound listening from the hearing aid, to increase the listening efficiency, to use listening for communication and to develop language perception.

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Moreover, they can be used to help them learn how to speak and correct irregular speaking.

9.2.5 Seeing for Communication Practices

For people with severe hearing loss and children with congenital hearing loss and mute, wearing the hearing aid alone may not help them to understand much. They may hear but can't catch the meaning and their language development is rather slow so they need their eyesight for each perception and to help them understand the speech better. Practicing using sight for communication is a procedure to practice how to use an eyesight to look at the movement of the speaker lips, expression, and gesture as well as to look at a situation and environment to help them better understand what the speaker is trying to say.

9.2.6 Preservation of Hearing and Speaking

Everybody with hearing impairment may lose more of his/her hearing relating to nature of that particular hearing impairment. It can deteriorate due to age and other reasons. Consequently, it is important to preserve the hearing and prevent it from getting worst by using different methods.

Beside, most hearing impaired can't hear clearly so they can't speak clearly. Since human speaks by mimicking the sound they hear, when they don't hear clearly they don't speak clearly. Therefore, the hearing impaired must preserve regularity of speech by a practice for their speech control over voice clearness, quality and volume.

9.2.7 Correction of Speaking

Children with congenital hearing impairment and adults with over 5 years of hearing impairment who never received speaking preservation practices usually have speaking abnormality such as unclear speaking, too low or high tone of speaking, monotone speaking (no high or low tonal marks), and too low or loud speaking. These should be fixed with the help of a speaking corrector or an audiologist.

9.2.8 Education Counseling

The hearing impaired who are studying usually don't hear what the teachers say very well. Or they can hear but can not catch the meaning. If they are

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extremely hard of hearing or deaf, they can't study in the regular education system. They must study in the school that provides special education. An audiologist will give the name of the school that is suitable for a level of hearing impairment, language perception and speaking development, age, intellect, economic status, family being as well as the need of parents and a person with hearing impairment.

9.2.9 Vocational Counseling

Hearing loss may create more problems about making a living for an individual with hearing impairment. For example, one with hearing impairment caused by loud noises from working in the textile factory, if he/she goes on having the same job, his/her ear will be increasingly damaged. But for those who have congenital hearing loss and can't communicate or speak much will not be able to do the job that requires them to meet a lot of people.

Therefore, an audiologist must give them direction of how to choose the right job for themselves such as tell them to change to a position that doesn't expose them to loud noises. Or have a career that has very few contacts with people. It can be a painter, a carpenter, a tailor or a ceramic molder.

9.2.10 Language Perception and Speaking Development

Children with congenital hearing loss or have it before the age of 8 need a hearing aid and language perception development from an audiologist, a speech therapist or a special academic scholar so that they can hear what people say and can respond. Wearing a hearing aid alone without the language development will not help them to talk. They might be able to talk but with slow development and a lot of irregularities.

9.2.11 General Counseling

Apart from the main problems mentioned above, people with hearing impairment still have their own problems. Therefore, the duty of an audiologist is to listen to them and give suitable advises or send them for advises from other qualified persons.

The above rule of rehabilitation of hearing is the only process to help them to communicate, have good quality of life and live happily in the society according to their individuality.

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Some hearing impaired require all types of rehabilitation of hearing while some don't. For example, ones with mild hypacusia will be able to listen and understand sound well when wearing the hearing aid. So, they don't need to practice a sight for communication or those who can speak with regularity don't need a speech correction.

Details of each method for rehabilitation of hearing for the hearing impaired vary individually. They depend on mental condition, personality, behavior, intellect level, their own education and people in the family education. Giving mental counseling for the rational ones would take less time than ones who are not. Those who have had experiences with people with hearing impaired will learn a language development method to help them faster than ones that have not.

9.3 Control and Prevention Care of Increased Hearing Impairment

People with hearing impairment can have it by nature, aging or any external factors. Therefore, their family should look after them by doing the followings:

1. Always check, observe any malfunction of the ear and hearing. In case of any malfunction, contact the ENT doctor immediately.

2. Take good care of their ears. If they have any sickness take them to the doctor. Do not buy a pill over the counter.

3. Teach the children with hearing impairment not to insert any object in the ear. If they have, don't try to pick it yourself. Don't drop water or ear drops into the ear. See the doctor to have him use special tools to take it out.

4. When there are bugs or flies in the ear, tilt that ear up, drop 4-5 drops of clean water or cooking oil and stay that way for a while, wait until the bugs or flies die then tilt the ear down to let water carry them out. Consult the doctor if it doesn't work.

5. Children with permanent hearing impairment should receive a vaccine to prevent mumps, German measles, tuberculosis and take a pill for polio prevention because these diseases can increase damage to the ear.

6. Teach and see that they don't pick their ear, since it may cause infection in the duct or break the eardrum membrane.

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7. Make sure that they don't take in to their body substances like alcohol, tobacco, lead and mercury as these substances can cause ear damage.

8. Do not let them expose themselves to loud noises. If necessary, turn off the hearing aid first. If they can still hear loud noises, put on a rubber plug or an earcap to reduce them.

9. Teach and watch over them. Don't let them have a cut at the ear, the nape and around the head. Take them to the doctor immediately when they feel that their ears are more damaged or feel the irregularity of the ear.

10. Related Work

Cowen and Bobrove (Shakespeare. 1975 : 25 ; citing Cowen and Bobrove. 1966, referred to in Suphatra, 1998:31) have made a comparative study about the disable adjustment of the disabled who have different level of disability. They compared the blind with the person who has partial sight loss and the deaf with the hard of hearing. The result was the one who has more disability as the blind and the deaf has better self-adjustment than the one who has partial sight loss and the hard of hearing.

The need and education opportunity of the deaf people (Sukhothai Thammathirat Open University, 1988: 899), according to the 1987 survey of the Office of the National Education Commission on the Educational and Vocational need, it's found that the deaf children want to study higher than grade 6. It corresponds with the desire of the parents who want their children to have a vocational education.

For the education opportunity for the hearing impaired, the analysis of dissemination of compulsory education opportunity for the disabled found that the deaf have the highest opportunity or approximately 20.06% of the deaf and hard of hearing population in the study years. In addition to that, the hard of hearing children in Bangkok have received an opportunity of about 94.73% of the deaf and hard of hearing children in the study years in Bangkok. The deaf children who have lowest opportunity are children in the northeast (5.91%)

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The main reason for the deaf to have highest educational opportunity is that every school for the deaf or every Auricular Studies school is under the direct responsibility of Ministry of Education since its beginning. While the school for the blind is a private school operated by Foundation for the Blind under the Royal Patronage. Rachanukul School and Panyawuttikorn School is operated by Ministry of Public Health and Foundation for the mental retardation.

Even though the deaf will have higher educational opportunity than another group of the disabled person, due to the restriction on their language usage, very few of them can study in the higher education level. But in countries for which the sign language courses are available, the congenital deaf who can use the sign language to communicate can study in the university as same as the normal students.

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CHAPTER III
METHODOLOGY

This study has been conducted as an applied study in order to obtain the result that can answer the objectives of the study. In this chapter, the methodology will be presented in the following topics, which are the selected population and the sample group used for the study, materials used, data collection and data analysis. The details are as followed:

3.1 The Selected Population and the Sample Group Used for the Study

The selected populations for this research are 78 of Bachelor's of Arts undergraduate, majoring in Deaf Studies, Ratchasuda College, Mahidol University. Following are their 5 courses of study.

1. History and culture of the deaf
2. Sign language linguistics
3. Thai sign language interpretation
4. General administration
5. Applied arts for pottery

3.2 Selection of the Sample Group

Selection of the sample is done with different methods, which are a non-probability sampling, a purposive sampling and a convenience sampling.

3.2 Materials Used for the Study

The material used for data collection of this study is a questionnaire under the topic: A Study of Student Activity Management for the Deaf Students : A Case at Ratchasuda College, Mahidol University. It contains questions about personal data, student activities, and opinion of students concerning different types of student activities.

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3.3 Data Collection

Data collection is done by studying related documents, textbooks, books, thesis, articles, electronics information, including the use of a questionnaire prepared by the researcher to inquire the sample group, which consists of the deaf, the hard of hearing and the normal hearing person, of their opinion. The interview of the sample group that is deaf and has hard of hearing is done through the Thai sign language interpreter.

3.4 Data Analysis

The analysis and interpretation of data obtaining from an interview uses the percentage statistics to compare each different data. The SPSS/PC+ software package is used for statistical data analysis. The frequency is shown in percentage, which can be used for both quantitative and quality data. This data is presented in the form of "text and table" article.

3.5 Restriction of the Study

In this study, the deaf and the hard of hearing students have restriction to read the questionnaire as they have limited understanding of the Thai writing. Therefore, 5 Thai sign language interpreters are requested to help in the interview, data collection and filling in the questionnaire.

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CHAPTER IV
RESULTS

For a Study of Student Activity Management for The Deaf StudentS : A Case at Ratchasuda College, Mahidol University, the researcher has presented results of data analysis and an interpretation of data analysis in text and table format which are divided into 3 sections as:

Section 1: Basic data of the sample group

Section 2: Student activity data

Section 3: Opinion about Student activities

1. Basic Data of the Sample Group

A study of general data of the sample group ranges from a percentage of the group classified by gender, age, religion, nationality, marital status, disability, and residence to employment before entering the college. The details are as follows:

Table I Percentage of students by gender

Gender	Amount	Percentage
Male	30	38.5
Female	48	61.5
Total	78	100.0

From table I, it can be seen that most of the sample group are female. That is there are 48 female or 61.5% whilst there are 30 male or 38.5%.

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Table II Percentage of Students by age

Age (yrs.)	Amount	Percentage
20-24	48	61.5
25-29	14	17.9
30-34	10	12.8
Above 35	5	6.4
Not mention	1	1.3
Total	78	100.0

Mean = 26.295 Mode = 21.00

Maximum age = 47 Minimum age = 20

It can be seen from Table II that most of the sample group aged between 20-24 years old is 61.5%. Next group is between 25-29 years old or 17.9%. Between 30-34 years old is 12.8%. Lastly is a group that aged over 35 years old which is 6.4%. One of them didn't give his age, which is accounted for 1.3%

Table III Percentage of students by religion

Religion	Amount	Percentage
Buddhism	71	91.0
Christianity	5	6.4
Islam	2	2.6
Total	78	100.0

From table III, most of the study group is Buddhist, which is 91.0% of the whole group. Next is Christianity, 6.4%. The last group is Islam 2.6%.

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Table IV Percentage of Students by nationality

Nationality	Amount	Percentage
Thai	78	100.0
Others	0	0
Total	78	100.0

From Table IV, 78 people of the sample group is a Thai nationality, which is accounted for 100.0%

Table V Percentage of Students by marital status

Marital Status	Amount	Percentage
Single	72	92.3
Married*	6	7.7
Total	78	100.0

* There are 4 people who are married and have children while the other 2 are married but have no children.

From Table V, most of the sample group is single; which is accounted for 92.3%. There are only 7.7% that are already married.

Table VI Percentage of Students by employment before entering the college

Employment before the college	Amount	Percentage
Yes	16	20.5
No	33	42.3
Student	29	37.2
Total	78	100.0

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From Table VI, most of the sample group or 42.3% never worked before entering the college. Next there are37.2% who were students and 20.5% have had employment before.

Table VII Monthly income of students who have had employment

Monthly Income (Baht)	Amount	Percentage
Less than 5,000	12	75.0
5,001 – 10,000	4	25.0
Total	16	100.0

Table VII suggests that the percentage of the sample group who has worked before entering this college and earned an average salary of less than Baht 5,000 is 75%. Another 25% come from the group that earned between Baht 5,001-10,000.

Table VIII Percentage of Students by hearing impairment

Hearing Impairment	Amount	Percentage
Deaf	56	71.8
Hard of hearing	4	5.1
Normal hearing	18	23.1
Total	78	100.0

From Table VIII, the sample group who is deaf is 71.8%, hard of hearing 5.1% and normal hearing 23.1%.

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Table IX Percentage of students by residence

Type of Residence	Amount	Percentage
College dormitory	62	79.5
Own residence	10	12.8
Apartment	6	7.7
Total	78	100.0

From Table IX, most of the sample group resides in the college dormitory, which is accounted for 79.5%. Next group or 12.8% has own residence and there are 7.7% of all that reside in an apartment outside the college.

2. Student Activity Data

This section shows data about student activities in terms of benefits of student activities. The data includes problems of student activities, characteristics of organizing student activities, source of budget for organizing activities, receiving of information about student activities as well as their impact on students. This data is shown in the tables below.

Table X Benefits of student activities

Benefits*	Amount	Percentage
▪ Develop students	55	70.5
▪ Help students make good use of their free time	45	57.7
▪ Inculcate virtues and ethics	21	26.9
▪ Help students to learn and have direct experiences about society in reality	57	73.1
▪ Give healthy and strong body	37	47.4
▪ Improve personality	32	41.0
▪ Propagate fame and reputation of the institution	28	35.9

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Table X Benefits of student activities (continue)

Benefits*	Amount	Percentage
▪ Promote unity	44	56.4
▪ Teach students to be responsible and sacrifice for the people at large	40	51.3
▪ Teach students how to be a good leader and good follower	44	56.4
▪ Teach student how to plan, set up methods and procedures of working as a team	38	48.7
▪ Build and develop relationship between students, the people, and organizations	36	46.2
▪ Give knowledge and understanding about cultures, custom and tradition and good indentity of the nation	44	56.4

* many answers are allowed

From Table 10, the sample group knows the benefits of student activities. Most of them realize that student activities help students to learn and have direct experiences about society in reality. This item was chosen up to 73.1% of the sample group. The second benefit of student activities, which is accounted for more than 50% is self-development. 70.5% think that student activities give them something to do in their free time while 57.7% think that they promote unity and 56.4% think that they teach students how to be a good leader and a good follower. 56.4% of the sample group feels that student activities enable them to learn and understand the nation's cultures, custom and tradition and identity. There are 51.3% who think that student activities teach them to be more responsible and sacrifice for the public. In addition to that, there are 48.7% who think that student activities teach them how to set up plans, methods and procedures of working together as a team whilst 47.4% feel that student activities make them physically healthy and strong. At the same time 46.2% think

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that student activities are useful for building and developing relationship between students, the people and organizations. 41.0% of them agree that student activities improve their personality, 35.9% agree that they can propagate fame and reputation of the institution and lastly 26.9% agree that they can inculcate students with virtues and ethics.

Table XI Problems of student Activity in the educational institutions

Problems *	Amount	Percentage
▪ Lack of budget to carry out an activity	62	79.5
▪ Lack of instructors	24	30.8
▪ Lack of advisors	26	33.3
▪ Lack of skills to organize an activity	53	67.9
▪ Lack of student interest	39	50.0
▪ Lack of equipment	39	50.0
▪ Lack of places / inconvenient places	27	34.6
▪ Lack of support from the institution management team	37	47.4
▪ Others, i.e., lack of interpreters, competent instructors	4	5.1

* many answers are allowed

Table XI shows that the major problem is lack of budget to carry out the activities, which is accounted for 79.5%. The next problem is lack of knowledge and skill to organize the activities, which is 67.9%, lack of students interest 50.0%, lack of equipment 50.0%, lack of support from the institution management team 47.4%, lack of places / inconvenient places 34.6%, lack of advisors 33.3%, lack of instructors 30.8%. Lastly, 5.1% are other problems, i.e., lack of interpreters and competent instructors.

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Table XII Characteristics of organizing student activities of the educational institutions

Characteristics of Activities*	Amount	Percentage
▪ Organized by students alone	16	20.5
▪ Organized by students with advises from instructors	38	48.7
▪ Organized by students and instructors	19	24.4
▪ Organized by instructors	9	11.5

* many answers are allowed

Table XII shows that most of student activities or 48.7% are organized by students along with advises from their instructors. 24.4% are jointly organized by students and instructors, 20.5% organized by students alone and 11.5% organized by instructors alone.

Table XIII Source of budgets for organizing student activities

Source of Budgets*	Amount	Percentage
▪ Activity fees collected from students	37	47.4
▪ Special grant-in-aid other than activity fees	12	15.4
▪ Membership fees	27	34.6
▪ Donation or sponsorship	41	52.6

* many answers are allowed

Table XIII shows that major income for organizing student activities is donation or sponsorship, which is accounted for 52.6%. Other sources are activity fees 47.4%, membership fees 34.6%, and grant for activities 15.4%

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Table XIV Fundraisers or external sponsors

Fundraiser	Amount	Percentage
Instructor	3	3.8
Student	41	52.6
Instructor and student	34	43.6
Total	78	100.0

Table XIV shows that 52.6% of the fundraising activity or seeking external financial sponsors is mostly done by students. 43.6% are sought by students and instructors and 3.8% are sought by instructors.

Table XV Receiving of information about student activities in the university level

Receiving of Information *	Amount	Percentage
▪ University newsletter	36	54.2
▪ Brochure or leaflet	16	20.5
▪ Poster	16	20.5
▪ University newspaper	23	29.5
▪ Internet	23	29.5
▪ Others, i.e., a bulletin board, etc.	3	3.8

* many answers are allowed

Table XV suggests that 54.2% of the sample group receive information about student activities in the university via the university newsletter. Other channel would be via a university newspaper 29.5%, via an Internet 29.5%, via a brochure or leaflet 20.5% and lastly via a bulletin board 3.8%.

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Table XVI Effects of participation in student activities in terms of studying

Effects to Class Study *	Amount	Percentage
▪ No effect to the class study	30	38.5
▪ Lower the grade	12	15.4
▪ Absent from the class sometimes	22	28.2
▪ Have less free time	31	39.7
▪ Have less time for the family	13	16.7

* many answers are allowed

Table XVI shows that participation in student activities mainly affects the studying of a sample group, of which 39.7% say they have less free time. Other effects are 28.2% having to be absent from the class sometimes, 16.7% having less time for the family, 15.4% having lower grades. Some students claim that having lesser time for the family is resulted from the instructors' order not to let them come home to visit their mothers on the Mother's Day. While others which is accounted for 38.5% think that student activities affect their studying.

Table XVII Participation in the activities is good for self-development into outer society

Useful for Self-Development	Amount	Percentage
▪ Useful for self-development into outer society	69	88.5
▪ Able to have self-development into outer society without any participation	9	11.5

Table XVII suggests that most of the sample group or 88.5% (69 people) realize the necessity of student activities in developing them into outer society. Only a few of them or 11.5% (9 poeple) disagrees and thinks that it's not necessary to join in an activity in order to develop oneself into outer society.

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3. Students Opinion towards Student Activities

This section shows opinion of students relating to various types of student activities, which are extra-curriculum activities, sport activities, art and culture activities, public service activities as well as opinion towards the management of the educational institution. The details are shown in the tables below.

Table XVIII Percentage of opinion about general extra-curriculum activities

Opinion	Agree	No comment	Disagree
1. General student activities such as sport, art and culture and public service are necessary for students.	60.3	35.9	3.8
2. Student activities bring about unity of the team.	53.8	37.2	9.0
3. Student activities teach students how to work together.	56.4	35.9	7.7
4. Student activities teach students how to be a good leader and a good follower.	51.3	32.1	16.7
5. Student activities teach students how to improve their personality so as to increase their socialization skills.	51.3	39.7	9.0
6. Student activities give students working experiences.	59.0	30.8	10.3
7. Student activities increase students' skills at problem solving.	51.3	37.2	11.5
8. Student activities give more friends.	42.3	48.7	9.0
9. Student activities give students ideas to have a private career.	34.6	44.9	20.5

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Table XVIII tells that the sample group shares a similar view. More than 50% agree that a general extra-curriculum activity is necessary. It gives students working experiences and working as teamwork as well as let them know how to be a good leader and a good follower. It also teaches them how to improve their personality, which is to increase socialization skills and problem solving skills. 48.8% of the sample group has no comment on those and 44.9% think that student activities give them more friends and ideas to have a private career.

Table XIX Opinion about the institution management

Opinion	Agree	No comment	Disagree
1. Advises from instructors should be made available for performing student activities.	59.0	28.2	12.8
2. The institution should set up rules for student activities.	37.2	47.2	15.4
3. Student activities should be done under close supervision of the advisors so that their target could be achieved.	41.0	37.2	21.8
4. Student should take part in setting up rules for student activities.	42.3	43.6	14.1
5. Student should be entitled to express their opinion about student servicing of the institution.	47.4	37.2	15.4
6. Students should form a group of students when disagree with the institution policy or management of the management team.	25.6	41.0	33.3

From table XIX, it can be seen that the overall opinion of the sample group towards the institution management is that student activities should be done under close supervision of the instructors in order to reach their goals. Students should take

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part in expressing their opinion about students servicing of the institution. And the sample group has no comment on setting up rules for student activities, that students should take part in these and or students should form a group of students when disagree with the institution management policy.

Table XX Opinion about student activities in terms of Politics

Opinion	Agree	No comment	Disagree
1. Students should take part in protecting people's interest.	55.1	28.2	16.7
2. Students should take part in sustaining the democracy regime of Thailand.	42.3	33.3	24.4
3. You agree that students act as an observer in each poll station in the general election.	46.2	29.5	24.4
4. Students should assist in the promotion and propagation of the democracy regime to the people.	42.3	32.1	25.6
5. Students should stage a protest when disagree with foreign affairs policy of the government.	35.9	35.9	28.2

Table XX shows that the sample group mainly agrees that the political activity should be used to protect people's interest. Also, they agree with the idea of having students as an observer in the general election poll station. Students should partially sustain the democracy regime of Thailand as well as promote and propagate this knowledge to the people.

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Table XXI Opinion about sport activities

Opinion	Agree	No comment	Disagree
1. Generally, student activities in spots are useful for students.	75.6	20.5	3.8
2. Sport activities make students healthy.	67.9	25.6	6.4
3. Sport activities give students discipline.	51.3	35.9	12.8
4. Sport activities increase an ability of students to control their emotion.	60.3	33.3	6.4
5. Sport activities make students realize the necessity of exercise.	70.5	23.1	6.4
6. Your institution has provided enough sport facilities.	33.3	28.2	38.5
7. Your institution has provided enough sport coaches.	24.4	35.9	39.7
8. Your institution has provided enough advisors (team managers).	24.4	33.3	42.3
9. Your institution has provided enough sport equipment.	21.8	38.5	39.7
10. Your institution has allocated enough budgets for sporting of students.	25.6	34.6	39.7
11. Your institution has set up enough sport clubs, namely football, swimming, and athletics, as per students' need.	28.2	32.1	39.7

Table XXI suggests that most of the sample group agrees with the benefits of sport activities. More than 50% agree that they're useful for students in terms of making them realize the necessity of having an exercise, which can boost their health, increase their ability to better control their emotion and discipline them. As for

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location, equipment, instructors, officers and budgets, the sample group thinks that they are inadequate.

Table XXII Opinion about art and culture activities

Opinion	Agree	No comment	Disagree
1. Generally, art and culture activities such as a music club, a religion club and a club for students of each region are useful for students.	37.2	46.2	16.7
2. Art and culture activities give students understanding and skills at art and culture.	46.2	41.0	12.8
3. Art and culture activities help develop students' ethics.	42.3	41.0	16.7
4. Art and culture activities of students are to foster, propagate and develop the nation's art and culture.	44.9	41.0	14.1
5. Your institution has provided enough places for student activities in terms of art and culture.	28.2	47.4	24.4
6. Your institution has provided enough advisors for student activities in terms of art and culture.	29.5	42.3	28.2
7. Your institution has provided enough instructors for art and culture activities.	28.2	48.7	23.1
8. Your institution has allocated enough budgets for student activities in terms of art and culture.	21.8	46.2	32.1
9. Your institution has set up enough student art and culture club according to students' need.	24.4	34.2	38.5

Table XXII shows that most of the sample group shares the same opinion about benefits of student activities in terms of art and culture. Their benefits are enable students to understand and gain skills at art and culture, develop students

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ethics, foster, propagate and develop the nation's art and culture. Most of the sample group has no comment about location allocation service, personnel and counseling service, and budgets provided by the institution.

Table XXIII Opinion about public service activities

Opinion	Agree	No comment	Disagree
1. General public service activities are useful for students.	61.5	28.2	10.3
2. Public service activities encourage students to help other people.	55.1	38.5	6.4
3. Public service activities enable students to understand Thai existence and tradition by reality.	52.6	32.1	15.4
4. Public service activities are another way to help develop the rural area.	46.2	41.0	12.8
5. Public service activities allow students to use their academic knowledge to develop the community.	48.7	34.6	16.7
6. Your institution has provide enough club offices for students to perform their public service activities.	28.1	48.7	23.1
7. Your institution has provided enough instructors for public service activities.	25.6	48.7	25.6
8. Your institution has provided enough budgets for public service activities.	32.1	38.5	29.5
9. Your institution has provided enough clubs for public service activities.	24.4	43.6	32.1

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From Table XXIII, it can be concluded that most of the sample group agrees with the benefits of public service activities. These benefits are they encourage students to have an idea to help other people, enable students to understand Thai custom and tradition in its reality, which is a way to help develop the rural area. They also allow students to use their academic knowledge to develop the community. The sample group has no comment about an allocation of location, personnel, budget service and a public service club of the institution.

In addition to the sample group opinions mentioned above, there are data and opinions obtained through the interview using open-end questions. Below are their details.

Performing student activities

1. Performing student activities or a participation in student activities

Students perform some personal activities such as exercises, sports, reading, growing vegetables, camping, travelling, farming, having a part-time job, etc.

2. Activities provided for by the institution

Students took part in the activities provided for them by the institution. They are for example, Anti Aids-Drugs Program, Deaf Friendship Games: Suandusit-Ratchasuda, public service for Buddhism, art and culture program such as Loi Kratong Festival, fish breeding program, a supplementary class in the evening, a field trip, New Year's Festival, and etc.

3. A collaboration of activities with external organizations

Some students have a collaboration of activities with an external organization such as a joint meeting with the Deaf Association of Thailand.

Students requirements of the institution in terms of student activities

Most students require their institution to organize sport activities, i.e., Color games, Friendship Games between students and officers, etc. Moreover, the other activities are required as well. They are, for example volunteer camp for rural development activities, public service activities, tuition for deaf students, outdoor

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study tours, sign language plays, training and exercises such as a fire exercise in the dormitory, leadership training for the deaf, student activity training, activities to increase knowledge about religion and art and culture, etc. Beside, they require a sport field and sport equipment at Ratchasuda College.

Problems in operating the activities

Most students say that the problems are lack of budgets to operate activities, inadequate places and equipment, lack of student's corporation and interest in the student activities. Besides, there are some other problems such as lack of support and interest from the institution management team, lack of personnel and advisors to guide them how to operate activities and lack of activity leaders. Furthermore, there is lack of plans to organize the activities together, lack of unity, skills and process of activities, lack of knowledge about student activities and they benefits. Last of all is lack of places and information about student activities.

Suggestions of Students

The followings are students' suggestions about what the institution should do when processing student activities.

- Prepare the activity topic that is of interest to most students.
- Pay more attention and support to student activities.
- Send out activity news to students.
- Spare time and rooms for performing activities.
- Allocate budgets for more activities and equipment supplies.
- Provide an advisor to supervise an activity.
- Teachers and students should work together in seeking a sponsorship for an activity.
- Set up collaboration between the postgraduate and the undergraduate.
- Set up an activity club.
- Lay a plan for activity programs in advance and publicize them to students.
- Build a sport field instead of a fish pond.

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CHAPTER V
CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

There are 2 sections in this chapter. First section is the conclusion of data discussion received from the study. Second section is suggestions and guidelines for further study.

1. Conclusions and data discussions Obtained from the Study

The purpose of "A Study of Activity Management for the Deaf Student: A Case at Ratchasuda College, Mahidol University" is to study nature of organizing of student activities, students attitudes towards these activities and problems associated to them. The sample group is 78 of Bachelor's of Arts undergraduate at Ratchasuda College, Mahidol University. A questionnaire and an interview are used as a tool for data collection. The conclusions are:

1.1 General Data of the Sample Group

There are 78 people altogether and most of them are female which is accounted for 61.5% while 38.5% are male. Most of them or 61.5% age between 20-24 years old. Next are those who age between 25-29 years old or 17.6%. The mean age is 26 .29 years old. The majority of them are Buddhist; which is accounted for 91.0%. Next or 6.4% are Christian, and 2.6% are Muslim respectively. Everyone is a Thai nationality, which is accounted for 100.0%. 92.3% are single with only 7.7% that are married. The majorities of the group or 42.6% were students and never had any job before studying at this college. 37.2% have had jobs before. Among these 20.5% earned an average income of less than Bht. 5,000. Types of hearing impairment: 71.8% are deaf, 5.1% are hard of hearing and 23.1% are hearing persons. 79.5% of them reside at the college dormitory, 12.8% reside at their own house and another 7.7% reside at the apartment outside the college.

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1.2 Student Activities Data

The best benefit of student activities is give students knowledge and direct experiences of the society in reality, which is accounted for 73.1%. The second best benefit is make students develop themselves, 70.5%. Other benefits are helping students to make good use of their free time, boosting physical strength, improving personality, building unity, responsibility, sacrifice for the public, and etc. The least benefit is inculcating virtues and ethics, which is 26.9%.

The major problem of organizing student activities is lack of budgets, which is accounted for 79.5%. Next or 67.9% is the problem about lack of activities organizing skills. Apart from that, they are problems concerning lack of students' interest, lack of equipment, lack of support of the management team, lack of site or inconvenient sites, lack of advisors and instructors, lack of competent instructors and lack of interpreters.

The characteristics of organizing of student activities are that students organize them and have their instructors as their advisors, which is accounted for 48.7%. Students and instructors jointly organize them 24.4%. Students organize them alone 20.5%. Instructors organize them for students 11.5%

Source of budgets for student activities comes from donation or external sponsors, which is accounted for 52.6%. Next, it comes from student activity fee, 47.4%. 34.6% comes from membership fees and 15.4% is the grant-in-aid of the institution.

As for the fundraising activity or seeking the external sponsorship 52.6% is done by students; 43.6% by instructors and students and the remaining 3.8% by instructors.

54.2% of information receiving about university student activities is via the university newsletter, other channels are 29.5% via the university newspaper, 29.5% via Internet, 20.5% via a brochure or leaflet and 3.8% via the bulletin board.

As for effects of participation in student activities on the studying, 39.7% thinks that it lessen their free time, 38.5% thinks that there is no effect at all while 28.2% thinks that they have to be absent from class sometimes. 16.7% have lower grade and 15.4% have lesser time for the family. The instructor didn't allow him to come and visit his mother on the Mother's day, claimed one student.

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Most students or 88.5% find that participation in student activities is useful for their self-development into outer society. We know this from the interview of students about performing activities, which are personal activities, activities arranged by the institution and collaboration with external organizations. Only 11.5% feel that there is no need to participate in student activities to help them develop themselves into outer society.

1.3 Opinion of Students Concerning Student Activities

For general extra-curriculum activities, most students share the same views that they are necessary. Because they give students working experiences, show them how to work together and how to be a good leader and a good follower. Students can learn how to improve their personality, which is a way to increase their socialization and problem solving skills and etc.

As for institution management, students agree that there should be an advisor to give supervision in order that student activity goals can be achieved. Students should take part in expressing their opinion about the student servicing of the institution. Student activity rules and regulations should be adopted. Students should participate in rules setting procedures.

For political student activities, students agree that they should be used to protect the people's interest. Sending students to act as an observer in the general election poll station is the right thing to do. Students should be part in sustaining the democracy regime of Thailand and should promote and propagate democracy knowledge to the people.

For sport activities, students agree that they are useful for them and make them realize the necessity of exercising. Sport activities make them healthy, better control their emotion, and discipline them. Students think that the provision of advisors, sport coaches, sport equipment, sport budgets, sport club and sites for students is still inadequate.

As for art and culture activities, most students agree that they are useful for them and enable them to have ethics development. These activities can be used to foster, propagate and develop art and culture of the nation. The sample group has no

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comment about siting services, instructing and counseling personnel services and budgets provided for them by the institution.

For public service activities, most students agree with the benefits of public service activities which are give them an idea to help other people more, enable them to understand the Thai existence and custom and tradition in its reality which is a way to help develop the rural area. Public service activities allow students to use their academic knowledge to help develop the community. The sample group has no comment about the institutional service in terms of places, personnel, budgets and public service clubs arrangement such as club offices to perform activities, advisors, budgets, student clubs for activities, and etc.

1.4 Discussion

According to the discussion of this study, it is found that most students are aware of the benefits of student activities. They know that student activities help them learn and have direct experiences about society in reality. The least benefit of student activities or 26.9% is to inculcate virtues and ethics. This may be because students don't know the meaning and characteristic of activities used for inculcating virtues and ethics. Their institution or advisors should give them this kind of information because the benefits of student activities such as taking students to join the religious days, hearing the sermon or even performing public service activities can lead to socialization. They will know what is good and what is bad. Moreover, these activities can build and develop their conscience and sense of responsibility for the society and the country especially when they graduate. (Punnee Thansakul, 1995: 17)

Problems regarding the organizing of student activities are found in every aspect. They are lack of students' knowledge, skill and interest in the activities, lack of competent advisors, lack of places, equipment and budgets to organize the activities. There is lack of support from the institution management team, which resulted in lack of sign language interpreters for the deaf students.

As for expressing opinions about different activities, students share the same views that extra-curriculum activities, political activities, sport activities, art and culture and public service activities are useful for them. But for expressing opinion about art and culture and public service activities (Table XXII & XXIII) in terms of

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institutional servicing in the areas of site, budget, advisor, instructor and clubs, they give no comment about that.

For those who gave no comment about performing activities, it can be interpreted that they don't understand the real meaning of the questions since most of them are deaf and have unequal understanding of the language when compares to normal people. Each of them has different levels of language understanding because they have different growth background, thinking and intellectual development background and nurturing background. Or they might not know that the institution has provided different services for them. Or they might feel bored with performing activities or the management system and service of their institution. It's very dangerous if students feel nothing about performing student activities because they will be lifeless. They will gain no advantage about development of their personality, intellectual, learning, real experience from the society as well as the socialization. That is they will not develop themselves into the complete person and will not be a cheerful person and have a clear view of the world. Williamson said that (Williamson, 1961 referred to in Phanee Preechanont and others, 1984: 1) "Student activities are a center of the higher education system in developing students into a complete person". Student activities are an important process to develop students' intellect, society, emotion, body and mind as well as have the right attitudes towards life both at the present time and in the future.

2. Suggestions of the Study

Suggestions and guidelines of this study given to the further study are below.

2.1 Suggestions for the educational institutions

2.1.1 The institutions should support their students in performing the activities by providing budgets, personnel, activity sites, activity equipment and time for activity according to their true need.

2.1.2 The institution should set up training for students and officers regarding different types of activities, their benefits including the know-how of organizing activities in order to increase their efficiency and to meet the goal.

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2.1.3 The institution should have skillful instructors for student activities who can give guidance, pay attention, and truly support students to perform their activities.

2.1.4 The institution should publicize news or information about student activities that are suitable for the physical condition of the deaf. This will enable them to independently access the public relations medium by themselves. The information should include both internal and external information so that ones that are interested could have a chance to participate in other activities.

2.1.5 The institution should set up a student activity club.

2.1.6 The institution should give students an opportunity to participate in the activities of different faculties so that the deaf students could have social adaptation and students of other faculties can get to know Ratchasuda College better.

2.1.7 The institution should conduct the study about the need and interest of students before organizing any activity so that the activities organized will meet their need, interest, and suitable for the deaf students. By doing this, the program objectives can be achieved. The sample of they requirement is building a sport field to perform an activity, and etc.

2.2 Suggestions for students

2.2.1 Students should cooperate in the plan making and perform activities in unity. They should listen to what their friends say as well as have good interaction.

2.2.2 Students should pay more attention to learning about different kinds of activities, since student activities help students to have emotionally, physically, mentally development, adaptation, behavior, personality including how to spend the free time wisely.

2.2.3 Activities are crucial for potential seeking, self-discovery and personal identity including habit development, which is necessary for the socialization process of the disabled.

2.2.4 Students should pay attention to following news about student activities through different mediums such as the bulleting board, the university newspaper, Internet, and etc. so that they can have more opportunity to join them.

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2.2.5 Students should be attentive to participating in performing activities with students of different faculties in order to build a friendship with students of the same university. It will give them self-development, knowledge about society rules, which can lead to the normalization of their lives.

2.2.6 Students should be aware of their own right to any service of the educational institution organization, which covers the borrowing of sport equipment, the request to an activity site, and etc.

2.3 Suggestions for student affairs organizations

2.3.1 The student activity servicing personnel should possess good attitudes towards the deaf student and give them a friendly service as well as understand the nature or culture of the deaf people.

2.3.2 The officer should give guidance and advice about how to prepare the student activity program for students. He/she should give knowledge about university services available for students. So that they can know and use their right to receive those services thoroughly.

2.3.3 A student activity organization should disseminate the news and information about student activities to every student and should publish a handbook that gives knowledge about how to operate the student activity that the deaf student could understand well.

If the suggestions mentioned above have been implemented in the proceeding of student activities or student servicing like providing knowledge about student activities for students and benefits they will get, and the self-development received from participation in student activities, students will have good attitude towards student activities. These are necessary to make them graduate with potential and be a complete person. They will have emotional, social and mental development and can happily adjust themselves to the society. The researcher thinks that if the students truly understand and realize the values and use of student activities and have participated in the activities of other faculties and know what activities are to be held and use their right to receive those services, students will have good attitudes and agree with student activities. They can express their real and accurate ideas and opinions about servicing of the institution.

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Besides, during the interview with Prof. Dr. Poonpit Amatayakul who is the first director and founder of Ratchasuda College, the problems and recommendations can be summarized as follows:

1. The problem about the location of Ratchasuda College, which is very far from the central location of the university, has caused a commuting trouble. But now there is a bridge to link each side (as shown in the picture below). And if Ratchasuda College can collaborate with College of Music to organize dance activities or recreational activities it will allow Ratchasuda College students to have an interaction with students of different faculties specifically the deaf students who can have more participation in the activities of the normal hearing students.

2. The bad uses of existing sites and buildings; for example the basement of 3 dormitories. According to the interview with Professor Poonpit, a founder of Ratchasuda College and its first director, he said that the dormitory basement is an open area for students to perform different activities such as indoor activities and other activities that can be developed for indoor purposes. This includes recreational activities like dancing on Wednesday at around 19.30-21.30 p.m. since this day is in the middle of the week and those who stay at the dormitory may feel lonely.

3. The possible club that should be available but isn't at Ratchasuda College is a computer club for students to create their own web sites, and their own games. As for support for this kind of activity, there must be a computer teacher who initiates computer activities and urges the deaf students to participate.

4. Ratchasuda College has no sport activities, as there is not enough teachers in the college and teachers who know about sports. But there is an activity like fish breeding. Some deaf students don't like it. Therefore, we must know the culture of the deaf as well. The sample of activity that should be available is the teachers lead their student to jog in Budhamonthon, which is closed to the college. As HRH Princess Sirindhorn once said that the disable must be healthy.

5. Next is a problem about lack of budgets to carry out student activities and lack of knowledge to fundraise the activities. The solution can be a request for annual grant from Ratchasuda Foundation and set it up as a fund for student activities, or seeking a grant from a financial aid organization such as the Office of the National

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Youth Commission (NYC). This can be done by submission of an activity project to ask for the fund; for example whenever there is a Buddhism activity project the students will be notified and the activity group will be set up. The details of project will be sent to the Office of National Youth Commission. The other possibility is to set up a project to earn an income, which may involve selling foods like Chinese roll or fish pancake beside the university area. This is an activity that has been done before.

6. A coordination and collaboration with Science and Sport Technology College is still not good enough. Because there are no deaf students who use the swimming pool there. The students have not been inculcated to do so. For example at NCOD it is a must that the person on a wheelchair must take a swim.

7. For religious activities, there should be a link between the college and Budhamonthon and take the students to join the activities, which are 1. Taking them to join the Kathin ceremony performed in the name of the king. The sign language interpreters should be available and they should study the history of the temple in advance so that they can explain to the deaf. 2. Taking them to hear a sermon of the last great incarnation of the Buddha at Budhamonthon with the help of the sign language interpreters. With enough interpreters everything will get better, and 3. Walking around the temple on Visakhabucha Day which students should be in audience of HRH Princess Sirindhorn who presiding over this ritual at Budhamonthon

8. Ratchasuda College doesn't have enough instructors and doesn't have someone to seriously take care of student activities while students don't have ideas to initiate these kind of activities themselves. Thus, we must raise a spark of interest by beginning with instructors and then move down to students.

As a conclusion, in order for the student activities to happen, they require an initiation and all kinds of facilitating technology. There must be a good activity link between central university and Ratchasuda College and an initiated officer of student affairs division who always come up with student activity ideas. He/she should act as an inter-coordinator in order to bridge the communication gap; for example to link the program of each side together or the two camp programs that can combine with each other. There should be a link between Ratchasuda College's student representatives

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and central student representatives and different sport game programs, etc. And a must for an activity that involves the deaf student is:

1. Instructors who know the sign language
2. Sign language interpreters.
3. The deaf student who intentionally come to work and get paid per hour.

Student activities concerning Politics and Rights

1. The deaf students don't understand politics because it's a complicated matter. Therefore, they will be able understand it only when the problem arises and it is a problem that directly relates to them and their interest. Unlikely, Chulalongkorn University and Ramkhamhaeng University have the types of activities that clearly concern politics, law, corruption, misappropriation, and taking advantage of the society. It's easier for them to do it because they don't have hearing problem.

2. The deaf who are young do not know of their right and duty. Most of the deaf don't understand the Rehabilitation of Disabled Persons Act clearly; only a few who is a member of the Deaf Association do. Hence, the reason why the deaf are political inactive is they don't understand their own rights. Consequently, they should be informed of their own rights. And when they do, they will be able to come out and demand those rights. For example, if nobody make a T-shirt saying that we (the deaf) want a sign language interpreter for us to wear, we don't get it or if the Deaf Association don't demand the interpreters, we don't have the interpreters, etc.

3. Thailand Blind Association under the Royal Patronage, with a very strong chairman at present, has held a meeting and come up with an agreement to provide training for the intellectual blinds that are at the age of studying. They will be trained to be an activist just like Professor Montien. Therefore anyone who has strong character will be selected as an activist. They will live together and have a comfortable life for 5 full days. Then they will be trained hard to be an activist to demand for the right or anything that belongs to the blind in the future. But the deaf and the retarded can't do this 100 %. The deaf can't do it because no one's created it for them since understanding is a crucial matter. But for a limb person like Lieutenant General Torpong, he said that he would love to do it but he can't move around easily. He will have to try on in the future. The reason for the blind's prosperity is they create an

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activist. So why don't we create an activist who is deaf. This can be created via political student activities.

2.4 Guidelines for Further study

This study is only concentrated on opinions of the Bachelor's of Arts undergraduate, majoring in Deaf Studies, Ratchasuda College, Mahidol University, which consists of deaf students, hard of hearing students and normal hearing students. The following study should be conducted further.

1. The study of student activity management in other educational institutions that provide joint education between students with specific types of disability and normal students.

2. The study of suitable types of activities that can definitely answer the students' needs.

3. The study, surveys and test of knowledge and understanding of the deaf students pertaining to student activities. They can be done in forms of a public relations program about student activities.

For limitation of this research that used many sign language interpreter may effect to the correction of the result. The reason is that the hearing impaired persons are understanding in the Thai writing less than understanding in sing language as shown in the result of this research. Especially, in some opinion the percentage of "no comment" was higher than "agree" or "disagree". So that, the research about persons with hearing impairment should use the sign language which same as they use in communication. The questionnaires must be translated to sign language by interpreters only one or two, and show them by videotape.

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APPENDIX

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Appendix A

Topic of Questionnaire
A Study of Student Activity Management for the Deaf Students : A Case at Rachasuda College, Mahidol University

Instruction **For filling in this questionnaire**

1. There are 3 parts in this questionnaire which are:
   - Part 1 Personal data
   - Part 2 General information on student activities
   - Part 3 Opinion about student activities

2. Please answer every question by what you really feel as there will be no judgement whether such a question is right or wrong when your answer is used as a complete data and as a benefit to this study.

Part 1
Personal Data

Instruction: Please fills in sentences or marks an X in the ❑ in front of the article that suits you most.

1. Sex ❑ Male ❑ Female
2. Age _____ years old
3. Religion
   - ❑ Buddhism ❑ Islam ❑ Christianity
   - ❑ Other (Please specify) _____

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4. Nationality

❑ Thai ❑ Other (Please specify)_____

5. Marital Status

❑ Single ❑ Married ❑ Divorced

❑ Separated ❑ Widowed ❑ Other (Please specify) _____

6. Do you have any Children? ❑ Yes, _____ children. ❑ No

7. Year in which you are studying ❑ 1 ❑ 2 ❑ 3 ❑ 4

❑ Other (Please specify)_____

8. Profession before entering this college

❑ Civil service or state enterprise officer ❑ Trade ❑ Company employee

❑ Housewife ❑ General work for hire ❑ Non-working

❑ Other (Please specify)_____

9. Monthly income before studying

❑ Less than 5,000 Baht ❑ 5,000 – 10,000 Baht

❑ 10,001 – 20,000 Baht ❑ More than 20,001 Baht

❑ No income

11. Type of Hearing impairment

❑ Hard of hearing ❑ Deafness ❑ Normal hearing

12. Where do you live? ❑ At a college dormitory ❑ At home ❑ At an apartment

Part 2

Information on Student Activities

2.1 What type of student activities that you participate in?

❑ Personal activity (please specify).....

❑ Institution activity (please specify) .....

❑ External activity (please specify) .....

❑ Other (Please specify) .....

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2.2 What is the status of your participation in the activities?

❑ An activity operator: position ❑ Chairman ❑Vice-chairman ❑Committee

❑ General participants

2.3 Benefits of student activities (more than 1 answer is possible)

❑ Assist students to develop themselves

❑ Students can make good use of their free time

❑ Inculcate students with virtues and ethics

❑ Students can learn and have direct experiences about society in reality

❑ Make students physically healthy and strong

❑ Improve personality

❑ Propagate fame and reputation of the institution

❑ Promote unity

❑ Teach students how to be responsible and sacrifice for the public

❑ Teach students how to become a good leader and a good follower

❑ Teach students how to plan, set up methods and procedures for working as a team

❑ Build and develop relationships between students, the people and organizations

❑ Make students know and understand the nation's culture, tradition and identity better.

❑ Other (Please specify).....

2.4 Problems of student activities (more than 1 answer is possible)

❑ Lack of money ❑ Lack of instructor

❑ Lack of advisor ❑ Lack of skill to organize an activity

❑ Lack of student's interest ❑ Lack of equipment

❑ Lack of location / inconvenient location

❑ Lack of support from the management team

❑ Other -specify .....

2.5 By what type that the activities are mainly being held?

❑ By students alone ❑ By students and teachers as an advisor

❑ By students and teachers ❑ By teachers

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2.6 Source of income for organizing activities (more than 1 answer is possible)

❑ Student activity fee collected from students

❑ Grant-in-aid from the college separated from the activity fee

❑ Membership fee

❑ Donation or a sponsorship

❑ Other: please specify .....

2.7 Who is your fundraiser or an external financial sponsor?

❑ Teacher ❑ Student ❑ Teacher and student

2.8 Through which channel do you receive news about university student activities? (more than 1 answer is possible)

❑ University newsletter ❑ Brochure or leaflet

❑ Poster ❑ University newspaper ❑ Internet

❑ Other: please specify .....

2.9 What kind of student activities that you want the college to organize?

.....

.....

.....

2.10 How does a participation in student activities affect your studying? (more than 1 answer is possible)

❑ No effect at all

❑ My grade is lower

❑ I have to be absent from my class sometimes

❑ I have less free time

❑ I have less time for my family

❑ Other (Please specify).....

2.11 You think that participating in student activities

❑ Is useful because I can adapt myself into the outer society.

❑ Is not necessary because I can adapt myself into the outer society without me participating in it.

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Part 3

Opinion about Student Activities

Instruction : The purpose of this questionnaire is to know your opinions and attitudes towards student activities. Please answer the questions by marking √ in the column that suits you most. There will be no right or wrong answer for each question.

3.1 Opinion about General Extra-Curriculum Activities

What is your opinion about general student activities?	Agree	No comment	Disagree
1. General student activities such as sports, art and culture, public service are what students should do.			
2. Student activities create unity among the group.			
3. Student activities teach students how to work together.			
4. Student activities teach students how to be a good leader and a good follower.			
5. Student activities teach students how to improve their personality, which is a way to increase socialization skills of students.			
6. Student activities give students some working experiences.			
7. Student activities increase students' skill of problem solving.			
8. Student activities enable students to know more people.			
9. Student activities give students ideas to have a career of their own.			

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3.2. Opinion about Institution Management

What is your opinion about general student activities?	Agree	No comment	Disagree
1. Student activities should be done under teachers' advises.			
2. The institution should set the rules for student activities.			
3. Student activities should be processed under close supervision of teachers so that the target can be reached.			
4. Students should take part in setting student activity rules.			
5. Students should be entitled to give opinion about student servicing of the institution.			
6. Students should form a student group when disagree with policies or institution management of the management team.			

3.3 Opinion about Student Activities in terms of Politics

What is your opinion about general student activities?	Agree	No comment	Disagree
1. Students should take part in maintaining people's interest.			
2. Students should take part in sustaining the democracy regime of Thailand.			
3. You agree with students that they act as an observer in each poll station of the general election.			

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What is your opinion about general student activities?	Agree	No comment	Disagree
4. Students should assist in the promotion and propagation of people knowledge about the democracy regime.			
5. Students should stage a protest when disagree with foreign affairs policy of the government.			

3.4 Opinion about Sport Activities

What is your opinion about general student activities?	Agree	No comment	Disagree
1. Generally, student activities in sports are useful for students.			
2. Sport activities make students healthy.			
3. Sport activities give students discipline.			
4. Sport activities increase students' ability to control their emotion.			
5. Sport activities make students realize the necessity of exercises.			
6. Your institution has provided enough sport facilities.			
7. Your institution has provided enough sport coaches.			
8. Your institution has provided enough advisors (team managers).			
9. Your institution has provided enough sport equipment.			
10. Your institution has allocated enough budgets for sporting of students.			

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What is your opinion about general student activities?	Agree	No comment	Disagree
11. Your institution has formed enough sport clubs, namely football, swimming, and athletics, as per students' need.			

3.5 Opinion about Art and Culture Activities

What is your opinion about general student activities?	Agree	No comment	Disagree
1. Generally, art and culture activities such as a music club, a religion club and a club for students of each region are useful for students.			
2. Art and culture activities give students understanding and skills about art and culture.			
3. Art and culture activities help develop students' ethics.			
4. Art and culture activities of students are to foster, propagate and develop the nation's art and culture.			
5.Your institution has provided enough places for student activities in terms of art and culture.			
6. Your institution has provided enough advisors for student activities in terms of art and culture.			
7. Your institution has provided enough instructors for art and culture activities.			
8. Your institution has allocated enough budgets for student activities in terms of art and culture.			
9. Your institution has set up enough student art and culture club according to students' need.			

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3.6 Opinion about Public Service Activities

What is your opinion about general student activities?	Agree	No comment	Disagree
1.General public service activities are useful for students.			
2.Public service activities give students more ideas to help others.			
What is your opinion about general student activities?	Agree	No comment	Disagree
3.Public service activities help students to understand Thai custom and tradition in reality.			
4.Public service activities of students is a way to develop the rural area.			
5.Public service activities enable students to use their academic knowledge to develop the community.			
6.Your institution has provided enough club offices for students to perform their public service activities.			
7. Your institution has provided enough public service activities advisors.			
8. Your institution has enough budgets for public service activities.			
9. Your institution has enough student clubs for public service activities.			

3.7 What are the problem relating to the proceedings of activities?

1.....

2.....

3.....

4.....

5.....

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3.8 Suggestions of the proceedings of activities

1.....

2.....

3.....

4.....

5.....

Thank you very much for your time.

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Apendix B

Ratchasuda College

Background

It is a common knowledge that HRH Princess Mahachakri Sirindhhorn, daughter of HM the King of Thailand, has held a life long interest in and has a deep concern for people with disabilities. It is the Princess conviction that disabled people, given proper training and opportunities, will lead lives which are as productive and rewarding both personally and to society as a whole, as those who do not have disabilities. Because of the Princess commitment to this case, HRH has graciously consented to give HRH name and HRH patronage to Ratchasuda Foundation established to assist in the building and the operation of Ratchasuda College of Higher Education and Research Center for People with Disabilities.

Founding in 1992, the College, then directed by Dr.Poonpit Amatayakul, and now under the leadership of Dr.Jitprapa Sri-On, has made enormous strides in the development of education and research and the provision of services for Thai people with disabilities.

Goals and Objectives

The College goal is to provide a new way of conceiving of, and understanding the needs of people with disabilities. Ratchasuda College is working to foster a tradition of service for disabled Thais that is not based on the idea of charity and will increase their options for leading productive lives.

As part of this process the college maintains close relationships with the communities it serves. A policy of equal opportunity in employment means that there is diverse range of skills and abilities on the staff.

The College aims to develop a wide range of consumer-oriented services that will assist people with disabilities in gaining access to rehabilitation (the independent living, self-help model), higher education and productive, competitive employment. The College is currently engaged in exciting research and has developed programs that will apply this research to immediate practical needs.

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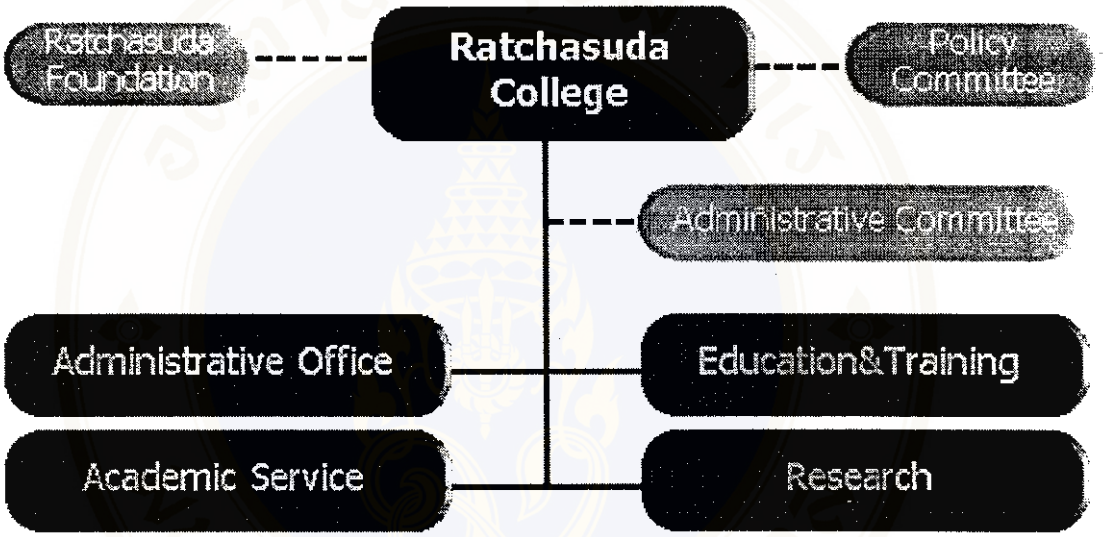
The College also cooperates with other institutes at the international level in order to continue providing Thailand with the most up-to-date technology and techniques in services for people with disabilities, and to share Thailand's experiences with the international community.

Organization Chart



Courses Offered

Certificate program in Teaching Thai Sign Language The College offers several programs for deaf people or professionals in the deafness field. Since 1998 Ratchasuda College has been offering an undergraduate/certificate program in Thai Sign Language Instruction in cooperation with La Trobe University in Australia and initially with additional support from Gallaudet University and the Canadian and Netherlands embassies

Certificate program in Sign Language Interpreting. This is offered to those who wish to become interpreters, or current interpreters who wish to up grade their qualifications.

B.A. Deaf Studies. In the year 2000 Ratchasuda College, in cooperation with La Trobe University in Australia, began to offer a BA degree program in Deaf Studies.

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MA Degree in Rehabilitation Services Ratchasuda College is aware that professional service providers must first be trained before its mission can be implemented. The MA Degree in Rehabilitation Service for Persons with Disabilities, offers specialization in Rehabilitation Counseling, Access Technology. and Administration.

Post graduate certificate program in Academic Support Services for People Who Are Blind or Low Vision This program is scheduled to begin in the year 2001.

M.A. and Doctoral program. It is hoped to offer a M.A. and doctoral program jointly with La Trobe University in the near future.

Student Support Services

The College Academic Support Service Units provide a model for the type of rehabilitation services that it is hoped will be provided to disabled students all over Thailand. The Resource Center provides Computer-assisted educational aids to both its own students and to integrated disabled students as well as notetaking and interpreting.

Ratchasuda College also supports several specialized courses in independent living skills for disabled people in Thailand and intends to open an Educational Material Production Center in the future,

Research

Blind Studies Current research at Ratchasuda related to the needs of blind individuals includes work on Thai Braille and on the development of computer access technology for blind people in Thailand. The Thai Braille Grade II project (Braille contraction) aims to improve the quality of Thai Braille reading and writing among Thai blind people. The research team is also working in a new and exciting digital talking book initiative "DAISY" (Digital Audio-based Information System). Researchers are also overcoming the problem for Thai people to access computers in the Thai language. There is also work on the computer Access solutions for Thai language, through both braille and speech outputs. Researchers are also overseeing the development of a program for translation Thai into Braille.

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Deaf Studies and Sign language Research at Ratchasuda College is contributing to a better understanding of Deaf people in Thailand. Research on Thai Deaf Culture has found significant cultural differences between the deaf and non-deaf communities in Thailand. Work continues on a number of areas of Deaf history, the culture of the Thai deaf community and the impact of different educational policies on the education of Thai deaf children. These research projects provide an important foundation for educational programs for Thai deaf people.

Research at the College has shown that Thai Sign Language is a distinct language from spoken/written Thai. Thus, for deaf people who us Thai Sign Language, deafness is not a deficit, but rather a sociolinguistic difference similar to that of other linguistic communities. Current research projects focus on various aspects of the structure and grammar of Thai Sign Languages and the sociolinguistic aspects of the deaf community.

Community Involvement

The College provides non-formal education for deaf adults; teaches Thai Sign Language in the community; cooperates closely with the Ministry of Education for the provision of in-service training for teachers of the deaf; and provides academic support services for disabled students in other educational institutions.

Location and Address

Ratchasuda College is located on a twenty-acre campus, across the street from Mahidol University's Salaya Campus, which will be fully accessible to all students. Although budget constraints could impede future objectives, the College is making incredible gains in the effort to provide disabled people with options in life that have not been commonly available before in Thailand. In the immediate future, the College hopes to expand its relationships with international institutions in order to continue to provide Thailand with the most up-to-date technology and techniques in services for people with disabilities, and to share Thailand's experiences with the international community.

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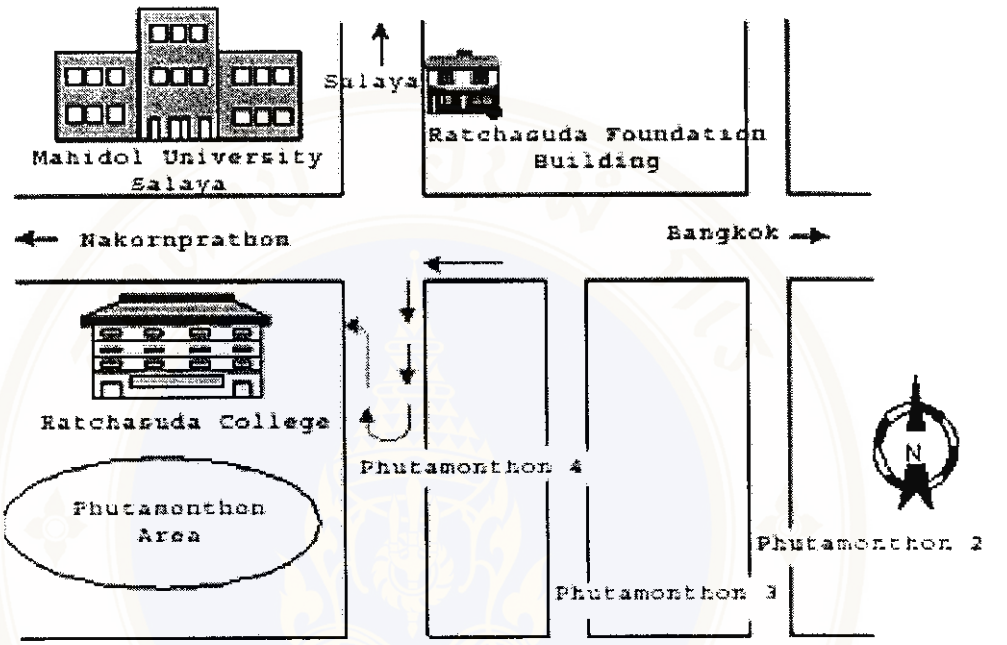
Ratchasuda College Map



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BIOGRAPHY

NAME	Ms. Pintip Witchamaree
DATE OF BIRTH	23 September 1967
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	Thammasat University, 1986-1990 : Bachelor of Arts (Psychology) Mahidol University, 1997-2002 : Master of Arts (Rehabilitation Service for Persons with Disabilities)
POSITION HELD	Student Affairs Officer
OFFICE ADDRESS	Division of Student Affairs, Office of President, Mahidol University, 999 Phuttamonthon 4 Road, Salaya, Phuttamonthon District, Nakhon Pathom Province 73170.

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