

Early Childhood Development according to Western Theory and Trisikkha Principle in Buddhism

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ABSTRACT

The purpose of this article is to study the development of early childhood according to Western Theory and Trisikkha Principle in Buddhism. Documentary study was used for the study. Results of the study showed that Buddhism has teaching and practical concepts in the development of children through the three principles that use the development process through the base of the body, mind, thoughts and intelligence, as well as the development of emotional maturity, responsibility and commitment through physical behavior called intelligence with all in Buddhism, collectively called Trisikkha principle, which is a process in the development of human resources, including children and use the process of Trisikkha principle as a way to develop early childhood.

Keywords

Trisikkha Principle, Early Childhood Development, Buddhism

I. INTRODUCTION

Child development is an important aspect of human resource development as a global citizen both western science and the science of Buddhism. They all have the same concept of child development in terms of western science. There will be many Western scholars who have studied and presented it. As for the teachings of Buddhism, it is aimed at the development of children. As appears as a principle in the matter of novice ordination or a novice who was a child who had attained dharma and had access to development according to the Buddhist pattern during the Buddha's time and in the field of education there are important concepts in child development is that children are an important factor in education and is the base of development. Academics in education therefore use this process as a channel for continuing education and development of children until now. In this article, we will study the concept of child development in children according to the western framework and explain together with Buddhism according to the Trisikkha principles which is a tool or mechanism for child or youth development according to the mechanism continuously and consistently since the past which will be studied and presented further.

II. CONCEPT OF GROWTH DEVELOPMENT AND LEARNING OF EARLY CHILDHOOD

Growth refers to the change in quantity, such as the size of the body and organs that increase the number increase cell size Increase nourishment, weight, height, body size as well as internal organs and structures. As a result, the shape changes in order to function properly. But growth ends at the peak of the body's maturity. At about 21 years of age, growth progresses at every stage of life in all parts of the body. Therefore, growth is the basis of early childhood development.

Development refers to changes in the human body, both physically and mentally, intelligence in function and maturation of organ systems in terms of structure organizing body parts, including expressive behavior. It has a certain nature and direction in relation to time, allowing it to function well and efficiently, able to do more complex tasks and to gain new skills thus resulting in a change in the ability to adapt to the environment blending progressively in succession by developing covering changes in physiology (Psychological Development) of an organ system is a Quantitative Change is the increase in the number of neurons in the brain, the size of the body increases, the expansion of the body parts, and the birth or change of human development is the ability to perform various functions. Look at new behaviors and works qualitative change including the ability to listen, speak, read and write, arithmetic, problem solving, self-help skills, balance, movement, jumping, knowing how to share smile which develops all aspects of human. If the needs are met, then human development will follow the age.

Maturation refers to the change in quality as a result of the influence of genes that are inherited. Maturity is related to learning but not the result of learning. If either of them is lacking, some abilities may not occur or may occur later than they should be.

Learning refers to the process by which human behavior changes from the original behavior that changes quite permanently. Humans can learn from observing the behavior of other people. Therefore, most of human behavior is influenced by observing behavior and the effect of other people's behavior. Children's learning is the result of experience from the environment and practice from infancy. In a child's learning, influences include the child's environment, interactions, needs and interests which these factors make the various abilities of children are used

effectively. The scope of early childhood learning is use a short time concrete content perception a play-by-action approach to learning explore your surroundings at your own pace. This kind of behavior counts as learning. For example, the child was born learning to read by the child himself [1].

Therefore, as a result, children's learning develops with alertness that each child's changes may vary slowly or quickly. But most of the behaviors tend to follow a pattern and pattern in the same direction, called development by age [2]. Therefore, parenting factors affect the development and intelligence of children, namely, playing with children through personal media playing with children without electronic media. The American Academy of Pediatrics advises that children under the age of two not watch television or use other electronic media for entertainment purposes. This corresponds to children with delayed language development. As a result, Thailand was found to be more common and doubled in 15 years, [3] Thai children are prone to developmental delays, partly due to environmental conditions that are not conducive to development which one factor is allowing children to watch television alone and spend more than two hours a day watching thus affecting the language and communication development of children especially in the use of language. Therefore, a child's language development is an indicator of cognitive ability and its relationship to future academic success. Therefore, it was found that children with slow language development resulted in a reduction in learning opportunities through listening and asking and answering, as well as expressing their needs [4].

III. THEORIES ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING

Concepts and theories about early childhood development and learning have been studied by many scholars, such as the development theory of Arnold Gesell [5], an American psychologist who founded the Institute of Child Development at Yale University between 1930-1941. Ready to present and explain theories about child growth and development that the growth of children physically organ tissue functions of organs and the behavior that appears is a fixed pattern and occurs in a hierarchical experience and environment which is a secondary element that complements various developments Arnold Giesel believe that maturity will be determined by genetics and exists in each child since birth. This is important for children of each age to be ready to do things if maturity or readiness does not occur normally at that age. There will be no environment influence on child development. The work created a benchmark for measuring behavior of children in each level by emphasizing differences between individuals using behavioral observation methods which he divided the development of children who want to be measured and assessed into 4 large groups:

1. Motor Behavior covers various organs of the body and its relationship with movement.
2. Adaptive Behavior covers the relationship of hand and eye use exploring the action on objects problem solving at work.
3. Language Behavior covers the child's use of language, listening, speaking, reading and writing.

4. Personal and Social Behavior Personal-Social Behavior covers personal practice such as eating, excretion and social training such as playing, responding to others based on the concept of Arnold Gesell. Let's explain human development in terms of growth. Physical development and can be linked to intellectual development as well.

There is also a theory of thought development by Jean Piagen [6], a Swiss biologist who was the first person to systematically study the development of human thought can be proven his basic idea was that he believed that children were not born with knowledge and ideas. Children learn the world around them and develop their thinking in a step-by-step manner thought growth evolved "with physical development" in various fields of training or teaching various sciences to children is not in accordance with the child's cognitive development process. It would be a waste, in some cases it could become a huge penalty for you. The center of intelligence is the ability to adapt to the environment. Children learn and adapt through reflex, sensory and motor functions. In the early stages of life, children use their biological potential. These are media for learning and developing ideas about the world and people in later ages come, children will use such abilities to develop complex thinking.

Principles of cognitive development, how does learning development happen? According to Piaget's idea, the development is divided into two stages: the stage of perception of new information about the world that appears to the person (Assimilation) and the process of modifying a person's concept of perception of new information. These two stages occur through three interrelated principles: organization, adaptation, and balance (equilibration) these principles. There is a continuous process of development according to the environment of that person. However, the development of language is closely related to the development of thought, and it is believed that various thought processes is a gradual development growing up from newborn to full maturity in adolescence. After that, it's a practice period, train your thoughts to be more sharp. The quality of thought is broken. It varies from person to person depending on factors such as genetics, language abilities, experience, etc.

For infancy factors that have a great influence on early or slow or profound cognitive development are:

1. The opportunity for children to play because playing helps promote understanding of the environment, as the saying goes that playing is learning.
2. The ability to understand the language and use language for others to understand.
3. Musculoskeletal and sensory development are mediated mainly. If children are given the opportunity to touch, see and hear, learning objects greatly improve their cognitive abilities. [7]

In conclusion, from the study of Piaget's theory be able to apply the knowledge to develop a model in raising early childhood according to the child's development and can be used design childcare that responds appropriately to the development of children according to their age by stabilizing the life of the perception of new information (assimilation) and has been modified. A person's concept of acknowledging new information (accommodation) to occur side by side in

order to maintain such balance and stabilization, this will occur throughout life. This can be observed from this process at every stage of life, starting from infancy.

Child Development according to Erik Erikson's Psychosocial Developmental Stage Theory [8] Erik Erikson studies human development and personality development has divided human life since from birth to old age, there are 8 stages, each stage tells a brief age. This age range is roughly divided because they vary from person to person and differ according to social and cultural influences, the first four stages are infancy and childhood step five adolescence last three steps being an elderly person, the word "Stage" means that human beings have a step-by-step process of development from one sequence to another. One is like going up the stairs no skipping steps primary development has a continual impact on subsequent development. Erickson emphasizes that the characteristics of relationships that individuals have with different groups of people (e.g. parents, friends, husbands and wives) and socio-psychological conflict (psychosocial crises) arising from that relationship. It is a point that encourages people to have behaviors and personality development in various ways, respectively, from birth to old age, with a total of 8 steps as follows:

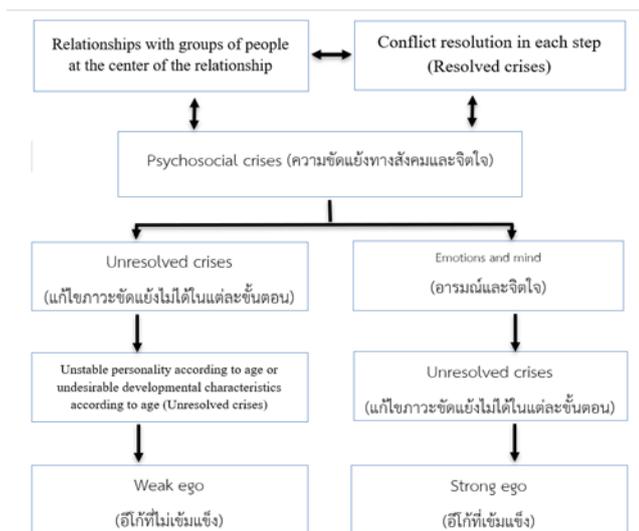


Figure 1 Social-Psychological Conflicts Affecting the Development of a Strong or Weak Personality or Desirable Development According to Ericsson's Concepts

IV. CONCEPT AND THEORIES OF DEVELOPMENT FOR PROMOTING AGE-APPROPRIATE LEARNING

Important concepts in the development of various aspects of early childhood [9] include:

1. Development of movement (Gross Motor, GM.) refers to movement and posture, divided into development of large muscles and movement, development of small muscles and problem solving big, including movement of arms and legs development part Fine muscles and problem solving refers to the movement of the hands and fingers human beings begin to develop muscles since being in the mother's womb and having Lifetime adjustment.

The motor skills of preschool children are skills.

The movement of muscles in different parts of the body, which is divided into two groups:

1) Gross Motor Skills is a movement. Body parts include running, crawling, jumping, doing various physical activities. Parents should give children the opportunity to exercise outside in a safe place, such as climbing, playing on the playground throw - receive - kick football.

2) Fine Motor Skills are the movements of smaller body parts. Most of them are hand muscles, such as holding a pen, picking up small objects. Parents should train their children to help themselves, such as dressing up in school uniforms pick up the cutlery eat by yourself including art activities, tearing, sculpting, crumpled, blowing, flicking, folding paper, catching paint brushes, pinching, pinching things. Usually, both types of motor skills develop at the same time, but if a child's large and small muscles are dysfunctional or delayed as they age, they may develop. A child's learning caused by physical movements must be halted or affect daily life and may cause children to develop in other areas along with defects especially the development of fine motor muscles is an important starting point for many areas of development and also affects the movement of the fine motor muscles as well. For example, the inability to hold a pencil or pen, can't tie shoelaces, can't button the shirt by himself, can't eat food by myself, can't kick the ball, throw the ball failed due to poor balance.

2. Intellectual development using language processes as a tool to promote learning language is an important component of communication as language development has evolved more and more since infancy. The use of language in communication is important and one of the factors used to predict the child's future cognitive abilities. Language is divided into two parts: 1) Receptive Language is the ability to understand. Language that others communicate with, and 2) Expressive language is the ability to use language to communicate with others, such as language development in early childhood children aged 3-5 years, at this age, language development is complex even more children will understand the language spoken by adults around the age of 3, children begin to recognize colors, understand the sentence, questions such as where, what, the child begins to recognize nouns. Children begin to speak and understand verbs, adjectives, comparative numbers such as sizes, and by the age of 3 they are able to speak to about 75% of people unfamiliar with the child. Communication at this age may not be very fluid. Children are often found to repeat words often, such as "I will eat, eat rice." Repeating words gradually disappear at 4-5 years of age and by 3-4 years of age, their language ability. For communication in society (Pragmatic Language) will begin to develop more. Children are able to tell others what happened or what they have heard. It starts with a short story and then grows and grows in a continuous sequence to allow others to understand almost all of them around the age of 4 and to be able to communicate with others about many familiar and unfamiliar subjects.

1) Develop the use of language (Expressive Language, EL.). Language is a component important for communication, language development has developed more and more since the placenta. The ability to use language to communicate is essential and is one of the factors that can be used to predict children's future intellectual abilities. Language is divided into two main parts: perception or understanding (Receptive

Language) refers to the ability to understand the language communicated by others and Communication language (Expressive Language) refers to the ability to use language for communication with others. Language development in infancy, children can learn through interaction with caregivers and environments. By looking, listening and touching, children prefer to listen to their mothers or primary caregivers more than strangers. Children start making noises Communicates from 2 to 3 months of age, which is the vocalization of the throat and continues to develop by voice feedback when someone is talking, which is the beginning of communication with others mouth to produce more consonant sounds (Babbling) when the child is 9-12 months old will make many sounds, both intonation and longer which sounds like it is a non-meaning sentence is called a Jargon, and after 4 - 5 months of having Jargon, the child begins to speak in a single meaningful word. The first word was in terms of Understand the language 6-month-olds will know their names and respond by stopping to listen. Look for the source of the call. A 9-month-old will have a greater understanding of language. Children can associate words with gestures such as waving, bye-bye. Upon hearing the word "bye-bye" at the age of 1, children can understand the meaning of words such as "bye-bye". Point at the ball when saying the word "ball", for example. Pointing to objects of interest to children. It is one of the communication Significance and will begin to be found in children aged 9 - 12 months. Pointing is one of the body language found before speaking and naming. The development of pointing becomes more complex. By 12 - 14 months of age, they point to their interests to express their needs and draws the caregiver's attention to that with the look of the caregiver together with pointing (Proto-imperative Pointing) At 14 - 16 months of age, children will point to things that interest them and inducing the caregiver's attention, followed by alternating glances between the caregivers and interest, which is called Protodeclarative Pointing.

2) Development of language comprehension (Receptive Language, RL.) is the ability to recognize, understand and remember the meaning of words arising from direct experiences of children. Children will learn from Sensory uses include hearing, seeing, touching, smelling and tasting even at birth. The child will not be able to speak, but hearing or listening to various sounds around you, such as speech or other sounds. That is heard regularly will make children know how to listen to separate sounds. Knowing that each sound is different, children will choose to listen to the sounds that are important, and related to the child first, such as the mother's voice, the sound of making milk, etc. Then, there will be a connection between the sounds heard and what the child sees, namely people, things, or verbs causing understanding and knowing the meaning of words.

3) Emotional development, it is an evolutionary process of the mind that can be responsible for controlling, refining, and expressing emotions appropriate to the time and place, such as turning the bed without anger, comfortably listen to the opinions of others who have conflicting opinions while feeling offended by not showing any behavior come out in a bad way or in a negative way.

Children in early childhood are a critical period of emotional and mental development. Encouraging children to

grow up and develop happily is the cornerstone of adaptation to adulthood. The emotions of early childhood children are often open, the expressions of emotions are often sudden. But it's usually easy to replace. The most common emotions in children this age are fear, anxiety, anger, jealousy. Children at this age have no control over their emotions and often face problems with control. The fear of children this age may be caused by imagination, and children's fears decrease with increasing age. Children will have anxiety and frustration about what they do not wish to do. In conclusion, the emotional development of early childhood children is more pronounced emotionally has a relatively short interest in a variety of subjects. When sad, happy, angry, or afraid to express their emotions to the fullest, they include clapping, clapping, jumping, yelling, crying loudly, hitting, throwing things dissatisfied when banned. But for a moment, it will disappear. The emotions that arise in children at this age require close supervision and guidance from their caregivers.

4 . Social development, this is to develop the ability to show behavior in accordance with socially accepted stereotypes. In order to live a normal life in society, children aged 3-6 years are the age who are more interested in learning outside the home society. Learn about building relationships with other people around you. The social development of a child at this age is the basis for building a suitable personality for him in the future. Between the ages of 3-6 years, the child has more social development and want to learn society from family members. But nowadays, children spend more time in educational institutions than with their family or relatives like in the past because Thai society today is a single family. Most of the families had only parents raising their children alone building family-centered social relationships. It is therefore a duty that parents should work together to develop their children by practicing social learning which plays a role in determining the personality of a child at least during infancy as follows:

When the child reaches the age of three children will learn important and necessary processes for children and will enable them to learn the correct way of behaving in society. That is, adjusting to accept others to be able to coexist with the people around him. This learning is a process of social adaptation (Socialization process). Children learn to cooperate with others in a group manner. Knows group membership, knows how to refuse, accepts, communicates, or uses language. Children mostly learn through play, so playing and doing activities with others will help them learn to reduce self-centeredness to action more accepting of others. But the relationship with other people is short-lived. Therefore, we tend to see that children have behaviors that show good emotions alternating with bad moods nurturing children with understanding by being a good role model and instruct the children with gentleness guide the rules and regulations of society group activities an invitation to play with an agreement. It will help the social development of children towards desirable characteristics. The social development of children aged 3 - 6 years is an important basis for personality development. The social development of children aged 3 - 6 years are as follows:

3-year-old child eats by himself Parallel play means playing with the same toy, but different people play pretend play know how to wait.

4-year-olds can dress themselves go to the bathroom by yourself can play with others waiting in order share with others keep toys in place.

5-year-olds can perform daily activities on their own play or work with a purpose together with others. Meet adults, know how to pay respect, know how to thank, when receiving things from adults responsible for assigned tasks.

6-year-old children play in groups have an agreement Better understand the feelings of others help yourself well know social etiquette.

V. DEVELOPMENT OF EARLY CHILDHOOD ACCORDING TO THE TRISIKKHA PRINCIPLES IN BUDDHISM

The Trisikkha principle is a principle concept in Buddhism. Which defines the meaning by being able to analyze it into 2 words, tri means 3 things or 3 things or 3 items, while the word Sikkha means education or learning or learning or items that need to be studied or what must be practiced. The Buddhist Trisikkha principle is considered a dharma principle that applies to human development which have profound and related details development guidelines according to Buddhist principles when analyzing the principles of the Tripitaka. It was found that the development principles taught by the Buddha were the three principles of morality, concentration, and wisdom mentioned the beginning of the study (Sikkha) according to the Buddhist principle that "Good paratogosa produces the kind of faith that induces Yonisomanasikara. When Yonisomanasika arises, it means has the beginning of education or the development of intelligence has begun. Then, there will be wise thinking and wisdom will grow even more leading to problem solving is the way of cessation of suffering and this is education. In short, the thought process that satisfy wisdom is thinking that solves wisdom leading to the cessation of suffering and education [11].

Trisikkha principles are morality, concentration, and wisdom. It is a study for behavioral development mental development and intellectual development as the Buddha said, wisdom is better than wealth and according to the Buddha's proverb, among all things that grow. How much will the supreme skill of all things grow? It's not as glorious as a prosperous subject is wisdom that grows strong Solve problems and think about anything will be successful. [12]

Buddhadasa Bhikkhu said that the Trisikkha means education. Which corresponds to the word sikkha in Buddhism means the practice of obtaining a degree, namely the end of lust, the end of hatred, the end of delusion. The result of the practice of the Sikkha is for salvation from unwanted things what is suffering trouble to the mind is called undesirable edited with education [13]

Phra Brahmakunaphorn (PA Payutto), he said that the Trisikkha is the development of human beings to lead a good and correct life to lead a way of life It is the way of living or the right way of life must be good human must learn to practice and develop oneself, that is, the Sikkhā, so the Sikkhā and the Sikkhā are harmonious. When viewed in light of the Four Noble Truths, it is the Noble Path, the noble way of life. When it became a path, it progressed towards its goal by eliminating Samudaya completely. It helps us to live a life less dependent on ignorance, desire, supply, not under

dominion, with increased intelligence and more intelligent life accordingly. Until finally, when Samudaya is completely gone, suffering is gone, he attains complete Nirodha. [14]

Phra Dhammapitaka (P.A. Payutto) said that the trisikkha is human development. Physical, verbal, mental and intellectual training to develop a successful and perfect life which modern scholars or according to Eastern academic principles human development in terms of upholding the precepts, cultivating spirituality and enlightenment. It covers the cause of social development emotional development and intellectual development respectively, but they differ in the scope of their meanings and the Trisikkha, which have a clear purpose specific to the Buddhist teachings train people to be disciplined (including social responsibility and good relationships) to grow emotionally. (The monks say that the mind is strong, exquisite, of good quality and performance) and to grow in Buddhist wisdom. (Start with a rational idea) Sikkha III and help each other. Trisikkha is a system of training from the outside to the inside. From the coarse part to the fine part and from the easier part to the harder and harder part. When practicing the inner detail, which is the mind and wisdom. As a result, it returns to help living outside, such as having honest, stable behavior, having ethics in accordance with one's own dharma, or intending to maintain control [15].

Phrarajwaramuni (Prayut Payutto) said that the Trisikkha is the one that needs to be studied. There are three things that must be practiced: precepts, called Silasika, samadhi, called Cittasikkha, and wisdom, called Paññā sikkha. Begin with the precepts and then meditate. Subsequently, enlightenment wisdom arises in the mind. This results in the learning process according to the Trisikkha principles, i.e. education and training on morality, concentration and wisdom. which if there is physical and verbal practice If the mind is trained to have a quality, it is called Athicittasikkha, and if there is more training in the intellectual field, it is called Adhipanya Sikkha, which is as follows: (1) Adhisila Sikkha (Sila) is training in conduct, discipline, honesty, physical, verbal and vocational moral cultivation enhance the quality of performance and the health of the mind; understanding of things according to the truth know the cause and the factors that cause the problem to be solved according to the rational approach. Knowing the world and life until able to purify the mind from attachment clinging to things, quenching defilements, quenching suffering, living with a clear, free-spirited mind [16].

Kwansa Ekkachit said that the Trisikkha is the principle of life development in order to be successful and perfect according to Buddhism. There are 3 main principles.

1. Athisilasika is the study of morality. Training to practice properly to be correct in accordance with the principles of microscopy

Middle and great silence, as well as the practice of living in the organic consciousness, consciousness, and solitude, is the study or process that cultivates right speech. Sammakammanta and vocational training grow and grow until a person is ready for behavior and discipline and social relations including the standards of the civilized people. It is the basis for enhancing mental quality as well.

2. Athichittasikkha is the study of the mind, training the mind to be calm and stable, such as meditation.

Concentration of a person who is complete with the noble virtues until he has attained the 4 aspects of meditation, or the process of training for right enlightenment and right mindfulness. Samadhi grows until a person has moral readiness, mental quality, mental performance, and mental health. Developing the standards of the civilized people is the basis for developing wisdom well.

3. Adhipanya Sikkha is the study of wisdom. To train oneself to develop clear wisdom, including:

Practicing Vipassana meditation for those who have practiced meditation until they have attained the Eightfold Path, which is an Arahant. The study or process that cultivates the right to be right and Sammakappa Grow and grow until a person is intellectually ready to reach the standards of the civilized people able to live with wisdom Freed from various attachments, truly liberated with wisdom [17].

In summary, the Trisikkha is the development of human resources to lead a correct, virtuous life with a way of life that is the way of life start with keeping the precepts to purify one's own behavior discipline. The coexistence of colleagues have to be mutually supportive and important in education must develop oneself to be complete with precepts full of meditation and complete with wisdom to develop oneself and society towards the ultimate goal. Therefore, when applying the Trisikkha principles to early childhood development, it was found that there were 3 learning processes which consisted of: respect school rules discipline Not addicted to online games (2) Athichittasikkha is a preschool child with a cheerful mood, no aggressive behavior, help classmates concentrate on studying, concentrate on the developmental training get creative to choose appropriate equipment to stimulate their own development.

KNOWLEDGE FROM STUDY

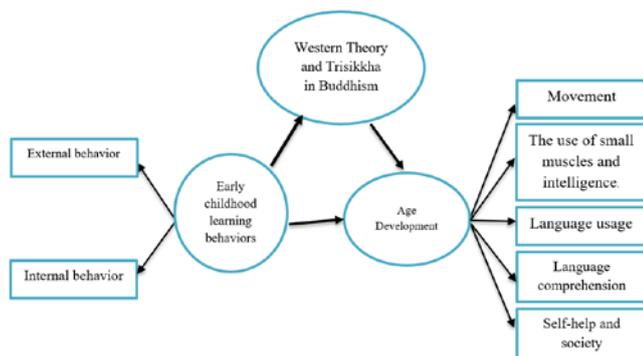


Figure 2 Guidelines for child development according to Western theory and the Trisikkha Principles in Buddhism

From the diagram it can be explained that child development is an important part of human resource development in this society. Therefore, in the education system, it is about the development guidelines. starting from the development of behavior from within and external behavior It is a development based on Western theory as a framework for the development of physical, mental, thought and intellect in accordance with the threefold principles of Buddhism focusing on physical and intellectual characteristics, namely movement the use of muscle bundles

and intelligence in the use of language self-help and social assistance, etc.

CONCLUSION

Therefore, the development of children according to their age or age is important or insignificant western theory and Buddhist concepts. It has a common characteristic which is the use of concepts as a tool to develop children to develop according to the age range. By focusing on physical and mental development. There are many methods of development that affect the overall development of the child. by compiling into both in terms of physical movement, muscle building, development of internal characteristics in terms of thinking, intellect, and maturity through various processes that are mechanisms for managing education that appear today as well.

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