

**STRESS AND DEPRESSION AMONG STUDENTS' PARENTS IN
PREPARATION FOR UNIVERSITY ADMISSION**



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OF THE REQUIREMENTS FOR
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STRESS AND DEPRESSION AMONG STUDENTS' PARENTS IN PREPARATION FOR UNIVERSITY ADMISSION

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ABSTRACT

The purposes of this study were to explore the prevalence of stress and depression in parents of students in preparation for university admission, to study factors that related to stress and depression in those parents, and to study correlation between stress and depression in those parents. Focused factors are sex, academic performance, student's high school program, family income, and parents' understanding in admission. Samples were 325 parents of students in preparation for university admission. Researcher used accidental sampling and collected data online. Research instruments were demographic questionnaire, Thai Stress Test, and Depression domain of Thai Mental Health Questionnaire. Descriptive statistics, Pearson's and Spearman's correlation coefficient were used to analyze data. The results showed 45.2% of sample had a mild level of stress and 27.7% had a significant level of depression that needed more diagnosis. Stress was positively related with sex, depression was positively related to high school program, and both of stress and depression were negatively correlated to academic performance, income, and understanding in admission system, significantly. Furthermore, stress and depression had a significantly positive correlation.

Recommendations for further studies are to study more about other factors that may be related to stress and depression in those parents, to conduct as qualitative study, or to collect data in a longer period and increase sample size. This study may be informative about the mental health of students' parents in preparation for university admission and may benefit further research with related topics.

KEY WORDS: STRESS / DEPRESSION / PARENTS / UNIVERSITY ADMISSION

57 pages

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ความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย

STRESS AND DEPRESSION AMONG STUDENTS' PARENTS IN PREPARATION FOR
UNIVERSITY ADMISSION

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความชุกของความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย เพื่อศึกษาปัจจัยที่เกี่ยวข้องกับความเครียดและภาวะซึมเศร้า และศึกษาความสัมพันธ์ของความเครียดและภาวะซึมเศร้าในพ่อแม่กลุ่มดังกล่าว ตัวแปรที่สนใจได้แก่ เพศ ผลการเรียนของลูก แผนการเรียนของลูก รายได้ของครอบครัว และความเข้าใจของพ่อแม่เกี่ยวกับการสอบเข้ามหาวิทยาลัย กลุ่มตัวอย่างคือพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย 325 คน ผู้วิจัยสุ่มกลุ่มตัวอย่างโดยการสุ่มแบบบังเอิญและเก็บข้อมูลออนไลน์ เครื่องมือในการวิจัยได้แก่แบบสอบถามข้อมูลทั่วไป แบบวัดความเครียดสำหรับคนไทย และมาตรวัดภาวะซึมเศร้าจากแบบวัดสุขภาพจิตในคนไทย วิเคราะห์ข้อมูลด้วยสถิติเชิงบรรยายและค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน และสเปียร์แมน ผลพบว่า 45.2% ของกลุ่มตัวอย่างมีความเครียดเล็กน้อยและ 27.7% ของกลุ่มตัวอย่างมีภาวะซึมเศร้าถึงระดับควรได้รับการวินิจฉัย ความเครียดมีสหสัมพันธ์ทางบวกกับเพศ ภาวะซึมเศร้ามีสหสัมพันธ์ทางบวกกับแผนการเรียน ทั้งความเครียดและภาวะซึมเศร้ามีสหสัมพันธ์ทางลบกับผลการเรียน รายได้ และความเข้าใจในระบบการสอบเข้าอย่างมีนัยสำคัญทางสถิติ นอกจากนี้ ความเครียดและภาวะซึมเศร่ายังมีสหสัมพันธ์ทางบวกต่อกันอีกด้วย

สำหรับงานวิจัยในอนาคต อาจศึกษาปัจจัยอื่นที่เกี่ยวข้องกับความเครียดและภาวะซึมเศร้าในกลุ่มตัวอย่าง ทำเป็นวิจัยเชิงคุณภาพ หรือเพิ่มระยะเวลาเก็บข้อมูลกับขนาดกลุ่มตัวอย่าง งานวิจัยนี้อาจเป็นข้อมูลสุขภาพจิตในพ่อแม่กลุ่มดังกล่าว และเป็นประโยชน์ในการวิจัยหัวข้อที่เกี่ยวข้องต่อไป

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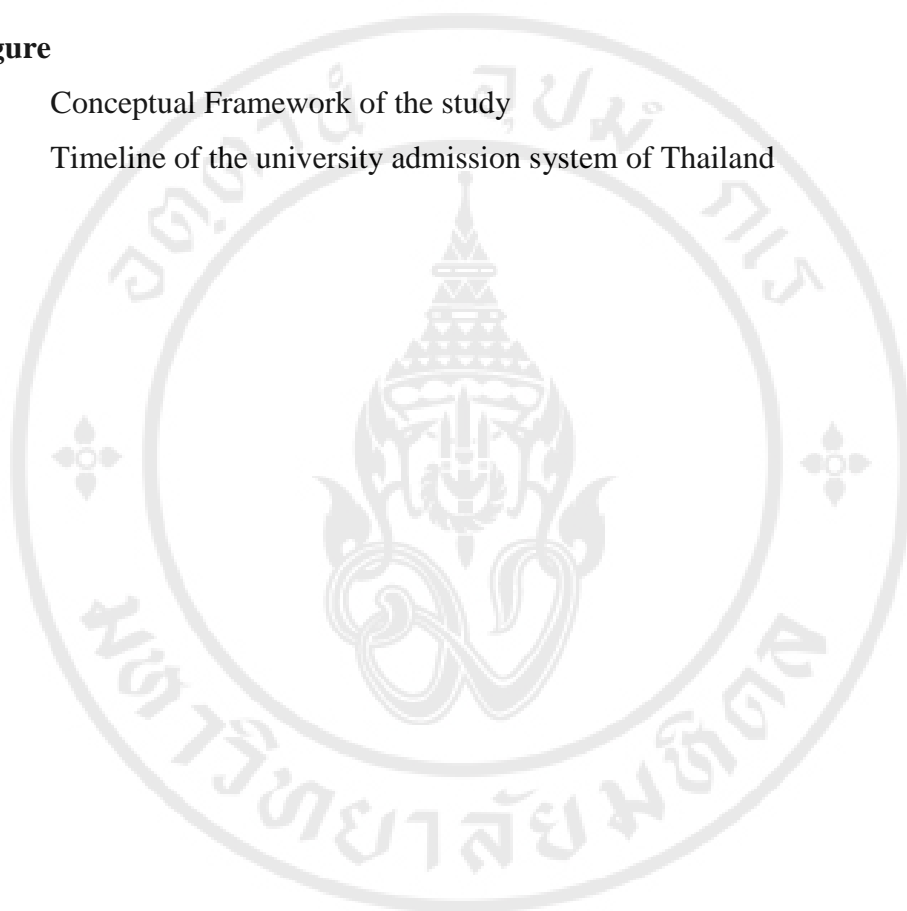
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CHAPTER I

INTRODUCTION

1.1 Background and significance of the research problem

The university admission is the important transition and competition for high school students. Most of those students have the same expectation that they will pass the admission to study in the faculty and university where they want and wish for. The preparation for their goal may be a hard time, leading to pressure and stressful moments. It may result stress, anxiety, and depression in high school students (Sujitra Uratanamanee & Supawadee Lerdsamran, 2017). Those stress and pressure might not happen just among students, but their parents as well.

Until nowadays, the university admission system of Thailand has been changed and developed continuously and there are various procedures for selection, such as the examination conducted by the university, or submitting required scores to the central admission system (Council of University Presidents of Thailand, n.d.). Students' parents are facing the same situation as their children. They have to understand a new admission system which many criteria has been added and changed differently through many years, each year's criteria may be different from the previous's. Moreover, it is different from the parents' admission system in their generation. An expert from Department of Mental Health, Ministry of Public Health of Thailand, stated that "not know" and "not understanding" about the system may lead to anxiety (BBC, 2018). Additionally, there are expenses for the admission examination (Petchtachat Arayasomboon, 2018), and parents are in responsibility about this than their children. In Erikson's Psychosocial Theory, the parents' age is often in stage 7: Generativity VS Stagnation. The task of this stage is to take care and contribute to the next generation by guiding, mentoring, or nurturing for them. So, parents focus mainly about their children (Poole & Snarey, 2011; Kakanang Maneesri, 2013) and they may worry and be effected from their children's hard time so it can turn out as stress. Besides, admission occurs over a long time of months for each year

and also the following stressful time. It may be more severe and correlated with depression (Richter-Levin & Xu, 2018). Also, there were gender differences in stress and depression (Matud, 2004; Piccinelli & Wilkinson, 2000).

According to above, expense and understanding about admission system are factors related to stress, and chronic stress leads to depression. And there are more factors to consider. In admission system, grade point average (GPAX), which indicating academic performance, is one of criteria. Moreover, each faculty qualifies students from different high school programs. And gender differences in stress and depression were found. So, there is a significance to study these factors for correlation to stress and depression. In previous research, only the studies about students' stress and depression are founded. So, researcher wants to study about the prevalence and the correlated factors of stress and depression among students' parents in preparation for university admission, also the correlation between stress and depression in those parents.

1.2 Research Objectives

1. To study the prevalence of stress and depression among students' parents in preparation for university admission.
2. To study factors relating to stress and depression among students' parents in preparation for university admission from the focused factors, that are sex, academic performance, student's high school program, family income, and understanding about admission system.
3. To study the relationship between stress and depression among students' parents in preparation for university admission.

1.3 Research Hypothesis

1. Sex, academic performance, student's high school program, family income, and understanding about admission system are correlated to stress and depression among students' parents.
2. Stress is correlated to depression, among students' parents.

1.4 Conceptual Framework of the Study

From the literature review, the summary of conceptual framework is stated below:

Sex may relate to stress and depression in parents because the previous study showed that there were gender differences in stress and depression between males and females.

Academic performance may relate to stress and depression in parents because it is one of criteria in admission system. Each student’s GPAX will be calculated into scores with other criteria.

Student’s high school program may relate to stress and depression in parents because each faculty of will qualify students from different programs and each faculty of each university have a various level of competition rate from others.

Family income may relate to stress and depression in parents because there is an expense for examination in admission and parents often take this responsibility for their children.

Understanding about admission system may relate to stress and depression in parents, if parents have enough information then they may know and understand the system better. So, stress and depression may be lessened.

Stress may relate to depression because of the long period of admission’s event. If parents have to face stress longer, it may turn out as a higher risk to develop depression.

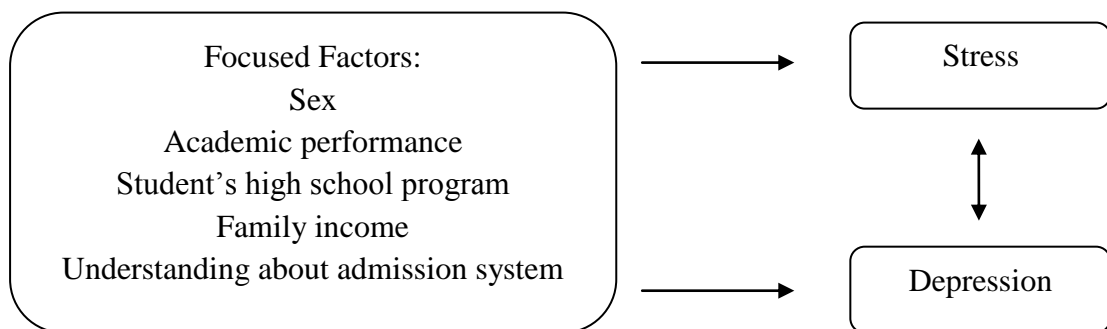


Figure 1.1 Conceptual framework of the study

1.5 Research Scope

This study was a survey research to study the prevalence of stress and depression among students' parents in preparation for university admission, to study the correlated factors of stress and depression among those parents, and to study the relationship between stress and depression among those parents. The focused factors were sex, academic performance, student's high school program, family income, and understanding about admission system. Research instruments were 1) the demographic questionnaire 2) Thai Stress Test 3) Depression domain (D) of Thai Mental Health Questionnaire (TMHQ). Data was collected from among students' parents in preparation for university admission by an online survey. The data collection period was during June to December, 2019. In that duration of time, students were taking tutoring course or workshops, preparing for tests, and then applying for Medical Aptitude Test, GAT-PAT, 9 Common Subjects, and the portfolio round of TCAS (the first round of admission year 2563).

1.6 Benefits

1. To know and receive data about the prevalence of stress and depression among students' parents in preparation for university admission.
2. To know and receive data about relationships between the focused factors (sex, academic performance, student's high school program, family income, and understanding about admission system) and stress and depression.
3. To know and receive data about relationships between stress and depression among students' parents in preparation for university admission.

Due to these data that show about psychological or mental health of parents, there could be some mental health programs or practical policies to take care or support parents' mental health in critically academic time like university admission. Because parents are facing the academic situations with their children and if their well-being are well that means they can support their children better.

4. To serve as information for the further research with related topics.

1.7 Definition of Terms

1. Students' parents refers to fathers and mothers of Matthayomsuksa 6 students who are in preparation for the university admission.

2. University admission refers to the current university admission system, which called TCAS.

3. Stress refers to reactions that response to situations that can be threats for an individual. In this study, stress was measured by Thai Stress Test, which the scoring group 5-6 indicating a mild stress level and 7-9 indicating a stressful level.

2. Depression refers to a mental health condition which negatively effects an individual to have a feeling of sadness, loss of interest, and loss of normal functions of life. Depression was measured by D domain from Thai Mental Health Questionnaire in this study, which the normal range is between 40 to 60.

3. Sex refers to the biological sex of the parents; male or female.

4. Academic performance refers to the student's GPAX which indicate the academic achievement.

5. Student's high school program refers to the program that students were studying at school; Science-Mathematic, Mathematic-English, or English-Language.

6. Family income refers to money that a family received per month.

7. Understanding about admission system refers to comprehension or knowledge about admission system that parents received.

CHAPTER II

LITERATURE REVIEW

Researcher reviewed the concepts, theories, and previous studied from various types of sources, including books, journals, theses, and dissertations. There are 3 parts of literature review in this study, stated as follows:

2.1 The University Admission System of Thailand

2.1.1 History of the University Admission System of Thailand

2.1.2 The Current University Admission System

2.2 The Main Factors in This Study

2.2.1 Stress

2.2.2 Depression

2.3 Related Research

2.1 The University Admission System of Thailand

2.1.1 Timeline of the University Admission System of Thailand

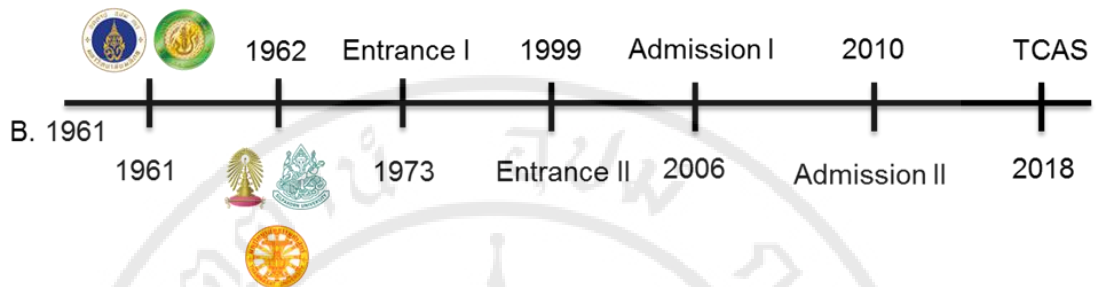


Figure 2.1 Timeline of the university admission system of Thailand

The University Admission System of Thailand has been changed and developed through years. According to Council of University Presidents of Thailand (CUPT) (n.d.), before 1961, each university conducted examination independently to select qualified students. In 1961, University of Medical Sciences (Mahidol University) and Kasetsart University conducted the admission examination collaboratively with Office of the Education Council as a coordinator. Chulalongkorn University, Thammasat University, and Silpakorn University collaborated the examination with the two previous in the next year.

Then, in 1973, Office of the Education Council transferred the procedure of university admission system to the Ministry of University Affairs until nowadays. This admission system allowed students to select examination subjects and chose 6 orders of universities they aimed for. The new version of system was launched in 1999, the examination were conducted twice a year and scores were active for 2 years which students could choose their best score to submit for admission. The new conditions for this version were: high school's GPAX was included for admission, and students could choose 4 orders of universities. Besides, the two versions of university admission systems stated above are called "Entrance" commonly.

In 2006, CUPT changed the university "Entrance" admission system into "Admissions Phase 1" which increased high school's academic performance to take part in admission, and considered scores from Ordinary National Educational Test (O-NET) and Advanced National Educational Test (A-NET) that conducted by National

Institute of Educational Testing Service (NIETS). However, Universities could set up the qualified conditions for the quotas. The “Admissions Phase 2” started in 2010, CUPT set a new proportion of scores to submit for admission that included GPAX 20%, O-NET 30%, General Aptitude Test (GAT) 10-50%, and Professional Aptitude Test (PAT) 0-40%. The two versions above can be called “Admissions”.

2.1.2 The Current University Admission System

Thai university Central Admission System (TCAS) is a new and current version of the university admission system in Thailand which started in 2018. TCAS gives students five rounds to submit scores or other required document to compete for admission. Scores are mainly from GPAX, O-NET, GAT, PAT, or 9 Common Subjects. The first round is for gifted students to submit their portfolio without any required scores. The next round is a quota round for students in educational service area to submit scores. The last 3 rounds are for all students, starting with the third round which each university or college set the criteria and CUPT is a registration center for students to select their 6 orders to apply. All universities and colleges will set criteria collaboratively in the fourth round and students are allowed to choose 4 orders. The last round, universities and colleges will set criteria independently and allow students to register directly (CUPT, 2018).

In 2019 for TCAS63, Matthayomsuksa 6 students started the first semester in May and many tutoring school arranged many courses and workshops for students to apply. Then, students applied for Medical Aptitude Tests in October, for GAT-PAT in November, and for 9 Common Subjects in December. The first round of TCAS (portfolio round) also started registering in December and the qualified lists announced in January, 2020. In February, students were scheduled to GAT-PAT, O-NET and the second round (quota round) opened for registering. In March, it was scheduled for 9 Common Subjects, Medical Aptitude Test, and the O-NET results would be online. In April, the results of GAT-PAT, 9 Common Subjects, and qualified lists of round 2 would be announced, then the third round of TCAS would start registering and the results would be announced in May. Also the qualified list for Medical Aptitude Tests, the registration and the results for the fourth round of TCAS.

The Final round of TCAS would start registering in June and the results would be announced in the same month.

2.2 The Main Factors in This Study

2.2.1 Stress

Definition in Thailand

Department of Mental Health (2004) stated that stress is muscle contractures in a part or many parts of a human body which is necessary for daily life activities. These contractures occur when human is thinking or having any emotions. But stress can be harmful if it is intensive, causing preparation of “fight” or “flight” state for facing the situation. When that situation is faded, stress can be relieved. But if there is a chronic stress, it could be harmful for the physical and mental health.

Other Definitions

Cannon (1939 cited in Goldstein & Kopin, 2007) – a response to psychosocial threats to homeostasis.

Selye (1936, cited in American Institute of Stress, n.d.) - “the non-specific response of the body to any demand for change”.

Lazarus and Folkman (1984, cited in Mitchell, 2004) – the relationship between the individual and the environment, that the individual appraises as harm or threat for him or her.

Pinel and Barnes (2014) – physiological changes as responses when the body exposes to harm or threat.

From definitions above, stress refers to reactions that response to situations that can be threats for an individual.

Concepts and Theories relating to Stress

Cannon’s Fight or Flight Theory (1939, cited in Goldstein & Kopin, 2007)

is a stress theory about homeostasis and sympathoadrenal system. When homeostasis of the body is threatened, it will be a response called “Fight or Flight”. Cannon also stated that adrenaline from adrenal gland, a neurotransmitter of the sympathetic nervous system, plays a role in sympathoadrenal system to compensate and adjust internal environment for survive.

Selye’s General Adaptation Syndrome, emerged in the 1950s (Pinel & Barnes, 2014) describes stress as the activation of the anterior-pituitary adrenal-cortex system. Stressors activated on nervous system and the anterior pituitary gland releases adrenocorticotrophic hormone (ACTH) to trigger the adrenal cortex to release glucocorticoids, the stress hormone that produces many stress responses. There are 3 steps of adaptation to stress: the alarm reaction stage is a state when the stressors trigger the activation of the anterior-pituitary adrenal-cortex system and hypothalamus activates the sympathetic nervous system, the stage of resistance is occurred when the body tries to adapt itself to stress for internal homeostasis and balance, and the stage of exhaustion will be occurred if the body exposes to stress continually and be weak from long-term defense, so it effects mental and physical harm.

Lazarus and Folkman’s Transactional Model of Stress, Appraisal, and Coping (1984, cited in Mitchell, 2004) refers stress as a relationship of person and environment. The cognitive appraisal plays a role in process of evaluation about the encountered situation to conclude that it is harmful or not. And the coping is process that a person manages to deal with that person-environment relationship, and also any emotions. If that person appraises the situation is harmful and could not cope with the following consequences or emotions, the person may be stressful.

In this study, the university admission is a meaningful for each student life’s event, but it also can be a big challenge. The parents have to face it alongside their children and, in a meantime, they have to be a main support and an important resource. So, they may sense the admission as a challenge or a competitive environment and appraise it as a stressful event for them as well.

There are some inventories to measure stress, the classic one is Holmes-Rahe Life Stress Inventory or the Social Readjustment Rating Scale (Holmes & Rahe, 1967) that developed from 5,000 patients, they weighted stress score for 43 life situations. The more situation and higher score meant the more of illness possibility

for that person. Then, Percieved Stress Scales (PSS) by Cohen, Kamarck, and Mermelstein (1983), which designed to measure the stress degree from life situations, that useful to measure expereined stress degree and nonspecific stress in behavioral disorders. In 2014, Gross and Seebaß developed the Standard Stess Scales (SSS) for multicohort studies and measure stress for all area of life. It is a series of questions about general life events. In Thailand, Suanprung Hospital developed three versions of Suanprung Stress Test (SPST) in Thai norm: SPST-140, SPST-60, and SPST-20. All versions have a Cronbach's alpha coefficient more than 0.7 (Suwat Mahatnirankul, Wanida Pumpaisanchai, & Pimmas Tapanya, 1998, cited in Khonkaen Ranagarindra Psychiatric Hospital, n.d.). For this study, researcher chose Thai Stress Test (TST), developed by Sucheera Phattarayuttawat, Thienchai Ngamthipwattana, and Kanokrat Sukkhatungkha (2000), to measure stress because it is a screening test of stress symtoms that has a Thai norm, and a Cronbach's alpha coefficient is .84.

2.2.2 Depression

Definition in Thailand

These definitions stated depression as a disorder as follows:

Department of Mental Health stated that depression is a disorder that an individual suffering from chronic sadness, dismalness, and boredom. It causes an individual lacking ability to maintain daily life function or interests. And it makes people have a feeling of withdrawal and negative viewpoint (Somrak Chuwanichawong, 2005).

Manoch Lortrakul (n.d.) from Faculty of Medicine Ramathibodi Hospital, Mahidol University, stated that depression is a clinical disorder which is different from normal sadness that can relieve when the triggered situations become better. Other symptoms can be founded with depressive mood for depression and that individual's daily life or career function will be worsened.

Other Definitions

American Psychiatric Association (APA) defines depression as a disorder - "depression (major depressive disorder) is a common and serious medical illness that

negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home" (Parekh, 2017).

Pinel and Barnes (2014) defined depression as a mental health condition – “a normal reaction to grievous loss” and some people may suffer from depression if they face with despair and anhedonia repeatedly. Depression can cause people lose their function about daily life, career, social contact, and personal hygiene. Sleep disturbance and suicidal idea also feature in depression.

In this study, depression among parents is triggered by a certain situation but there are various ways to deal with, so depression in this study is a mental health condition, not a disorder. To sum up, depression refers to a mental health condition which negatively effects an individual to have a feeling of sadness, loss of interest, and loss of normal functions of life.

Moreover, there are many psychological tests developed to assess depression. Some scales are used as diagnosis tool for major depressive disorder, such as the Montgomery-Asberg Depression Rating Scale (MADRS) was developed to identify symptoms in patients with depressive disorder (Montgomery & Asberg, 1979), and the Structural Clinical Interview (SCID) that follows criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM) (Cohen, 1998, cited in the MacArthur Research Network on Socioeconomic Status and Health, n.d.). Otherwise, some scales are useful for screening. For examples, the Hamilton Rating Scale for Depression (HRSD) is widely accepted to use in research for depression severity assessment but the scale does not include items for diagnosis of a disorder (Edelstein, Drozdick, & Ciliberti, 2010), the Beck Depression Inventory (BDI) and The Center for Epidemiologic Studies of Depression Scale (CES-D) are used to measure the severity of depressive symptoms in general population. For this study, researcher defines depression as a mental health condition, not an illness, so researcher used Depression domain (D) of TMHQ as research instrument for depression because TMHQ are useful for screening and the questionnaire was developed and has a norm profile in Thai people.

Concepts and Theories relating to Depression

Pinel and Barnes (2014) proposed two neurological theories related to depression. First, the Monoamine Theory of Depression refers to a deficit in monoamine activities of synapse. This underactivity increases serotonin and norepinephrine receptors for compensatory. There are studies supporting this theory that found more monoamine neurotransmitter receptors in deceased brains of depressed individuals without treatments.

Next, the Neuroplasticity Theory of Depression stated that depression is from a loss of neuroplasticity in brain structures, such as prefrontal cortex, amygdala, or hippocampus. Then, there will be followed by neuronecrosis or neuropathology.

There are many psychosocial risk factors for depression (Jeon, Amidfar, & Kim, 2017). People who divorced or separated are likely to develop depression, also those without close interpersonal relationship are in a high risk for onset and living in rural area is one of the effectors. Life stressful events play a major role for depression, such as loss of significant people, unemployment, or social readjustment. Moreover, women are likely to develop depression more than men.

About this research, depression can emerge when a person suffers psychological distress for an amount of time and the university admission does not take a short-time period to be done. It takes time, concentration, motivation, attention, and expenses. It also makes changes in lifestyles. So, depression can be developed in the parents for their children's hard time, if they are forced to face it for a long time.

2.3 Related Research

Due to a small amount of studies about parents' stress and depression about their children's university admission topics, these related research are mostly from academic topics of students' points of view or related to students instead of parents.

A report by Equitable Education Fund (EEF), the previous name is Quality Learning Foundation (QLF), in 2016 provided data of students and parents' viewpoint to university admission preparation. Data was collected from Bangkok, Chiang Mai, Kanchanaburi, Nakhon Ratchasima, and Songkhla. The results showed that 79% of

parents participated in decision for programme and faculty and the average expense for university admission per student was 61,119 THB, including examination cost, tutoring cost, and regular academic cost. Moreover, 52% of parents from low socioeconomic status (SES) had taken a loan for their children's academic expense, 35% had a readiness to university admission in a "well-prepared" level, and 72% stated that the admission system was unfair, especially for high SES students.

Sujitra Uratanamane and Supawadee Lerdsamran (2017) explored levels of stress, anxiety and depression of high school students, from Samut Songkhram province, in preparation for university admission. They found that 56.6% of samples had a high level of stress and 22% had a severe level with family expectation and workloads are positively correlated, significantly. And 21.4% have a high level of depression that should be referred to clinical diagnosis.

Pradsanee Aumkrua's thesis (2011) presented experiences of high school first year students with uncertain decision making about their high school programs. Researcher stated that each high school program in Thailand lead to different educational pathways in a higher level or university, and some programs had less pathways and occupation to go on. The results show that "not know" in one of factors related to uncertain decision making that they had limited information about educational programs and their future. They were not sure which program would allow them to enter which faculty in which university.

Tippawan Ployngam (2011) conduct a study to compare academic performance from the animation in 4MAT teaching method with multimedia between high school first year students in Science-Mathematic program, Language-Social program, and Vocation program. The results showed significant differences of academic performance in students from all programs. Students in Science-Mathematic program had the highest scores, followed by Vocation program, and Language-Social program, respectively.

Supat Assana, Wongs Laohasiriwong, and Poonsri Rangseekajee (2017) studied the status of quality of life (QOL), mental health, educational stress, well-being and determined factors related to QOL of high school students in the Northeast of Thailand. This study showed that, due to most students had the same goal that to study in universities, 26.18% of samples had a high level of educational stress, and the

depression's prevalence was 18.55%. One of the significantly associated factors to a high QOL were "not having a depression".

Wang's thesis (2013) conducted a cross-cultural comparative study in United States and China about the influences of parental expectation on students' academic achievement. Cultural differences in parents were found in the outcome and it showed that parents had a major role for students' academic values that would help them get a better job or have a successful life. American parents preferred a joyful schooling. They encouraged their children to participate activities and felt that stress would ruin their children's performance. On the other hand, Chinese parents were more focused on academic performance, a higher degree, and school coursework. They also considered that education is a family thing and a meaningful responsibility of children.

A study of parental expectation conducted in 69 Asian American and 33 Latino students showed that Asian American students perceived more academic pressure and saw their parents were less supportive than Latinos. Even Latinos felt any pressure from their parents but it was not the same degree as Asian Americans, and sensed that their parents still supported them. Besides, parental expectation impacted academic self-evaluation in Asian American students (Naumann, Gulllaume, & Funder, 2012).

Valtaggio and Friedfeld (2013) studied college admission stress in college students from their admission experience. 71% of participants rated their admission experience as a stressful time. Participants said that admission process would determine their life. Some of them are under-informed about the admission process. Stress could be caused by waiting for responses and standardized tests. Besides, students from lower-income households could have a financial stress about application. Stressors of admission stress were admission essays, standardized tests, parents, and friends.

Feld and Shusterman (2015) conducted a study to investigate stress in students in high-achieving environment. They found that psychological, physiological, and behavioral indicators of stress were evident. Stress correlated not only with low

life satisfaction scale and school satisfaction, but also decreased health behaviors such as sleep and eating.

Matud's study (2004) aimed to explore if gender differences have any effect on stress and coping styles. The results indicated that women had higher scores of stress than men, whether it is chronic stress or daily stress. Also, women were likely to use emotion-focused coping style more than men.

A dissertation of Simmons (2010) explored gender differences in academic performance of African-American students in an urban high school. The results showed that girls had positive scores for academic self-perception and goal valuation more than boys, significantly. Nevertheless, they were not significant predictors for academic performance.

Marcenaro-Gutierrez, Lopez-Agudo, and Ropero-García (2017) studied gender differences in academic performance of adolescent students and the gender differences between males and females were found. Females had a lower probability to get a low score and a high probability to pass reading and mathematics more than males because of their response to academic expectation. Males were likely to commit misbehavior and sensitive to their family SES (socio-economic status)'s changes.

Newton and Sandoval (2015)'s study about the educational expectation and value of education in African/American adolescents with low or moderate income. It showed that the educational expectation and value of education were related to perception of parents and teachers' expectation without gender difference for males and females.

Veloso (2018) conducted a study to investigate the effects of admission policies on high school students' academic effort. The results showed that SES-quota system and increasing weight of GPA in admission score might increase academic effort. Increasing weight of GPA could boost academic effort better, but SES-quota system was better for including the good students to good universities.

A study in 2006, conducted by Cohen, Doyle, and Baum, aimed to study the association between SES and level of stress hormones. It revealed that lower SES was related to a high level of cortisol and catecholamines which are stress hormones, and also related to unhealthy behaviors.

Richter-Levin and Xu (2018) studied “how could stress lead to major depressive disorder?” in a neural mechanism. They stated that stress boosted Long-term depression (LTD) which stores stress memories while reduced Long-term potentiation (LTP), in the CA1 region of the brain, which is important for learning. So, chronic stress might lead to negative appraisal due to storing stress memories. And the negatively generalized viewpoint is a mechanism for MDD.

A study in 1986, conducted by Kay O’Neil, Lancee, and Freeman, investigated relationships between psychological factors and depressive symptoms in university students. Researchers found that history of mental illness in family, stressful life experiences, and lack of preferred friends were significantly related to depressive symptoms.

Mazure (1998) reviewed many studies about life stressors as depression’s risk factors. Many studies found that life stressful events led to depression and the certain events were more stressful than others. Also, prolonged stressors led to more stressful time and it could turn out as depression’s risk, especially people in low SES.

Piccinelli and Wilkinson (2000) reviewed factors about the effect of gender differences on depression. They stated that gender differences in depression were authentic. There were various factors to indicate why women suffer depression more than men. Women had a higher level of risks to experience sexual abuse in childhood and they were sensitive to those adverse moments. They were at risk to develop depression earlier than men. Moreover, social roles and chances were risk factors for women as well.

Zinn-Souza, et al. (2008) studied related factors of depression in students in Brazil. The prevalence of depression was 7.5% of samples and occurred in girls more than boys. They found that low self-perception about the one’s health and regular alcohol consumption were related to depression. Researchers suggested that the results showed samples had not thought that they were healthy and they might expose to psychosocial stressors.

According to above, researcher concluded reviewed studies in Table 2.1 as below;

Table 2.1 Related research

Year	Country	Researcher(s)	Subjects	Samples	Instruments or Method	Result(s)
1986	Canada	Kay O'Neil, et al.	Psychosocial factors and depressive symptoms	University students (N of depressed = 160, N of nondepressed = 206)	Beck Depression Inventory	History of mental illness in family, stressful life events, and lack of confidants were significantly related to depressive symptoms.
1998	USA	Mazure	Life Stressors as Risk Factors in Depression	Reviewed literatures	Report	Life stressful experiences could lead to depression and chronic stress was contributed to risk of depression
2000	UK	Piccinelli & Wilkinson	Gender differences in depression : Critical review	Reviewed literatures	Report	Women had a higher level of risk and were likely to develop depression more than men
2004	Spain	Matud	Gender differences in stress and coping styles	2,816 samples (women = 1,566, men = 1,250)	Life event stressful questionnaire, Chronic stress questionnaire, Minor daily stress questionnaire	Women had a higher level of stress and more emotion-focused than men
2006	USA	Cohen, et al.	Socioeconomic status is associated with stress hormones	193 samples	Biological samples examination	Lower SES was related to a higher level of stress hormones

Table 2.1 Related research (cont.)

Year	Country	Researcher(s)	Subjects	Samples	Instruments or Method	Result(s)
2008	Brazil	Zinn-Souza, et al.	Factors associated with depression symptoms in high school students in São Paulo, Brazil	724 students	Patient health questionnaire	Depression occurred in girls more than boys. Low self-perception about the one's health and regular alcohol consumption were related to depression.
2010	USA	Simmons	Academic performance differences among male and female African American students: An urban high school study	270 African American students (women = 167, men = 103)	School attitude assessment survey-revised	Women had more positive academic self-perception and goal valuation than men.
2011	Thailand	Aumkrua	Experience of Mathayom Suksa 4 students with uncertain decision making in educational plan	10 high school first year students	Content analysis	Not knowing about future pathway of programs was one of factors led to uncertain decision making
2011	Thailand	Ployngam	A comparison of academic achievement through the 4MAT teaching method with multimedia of Mathayom Suksa 4 students with different learning streams	120 high school first year students	Learning achievement test	Students in Science-Mathematic program had the highest scores, followed by Vocation program, and Language-Social program

Table 2.1 Related research (cont.)

Year	Country	Researcher(s)	Subjects	Samples	Instruments or Method	Result(s)
2012	USA	Naumann, Gulllaume, & Funder	Parental academic expectation in Asian American and Latino students	69 Asian American and 33 Latino undergraduate students	Life history interview	Asian American students felt more academic pressure from parents and high parental expectation effects students' self-evaluation
2013	USA	Valtaggio & Friedfeld	Stressors in college choice, application and decision-making--and how to reduce them	42 college students	A brief questionnaire of admission stressors (online)	Some of common admission stressors are admission essays, standardized tests, parents, and friends
2013	USA (Comparative analysis of USA and China)	Wang	The Influences of Parental Expectations on children's academic achievements: A comparative analysis of the United States and China	Reviewed literatures	Historical, cultural, and sociological examination	American parents preferred school activities and Chinese parents focused on academic work
2015	USA	Feld & Shusterman	Into the pressure cooker: Student stress in college preparatory high schools	339 students in college preparatory high schools	Life satisfaction scale, School attitude assessment questionnaire-revised, and assessment for stress-related indicators	Students had a high prevalence of stress indicators and unhealthy behaviors were reported

Table 2.1 Related research (cont.)

Year	Country	Researcher(s)	Subjects	Samples	Instruments or Method	Result(s)
2015	USA	Newton & Sandoval	Educational expectations among African American suburban low to moderate income public high school students	Reviewed literatures	Report	Educational expectation and value of education were related to perception of parents and teachers' expectation, for both boys and girls
2016	Thailand	EEF	Viewpoint of students and parents to university admission preparation	1,564 students and 511 parents in Thailand	Survey report	79% of parents took part in student's decision, 52% of them took a loan for expense, and 72% of them said the system was unfair
2017	Thailand	Assana, et al.	Quality of life, mental health and educational stress of high school students in the Northeast of Thailand	1,112 high school students	Educational stress scale for adolescents, Thai hospital anxiety and depression scale, CES-D, WHO-5 Well-being index Thai version, WHO QOL scale	The prevalence of high level of stress was 26.18%, and of depression was 18.55%. High level of QOL was related to not having depression
2017	Spain	Marcenaro–Gutierrez, et al.	Gender Differences in adolescents' academic achievement	2,263 student observation	Data from Social survey 2010: Educational and Housing	Women had an ability to pass tests more than men, and men were likely to sensitive to their SES

Table 2.1 Related research (cont.)

Year	Country	Researcher(s)	Subjects	Samples	Instruments or Method	Result(s)
2017	Thailand	Uratanamane & Lerdsamran	Stress anxiety and depression of high school teenager in preparation for university admission	364 students	Suanprung stress test, CES-D	Most students had a high level of stress and some students had a high level of depression
2018	China	Richter-Levin & Xu	How could stress lead to major depressive disorder?	Reviewed literatures	Report	Chronic stress facilitate LTD and contribute to develop MDD
2018	Chile	Veloso	The impact of college admissions policies on the academic effort of high school students	Reviewed Literatures	Model analysis	SES-quota system and increasing weight of GPA in admission score might increase academic effort. SES-quota system was contributed to include students to universities.

According to literature review, the university admission system of Thailand has been developing and changing until now and it is an academic topic related with stress and depression. Many factors were stated about their association between them and academic stress and depression, or the university admission for this study, such as gender differences, academic performance, and SES. Moreover, researcher also considered about high school programs and understanding about admission system may be additional factors. So, researcher conducted this study to investigate the factors associated with stress and depression in parents with children in preparation for university admission. The researcher wished this research will be useful to know about factors related to stress and depression for admission, have data about parents' mental health, and be a guideline or citation for the studies, in the future, with related topics.

CHAPTER III

RESEARCH METHODOLOGY

This research was a cross-sectional descriptive research to examine the prevalence of stress and depression among students' parents in preparation for university admission, to study the correlated factors of stress and depression among those parents, and to study the relationship between stress and depression among those parents. The focused factors were sex, academic performance, student's high school program, family income, and understanding about admission system.

3.1 Population and samples

3.2 Research instruments

3.3 Data collection

3.4 Data analysis

3.1 Population and Samples

Population in this study was parents of students who were in preparation for university admission in Thailand.

Inclusion criteria:

1. Sample is a father or a mother of Matthayomsuksa 6 student who are in preparation for the university admission, since June to December 2019, that was the duration of preparing, tutoring, and started applying for many tests, such as Medical Aptitude Test, GAT-PAT, 9 Common Subjects, and the first round of TCAS.
2. Sample can read in Thai language.

Exclusion criteria:

1. Sample is a father or a mother of student who passed the university admission in previous years and want to reentrance.
2. Sample does not complete the questionnaire.

The researcher used the formula for a survey research (Charan & Biswas, 2013) to calculate number of sample, with a 95% of confidence interval, 30% of the expected proportion (according to Panthai (2014), when it is a survey research with the population number is more than hundreds, the expected proportion is often set as 30%), and 5% of absolute sampling error.

The formula: Sample size = $\frac{Z_{1-\alpha/2}^2 P(1-P)}{d^2}$

When Z = the standard normal variation; 1.96 at 5% type I error

P = the expected proportion (0.3)

d = the absolute sampling error (0.05)

When the set values are substituted for calculation;

$$\text{Sample size} = \frac{(1.96)^2 (0.3)(1-0.3)}{(0.05)^2} = 322.6944$$

After that, 10% of calculated sample size was added for drop-out samples. So, the number of sample size in this study is 355, approximately. Then, the researcher selected samples by accidental sampling method using an online survey. Finally, there were 325 samples after finishing data collection and exclusion after the criteria, which was more than the minimum number, 323, according to the calculation result from the formula.

3.2 Research instruments

There were 3 Research instruments for this research:

1. The demographic questionnaire for personal data of samples and some of factors needed to identify by them, provided into 2 sections.

The first section is about parents' information, including sex, age, hometown, level of education, family income, and understanding about admission system.

Family income was in 6 intervals: lower than 15,000, 15,001 – 25,000, 25,001 – 50,000, 50,001 – 75,000, 75,001 – 100,000, and higher than 100,000.

Understanding about admission system was a one-item rating scale that sample would choose to answer “You think how well do you know and understand about the current admission system?”: 0 = Not at all, 1 = Slightly, 2 = Moderately, 3 = Likely, and 4 = Completely.

Another section is about students' information, including sex, age, school's province, GPAX, high school program.

GPAX was in 5 intervals: lower – 2.00, 2.00 – 2.49, 2.50 – 2.99, 3.00 – 3.49, and 3.50 – higher.

2. Thai Stress Test (TST) (Sucheera Phattarayuttawat, Thienchai Ngamthipwattana, & Kanokrat Sukkhatungkha, 2000). TST is 24-item survey, provided into negative scales and positive scales, of stress in 3-point scale with Cronbach's alpha coefficient at .84 and split-half coefficient at .88. Construct validity was checked by factor analysis and discriminant validity could be stated from that scores of normal people and psychiatric patients group were significantly different.

Negative scales: 12 items with Eigenvalue at 44.1433, Cronbach's alpha coefficient at .83 and split-half coefficient at .85.

Positive scales: 12 items with Eigenvalue at 14.1480, Cronbach's alpha coefficient at .86 and split-half coefficient at .91.

Scoring

Each of samples scores ach item by response each item:

Never = 0 score

Sometimes = 1 score

Often = 3 score

Interpretation

Scores of negative scales and positive scales will be cumulated. The minimum score is 0 and the maximum score is 36 for each scale. The scaled scores will be combined following the matrix table for the index of TST

Scoring group	Stress level
1	Excellent mental health (if not faking)
2, 3, 4	Normal mental health
5, 6	Mild stress
7, 8, 9	Stressful

3. Depression domain (D) of Thai Mental Health Questionnaire (TMHQ) (Sucheera Phattarayuttawat, Thienchai Ngamthipwattana, & Kanokrat Sukkhatungka, 1999b). Depression is the second domain of TMHQ in 5-point scale, starting at item 11 to 30. TMHQ's construct validity was checked by factor analysis and the questionnaire met the criteria of discriminant validity that all items discriminated normal people and those with mental disorders, and scores from high and low response group were significantly different.

Depression domain is 20-item survey of depression with Eigenvalue at 4.9075 (Sucheera Phattarayuttawat et al., 1999b), Cronbach's alpha coefficient at .89, Test-retest reliability coefficient at .55, and Odd-even reliability at .92. (Sucheera Phattarayuttawat & Thienchai Ngamthipwattana, 2002).

Scoring

Each of samples scores ach item by response each item:

- Not at all = 0 score
- A little bit = 1 score
- Moderately = 2 score
- Quite a bit = 3 score
- Extremely = 4 score

Interpretation

Sum of Depression domain scores will be devised by 20 into T-score which the normal range is between 40 to 60 (Sucheera Phattarayuttawat, Thienchai Ngamthipwattana, & Kanokrat Sukkhatungka, 1999a).

3.3 Data collection

1. After received approval (Certificate No. Si 437/2019) from Institutional Review Board (IRB), researcher created an online survey with Google form.
2. Uploaded an online survey on internet by using Department of Psychiatry's Facebook pages, <https://www.facebook.com/siclinpsy>
3. When the data collection was finished, the researcher scored and analyzed the data.

3.4 Data analysis

The researcher used the Statistical Package for the Social Sciences (SPSS) to analyze the collected data as follow:

1. Provided the descriptive statistics of demographic data, the focused factors, and the prevalence of stress and depression.
2. Tested the hypothesis by analyzing relationship between the focused factors and stress and depression by the Spearman's correlation coefficient, and the Pearson's correlation coefficient for relationship between stress and depression.

CHAPTER IV

RESEARCH RESULTS

This survey research studied the prevalence of stress and depression among students' parents in preparation for university admission, the correlated factors of stress and depression among those parents, and the relationship between stress and depression among those parents. The results were presented in 3 parts as follows;

4.1 The demographic data and the prevalence of stress and depression

4.1.1 The demographic data of the sample in this study and the focused factors

4.1.2 The prevalence of stress and depression

4.2 Hypothesis Testing

4.2.1 The correlation between the focused factors and stress and depression among students' parents

4.2.2 The correlation coefficients between stress and depression among students' parents

4.3 Conclusion of the results

4.1 The demographic data and the prevalence of stress and depression

4.1.1 The demographic data of the sample in this study and the focused factors

Table 4.1 The demographic data of the sample in this study and the focused factors (n = 325)

Demographics		Frequency	Percentage
Parents' data			
Sex	Male	55	16.7
	Female	270	83.3
Age			
<i>M</i>	48.63		
<i>SD</i>	6.16		
<i>Max</i>	63		
<i>Min</i>	32		
Family income (per month)	More than 100,000	85	26.4
	75,001 – 100,000	49	15.2
	50,001 – 75,000	48	14.9
	25,001 – 50,000	79	24.5
	15,000 – 25,000	35	10.9
	Less than 15,000	29	8.1
Education level	Doctor's Degree	9	2.8
	Master's Degree	71	21.8
	Bachelor's Degree	163	50.0
	Diploma	2	0.6
	Vocational Certificate	12	3.7

Table 4.1 The demographic data of the sample in this study and the focused factors (n = 325) (cont.)

Education level (cont.)	High school	49	15.1
	Middle school	8	2.5
	Elementary school	5	1.5
	Unlettered	6	2.0
Domicile	Bangkok Metropolitan Region	164	50.3
	Others	161	49.7
Understanding in admission system	Completely	33	10.2
	Likely	101	31.1
	Moderately	112	34.5
	Slightly	70	21.5
	Not at all	9	2.8
Students' data			
Sex	Male	109	33.4
	Female	210	64.4
	Others	6	2.2
Student's GPAX	More than 3.5	193	59.4
	3.00 – 3.49	89	27.4
	2.50 – 2.99	31	9.5
	2.00 – 2.49	9	2.8
	Less than 2.00	3	0.9
Student's program	Sci - Math	266	81.6
	Eng – Language	33	10.2
	Math - Eng	15	4.6
	others	11	3.4

Table 4.1 The demographic data of the sample in this study and the focused factors (n = 325) (cont.)

Location of students' school			
	Bangkok Metropolitan Region	207	63.4
	Others	118	36.6

From Table 4.1, Most of the sample in this study were mothers (83.3%) and the average age of the sample was 48.63 ($SD = 6.16$). The highest response rate for income was more than 100,000 baht per month (26.4%). The half of samples' education level was Bachelor's Degree (50%) and half of their domicile was in Bangkok Metropolitan Region (Bangkok, Nakhon Pathom, Nonthaburi, Pathun Thani, Samuy Prakan, and Samut Sakhon). Most of parents stated that they understand the recently admission system moderately (34.5%). For students, most were girls (64.4%), their GPAX was more than 3.50 (59.4%) and the high school program was in Science-Mathematic (81.6%). Moreover, most of their school's location was in Bangkok Metropolitan Region.

4.1.2 The prevalence of stress and depression

Table 4.2 The prevalence of stress and depression (n = 325)

	Level	Frequency	Percent
Stress	Well	52	16
	Normal	116	35.7
	Mild	147	45.2
	Stressful	10	3.1
Depression	Normal	235	72.3
	Depression	90	27.7

Table 4.2 shows that the sample had a mild level of stress (45.2%) and 27.7% of them had a significant level of depression screening that need to be checked more for diagnosis.

4.2 Hypothesis Testing

4.2.1 The correlation between the focused factors and stress and depression among students' parents

Table 4.3 The Spearman's correlation coefficients between the focused factors and stress and depression (n = 325)

Factors	Sex	Academic performance	High school program	Family income	Understanding in admission system
Stress	.130*	-.147**	.084	-.212**	-.186**
Depression	.042	-.139*	.127*	-.203**	-.162**

* $p < .05$, ** $p < .01$, and the correlation coefficients were low.

From Table 4.3, The Spearman's correlation coefficients, between the focused factors and stress and depression, shows that sex was positively correlated with stress. Meanwhile, academic performance, income, and understanding in admission system were negatively correlated to stress, significantly. Also, income, understanding in admission system, academic performance, and high school program were negatively correlated to depression, significantly.

4.2.2 The correlation coefficients between stress and depression among students' parents

Table 4.4 The Pearson's correlation coefficient between stress and depression (n = 325)

	Stress
Depression	.710**

** $p < .01$ with the high correlation coefficient.

Table 4.4, the Pearson's correlation coefficient shows that stress and depression were positively correlated, significantly.

4.3 Conclusion of the results

The results indicated that 45.2% of the sample had a mild level of stress, also 3.1% of them were stressful. Moreover, 27.7% of them had a significant level of depression that should be more examined.

Stress was positively related with sex but negatively correlated to academic performance, income, and understanding in admission system, significantly. And, Depression was positively related to high school program but negatively related to income, understanding in admission system, and academic performance, significantly. Furthermore, stress and depression had a significantly positive correlation.

CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The purposes of this cross-sectional descriptive research were to examine the prevalence of stress and depression among students' parents in preparation for university admission, the related factors of stress and depression among those parents, and the correlation between stress and depression among those parents. The focused factors were sex, academic performance, student's high school program, family income, and understanding about admission system.

Population for this study was parents of students who were in preparation for university admission in Thailand. 325 samples were participated in this study, via online survey questionnaire by accidental sampling.

There were 3 research instruments used in this study. The first was the demographic questionnaire. Next, the 24-item Thai Stress Test (TST), for stress screening in a form of 3 point-scale, which Cronbach's alpha coefficient was at .84. Lastly, the 20-item Depression domain (D) from Thai Mental Health Questionnaire (TMHQ), a screening test for depression in a form of 5-point scale, which Cronbach's alpha coefficient was at .89. Data collection was conducted by an online survey.

The demographic data was illustrated by the descriptive statistics by frequency and percentage. Spearman's correlation coefficients were used for the analysis of correlation between the focused factors and stress and depression. And the relationship between stress and depression was analyzed by Pearson's correlation coefficients. Discussions and recommendations of this study were state as follows;

5.1 Discussions

5.1.1 The prevalence of stress and depression

5.1.2 The relationship of the factors

5.1.2.1 Factors relating to stress

5.1.2.2 Factors relating to depression

5.1.2.3 Factors relating to stress and depression

5.1.2.4 Relationship between stress and depression

5.2 Conclusions

5.2.1 The demographic data of the samples

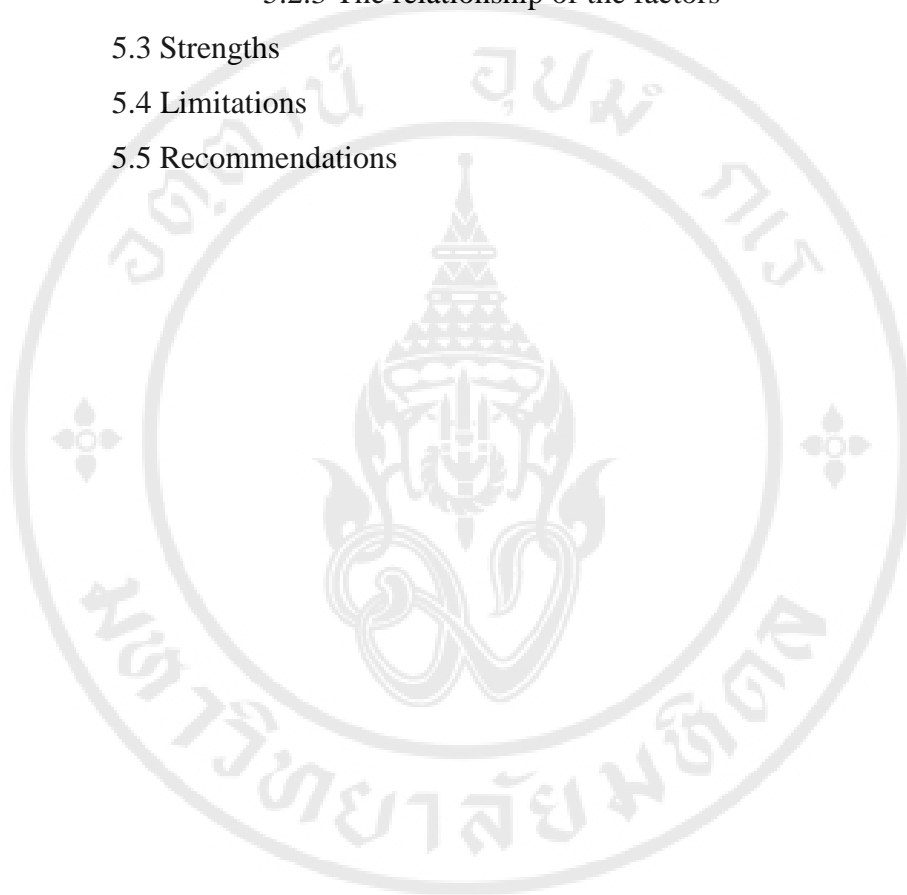
5.2.2 The prevalence of stress and depression

5.2.3 The relationship of the factors

5.3 Strengths

5.4 Limitations

5.5 Recommendations



5.1 Discussions

According to results stated above, the discussions for the results and each hypothesis were made as follows;

5.1.1 The prevalence of stress and depression

The prevalence of a mild level of stress in the sample was 45.2% and of a stressful level was 3.1%. This may be because parents can be effected by this event with their children. They may concern and take this situation as one of the important life events for themselves. Other 16% and 35.7% had a well and a normal level, respectively, this may be because they have an appropriate coping strategies or manage their emotion appropriately. These differences between sample can be described by Lazarus and Folkman's Transactional Model of Stress, Appraisal, and Coping (1984, cited in Mitchell, 2004) that level of stress can be various due to an individual's factors and environment. Each individual can perceive and manage stress from each event differently, so the level of stress for each individual is also different. Besides, 27.7% of the sample had a significant level of depression from the screening test, that make them may require more clinical diagnosis for depression disorder. From Richter-Levin and Xu (2018), depression can be induced to chronic stress, so the stressful individual may be followed by depression. Another 72.3% had a normal level of mental health. This may be because some parents consider themselves as a giver and supporter for their children and there were appropriate reasons to involve with their children's admission or decision making about academic activities. This can be supported by Erikson's Psychosocial Theory, that some parents are in stage of Generativity (Poole & Snarey, 2011; Kakanang Maneesri, 2013) that their tasks are to be mentor, giver, or contributor to the next generation. Whatever, data collection occurred for a few months since June to December, 2019, during the period of gathering information, preparation, and applying the tests. So, the prevalence of stress and depression in results were low because it was not a period of testing, waiting for scores, and submitting scores, which can caused more pressure to effect psychological conditions. So, if it occurs longer, until January to May, 2020, or a number of samples is bigger, the results may be different or the prevalence of stress and depression may be increased.

5.1.2 The relationship of the factors

5.1.2.1 Factors relating to stress

Sex had a positive relationship to stress. In data analysis, researcher found that mothers had a trend to face with stress more than fathers. This may be because mothers tend to have a close relationship with their children more than father so children are likely to discuss things with their mothers. This made mothers received and experienced the hard academic situation or decision with their children until it turned out as stress. This supports Matud (2004) describing that women are likely to have a higher level of stress more than men, whether it is daily or chronic stress, and women tend to cope with stress emotionally. So, this may be because of relationship between mothers and children and the coping strategies of women that led them to face with stress easier than men. However, more than 80% of responses in this study were from mothers, it meant that there was a lot of women samples more than men so it was possible that even correlation coefficient between stress and sex was low, it would be statistically significant.

5.1.2.2 Factors relating to depression

High school program has a positive correlation with depression. In data analysis, researcher found that trend of depression for all programs was likely to occur in English-Language, English-mathematic, and Science-Mathematic, respectively. Generally, it is common that students in Science-Mathematic program are able to apply in more courses or faculties in university admission than others and English-Language has the least choices for academic pathways in university, which can lead to more academic pressure and psychological impact. Many parents participate in this tough time with their children, may be from the start of their first high school year. Parents may act as the advisor or supporter to make sure that their children can deal and cope with many academic decisions, including admission. Then, most of high schools take time at least 3 years and that is long enough to induce depression due to a stressful period of life events (Jeon, Amidfar, & Kim, 2017). Also, the number of Science-Mathematic students' parents in a point to concern about the result because more than 80% of responses were from parents of Science-Mathematic students, that it could impact the result to be significant for this study. Even the coefficient was not so high.

5.1.2.3 Factors relating to stress and depression

Academic performance, family income, and understanding in admission system were negatively correlated to stress and depression. Because GPAX is one of the criteria in admission score calculation (CUPT, n.d.), students whose GPAX was higher mean their composite admission score will be higher, too. This make sense that parents whose child's GPAX was lower would be more stressful and if they have to face with it for a long time, it could turn out as a depression. In Wang's thesis (2013), Chinese parents had a high expectation for their children about their academic performance and a high degree, which indicated that Chinese parents considered the importance of academic achievement, even Asian American parents were likely to express academic pressure on their children (Naumann, Gulllaume, & Funder, 2012). Thai parents were in an eastern collective social norm, similar to Chinese, and there are many Thai families with Chinese ancestry, so it is possible that Thai parents would consider their child's academic performance as a meaningful success and they can be disappointed if the child's GPAX could not meet their expectation. Next, about family income, due to EEF's report (2016), a cost for admission per student was 61,119 baht and admission registration requires fee apart from the regular academic cost and tutoring (Petchtachat Arayasomboon, 2018). There were families from low SES decided to take a loan for these expenses. Moreover, some of them stated that admission system was unfair and better for students from high SES families (EEF, 2016). This can describe the causes of negative relationship between stress and income in this study, because some parents could have a financial stress for admission. This also supports Cohen, Doyle, and Baum (2006) that people from low SES are likely to have a higher level of stress hormones and Mazure (1998) stated that the prolonged stress can lead to depression, especially in people with low SES. Then, the understanding about admission system was negatively correlated to stress, CUPT (n.d.) stated that Thailand's university admission system has been changed progressively until now, also the criteria, rules, and proportion of scores. So, this can cause confusion in parents who are in different generation, and had passed the different version of admission system, from their children. They can be confused, lacking in information or understanding, which an expert from Department of Mental Health stated that it could led to mental distress (BBC, 2018). Then, if the stress and

anxiety are prolonged, it can lead to depression. Nevertheless, the results of this study showed the low correlation coefficient between these factors and the prevalence of stress and depression were not high. There were some explainable points to concern about, the low prevalence and correlation could be effected by the positive backgrounds from the demographic data, due to most of samples were high educated, high income rate, and most their students gained a good GPAX. These resulted the coefficients to be low though they were significant.

5.1.2.4 Relationship between stress and depression

Stress is positively correlated to depression. This supports Richter-Levin and Xu (2018) which found that the brain of a chronic stress one can be boosted to store more stress memories and generalized to negative viewpoint that lead to depression. Due to many studies, and for this study, academic competition as admission can be a stressful time for many parents who are in this event with their children. They should face with it for months at least, so it is possible that stress can induce depression among them. Also, Kay O'Neil, Lancee, and Freeman (1986) stated that depressive symptoms can be caused by stressful experience. This is similar to Jeon, Amidfar, and Kim (2017) about a long time of stress can lead to depression. Mazure (1998) also stated that the prolonged stress led to depression's risk, and people in low SES were the risk group. This was supported from the demographics, Most of stress and depression responses' income rate were 25,001 – 50,000 baht / month. Then, it was found that mothers had a high level for both of stress and depression than fathers. Besides, from responses, parents who had a significant stress and depression mostly reported that they understood university admission system only in moderated and slightly level that could make them frustrated and lack of information until it effected their mental health.

From the results above, 45.2% of the sample had a mild level of stress and 27.7% of them had a significant level of depression that required more clinical diagnosis. And with a statistical significance, sex and stress were positively correlated. Meanwhile, academic performance, family income, and understanding in admission system were negatively correlated to stress. Furthermore, family income, understanding in admission system, academic performance, and high school program

were negatively correlated to depression. Lastly, stress and depression were positively correlated.

5.2 Conclusion

5.2.1 The demographic data of the samples

For 325 samples, 270 were mothers (83.3%) and other 55 (16.7%) were fathers. And their average age was 48.63. 25.2% of the sample's income rate was more than 100,000 baht per month, 58.9% of them were a father or a mother of a student whose GPAX was more than 3.5, 81.6% of them were a father or a mother of a student who is in Science-Mathematic program (81.6%), and 34.4% of them responded that they understand the admission system moderately.

5.2.2 The prevalence of stress and depression

45.2% of the sample had a mild level of stress and 27.7% of them had a significant level of depression screening that needed more psychiatric diagnosis.

5.2.3 The relationship of the factors

With statistical significance, sex and stress had a positive correlation coefficient. In contrast, academic performance, family income, and understanding in admission system were negatively correlated to stress. Moreover, high school program was positively correlated to depression, while family income, understanding in admission system, academic performance, and were negatively correlated to depression.

Moreover, stress and depression were positively correlated, significantly.

5.3 Strengths

This research conducted to study about parents' mental health relating to academic situations of their children and there are not much research studying this

topic. Data and information from this research may benefit to develop policies or programs to support parents mentally, because not only students get impacted from their critically academic events, but their parents as well. If there will be some program to support those parents, such as workshop for parents' mental health or provide information and understanding about admission system. It will be helpful to take care of their mental wellbeing and they may be a better support for their children in their hard times.

5.4 Limitations

1. The results' correlation coefficients were low in this study. The focused factors in this research were a few factors that included and analyzed only in this study. There are other factors that may relate to stress and depression among students' parents.

2. Data collection occurred for a few months in the time of tutoring, preparation and applying, not during a critical time for taking tests, waiting for scores, or submitting scores that may be more pressure and stressful. So, the correlations were not so high.

3. There were some samples excluded from this research due to exclusion criteria. And most of samples were high income, high educated, or have good backgrounds, so the prevalence of stress and depression were low. The results may useful to apply and describe in those group of parents but cannot normalize to all parents in their children's university admission.

3. There were a few studies about parents related to university admission, so the literature review was based mostly on research about students.

5.5 Recommendations

1. Since there are other factors related to academic stress and depression, or related with parents' mental health about their children's university admission. The further research should study more about other factors that may be related. Besides,

the research may be conducted as a qualitative research to study the direct experience from the sample, such as semi-structured interview or focused-group discussion.

2. The further research may collect data in a longer period to the process of tests taking or submitting scores to check the prevalence of stress and depression in those times, or it could conduct as longitudinal study to access parents' mental health through the whole process of admission to receive more obvious or different results.

3. Understanding about admission system factor may be set as a series of questionnaire about admission system. When samples finish answering the question, it will summarize into scores to indicate the knowledge and understanding about admission system more directly.

4. Next research may increase more sample than this study and provide more widely. So, the result can be normalized to the population more than this study.

5. If it is possible, the further research may review literature more in other languages apart from Thai and English. This may support about the related and validated literature review for the study.

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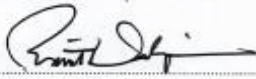
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APPENDICES

APPENDIX A

CERTIFICATE OF APPROVAL

2 WANGLANG Rd. BANGKOKNOI BANGKOK 10700		Tel. +66 2419 2667-72 Fax. +66 2411 8162
Siriraj Institutional Review Board Certificate of Approval		
COA no. Si 437/2019		
Protocol Title(English) : Stress and depression among students' parents in preparation for university admission		
Protocol Title(Thai) : ความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย		
SIRB Protocol No. : 262/2562(EC2)		
Principal Investigator/Affiliation : Assoc. Prof.Sudsabuy Chulakadabba, M.D. / Department of Psychiatry Faculty of Medicine Siriraj Hospital, Mahidol University		
Research site : Faculty of Medicine Siriraj Hospital		
Duration of research : 1 year 6 months		
Approval date : June 19, 2019		
Expired date : June 18, 2020		
This is to certify that Siriraj Institutional Review Board is in full compliance with international guidelines for human research protection such as the Declaration of Helsinki, the Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)		
 (Prof. Chairat Shayakul, M.D.) Chairperson		24 JUN 2019 date
 (Prof. Dr. Prasit Watanapa, M.D., Ph.D.) Dean of Faculty of Medicine Siriraj Hospital		25 JUN 2019 date
Approval includes :		
1. SIRB submission form, date May 26, 2019		
2. Proposal		
3. Participant information sheet, date May 25, 2019		
4. Informed consent form, date February 24, 2019		
5. Questionnaire		
6. Curriculum vitae		
Page 1 / 2		
หมายเลขพิมพ์โครงการวิจัย 2341/3,000 แก้ไข/ร.ก.57/ม.2667/Mal.10023252/3060		

APPENDIX B

THE DEMOGRAPHIC QUESTIONNAIRES

แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย... https://docs.google.com/forms/d/1Uj5cH7_ociLJjon9hYm35OakkQ...

แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย

ชื่อโครงการวิจัย ความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย
ชื่อหัวหน้าโครงการวิจัย รองศาสตราจารย์ พญ. สุดสมัย จุลทิพพะ
สถานวิจัย คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล
สถานที่ทำงานและหมายเลขโทรศัพท์ของหัวหน้าโครงการวิจัยที่ติดต่อได้ทั้งในและนอกเวลาราชการ ภาค
วิชาจิตเวชศาสตร์ คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล โทรศัพท์. 08-9450-3554
ผู้สนับสนุนทุนวิจัย ทุนวิจัยเพื่อศึกษาประเภทที่ 1 คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล
การมีส่วนได้ส่วนเสียกับแหล่งทุน ไม่มี
ระยะเวลาในการวิจัย 1 ปี 6 เดือน

ที่มาของโครงการวิจัย การสอบเข้ามหาวิทยาลัยเป็นการเปลี่ยนผ่านครั้งสำคัญและเป็นการแข่งขันสำหรับนักเรียนที่ต้องการจะสอบเข้ามหาวิทยาลัย การเตรียมตัวสำหรับการสอบจึงอาจเป็นช่วงเวลาที่ยากลำบาก อาจทำให้ความเครียดและภาวะซึมเศร้าได้ ส่วนพ่อแม่ของนักเรียนเองก็อาจต้องเผชิญกับเหตุการณ์ที่ยากลำบากเช่นกันเนื่องจากต้องทำความเข้าใจระบบการสอบซึ่งมีเกณฑ์การคัดเลือกเปลี่ยนแปลงไปตลอดหลายปี ซึ่งเกณฑ์การสอบเข้าที่เปลี่ยนแปลงในหลายปีที่ผ่านมาอาจทำให้พ่อแม่ไม่มีความรู้และไม่เข้าใจจากผล รวมถึงการสอบเข้ามหาวิทยาลัยยังต้องคำนึงถึงผลการเรียนและแผนการเรียนอีกด้วย พ่อแม่ของนักเรียนยังคงเป็นส่วนสำคัญ เป็นผู้สนับสนุนทางความคิด การตัดสินใจ การให้คำปรึกษา รวมถึงช่วยเหลือเรื่องค่าใช้จ่ายในการสอบให้ถูกต้อง พ่อแม่อาจกังวลและได้รับผลกระทบจากช่วงเวลาที่ยากลำบากของลูกจนจนเกิดความเครียดขึ้นได้ นอกจากนี้ ระยะเวลาของการสอบเข้ามหาวิทยาลัยกินเวลานานหลายเดือนหรืออาจจะถึงปี ทำให้ช่วงเวลาที่มีความเครียดยาวนานตามไปด้วย อาจทำให้เกิดความเครียดรุนแรงขึ้น และอาจสัมพันธ์กับการเกิดภาวะซึมเศร้าได้ เนื่องจากหลายปัจจัยข้างต้น อาจทำให้พ่อแม่เกิดความเครียดหรือภาวะซึมเศร้าได้ และในการศึกษาที่ผ่านมา มีเพียงการศึกษาความเครียดและภาวะซึมเศร้าในนักเรียนเท่านั้น ผู้วิจัยจึงสนใจศึกษาความทุกข์และปัจจัยที่เกี่ยวข้องกับความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย รวมถึงความสัมพันธ์ระหว่างความเครียดและภาวะซึมเศร้าในพ่อแม่กลุ่มดังกล่าว

วัตถุประสงค์ของโครงการวิจัย เพื่อศึกษาความทุกข์ของความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย เพื่อศึกษาปัจจัยที่เกี่ยวข้องกับความเครียดและภาวะซึมเศร้าในพ่อแม่กลุ่มดังกล่าว และเพื่อศึกษาความสัมพันธ์ของความเครียดและภาวะซึมเศร้าในพ่อแม่กลุ่มดังกล่าว

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เนื่องจาก ท่านเป็นคุณพ่อหรือคุณแม่ของนักเรียนที่กำลังเตรียมตัวสอบเข้ามหาวิทยาลัย ท่านสามารถอ่านภาษาไทยได้ และให้ความยินยอมตอบแบบสอบถาม

จะมีผู้ร่วมวิจัย/อาสาสมัครนี้ทั้งสิ้นประมาณ 355 คน

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้คือ
เมื่อท่านได้รับแบบสอบถามออนไลน์แล้ว ในหน้าแรกของแบบสอบถามจะเป็นหนังสือชี้แจงวัตถุประสงค์งานวิจัย ประโยชน์ของงานวิจัย และข้อมุลการพิทักษ์สิทธิของผู้ที่เข้าร่วมงานวิจัย จากนั้น เมื่อท่านคลิกยินยอมเข้าร่วมการวิจัย จึงเริ่มการทำแบบสอบถาม โดยแบบสอบถามมีทั้งหมด 3 ตอน ได้แก่ แบบสอบถามข้อมูลทั่วไป 10 ข้อ, แบบวัดความเครียดสำหรับคนไทย 24 ข้อ, และมาตราวัดภาวะซึมเศร้าจากแบบวัดสุขภาพจิตในคนไทย 20 ข้อ รวมคำถามทั้งหมด 54 ข้อ ใช้เวลาตอบประมาณ 15-30 นาที

การเข้าร่วมงานวิจัยของท่านจะเป็นไปด้วยความสมัครใจ และการตอบคำถามจะเสร็จสิ้นภายใน 1 วัน หากขณะทำแบบสอบถาม ท่านรู้สึกสับสนไม่สบายใจ ท่านมีสิทธิ์ที่จะเว้นการตอบข้อคำถามข้อใดข้อหนึ่งหรือทั้งหมดได้ ท่านมีสิทธิ์ที่จะทำการทำแบบสอบถามหรือออกจากการทำแบบสอบถามได้ทุกเวลา เมื่อท่านทำแบบทดสอบเสร็จแล้ว ท่านสามารถกดปุ่มส่ง (Submit) เพื่อยืนยันข้อมูลการตอบคำถาม ความเสี่ยงที่อาจเกิดขึ้นเมื่อเข้าร่วมการวิจัย จากการศึกษาที่ผ่านมา พบว่าการตอบคำถามแบบรายงานตนเองนั้นมีความเสี่ยงน้อย อยู่ในระดับไม่ร้ายแรง และมีโอกาสเกิดสิ้นศรัทธาหรือเหตุการณ์ไม่พึงประสงค์น้อย แต่ผู้เข้าร่วมวิจัยอาจสับสนหรือไม่เข้าใจข้อคำถามบางข้อ อาจไม่สะดวกใจหรือไม่สบายใจที่จะให้ข้อมูลในบางข้อ และอาจทำให้ผู้ร่วมวิจัยเสียเวลาประมาณ 15-30 นาที ดังนั้นหากผู้ร่วมวิจัยรู้สึกสับสนไม่สบายใจที่จะตอบ



แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เด... https://docs.google.com/forms/d/10j5cH7_ociLjon9hYm35OakkQ...

แบบสอบถาม สามารถทำการทำแบบสอบถามหรือออกจากการทำแบบสอบถามได้ตลอดเวลา หากท่านไม่เข้าร่วมในโครงการวิจัยนี้ จะไม่มีผลกระทบต่อค่าเงินชีวิตประจำวันของท่านแต่ประการใด

หากมีข้อสงสัยที่จะสอบถามเกี่ยวกับกรวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัย ท่านสามารถติดต่อ นางสาวนาถวีณา ดำรงพิพัฒน์สกุล โทรศัพท์ 08-7912-6125

ประโยชน์ที่คิดว่าจะได้รับจากการวิจัย ผู้ร่วมวิจัยอาจไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมงานวิจัยนี้ แต่ผลการวิจัยที่ได้จะเป็นประโยชน์ต่อส่วนรวมในอนาคต โดยทำให้ทราบข้อมูลเกี่ยวกับความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย และมีวิจัยที่เกี่ยวข้องกับภาวะดังกล่าว

ค่าตอบแทนสำหรับผู้ร่วมวิจัย/อาสาสมัครจะได้รับ ไม่มี
ค่าใช้จ่ายสำหรับผู้ร่วมวิจัย/อาสาสมัครจะต้องรับผิดชอบเอง ไม่มี
หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วและไม่ปิดบัง

ข้อมูลส่วนตัวของผู้ร่วมวิจัย/อาสาสมัคร จะถูกเก็บรักษาไว้เป็นความลับและไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ข้อมูลของผู้ร่วมวิจัย/อาสาสมัครเป็นรายบุคคลอาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ เช่น ผู้ให้ทุนวิจัย ผู้กำกับดูแลการวิจัย สถาบันหรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบ รวมถึงคณะกรรมการจริยธรรมการวิจัยในคน เป็นต้น โดยไม่ละเมิดสิทธิของผู้ร่วมวิจัย/อาสาสมัครในการรักษาความลับเกินขอบเขตที่กฎหมายอนุญาตไว้

ผู้ร่วมวิจัย/อาสาสมัครมีสิทธิ์ถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อการบริหารและการศึกษาที่สมควรจะได้รับตามมาตรฐานแต่ประการใด

ผู้ร่วมวิจัย/อาสาสมัครอาจหาความรู้ความเข้าใจเพิ่มเติมเกี่ยวกับการเข้าร่วมโครงการวิจัยของ คณะแพทยศาสตร์ศิริราชพยาบาลได้จากเว็บไซต์คณะกรรมการจริยธรรมการวิจัยในคน <http://www.si.mahidol.ac.th/sirb> ทั้งนี้ หากท่านได้รับการปฏิบัติที่ไม่ตรงตามที่ได้ระบุไว้ ท่านสามารถร้องเรียนไปยังประธานคณะกรรมการจริยธรรมการวิจัยในคนได้ที่เว็บไซต์ดังกล่าว หรือที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารเฉลิมพระเกียรติ ๘๐ พรรษา ๕ ธันวาคม ๒๕๕๐ ชั้น 2 โทร. 0 2419 2667-72, 06 3903 4255 โทรสาร 0 2411 0162

* Required

1. *
Check all that apply.

ข้าพเจ้ารับทราบข้อมูลเบื้องต้นทั้งหมดแล้ว และสมัครใจเข้าร่วมงานวิจัย

แบบสอบถามข้อมูลทั่วไป
กรุณาค้นคำตอบคำถามเกี่ยวกับข้อมูลของท่าน

2. เพศ
Mark only one oval.

ชาย
 หญิง

3. อายุ (ปี)

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of 12 6/16/2019, 1:32 PM

แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เดร... https://docs.google.com/forms/d/10j5cH7_ociLjjon9hYm35OakkQ...

4. ระดับการศึกษา

5. ภูมิลำเนา (จังหวัด)

6. รายได้ของครอบครัวต่อเดือน (บาท)
Mark only one oval.

น้อยกว่า 15,000

15,000 - 25,000

25,001 - 50,000

50,001 - 75,000

75,001 - 100,000

มากกว่า 100,000

7. เพศของบุตรที่กำลังเตรียมสอบเข้ามหาวิทยาลัย
Mark only one oval.

ชาย

หญิง

อื่น ๆ

8. ที่ตั้งของโรงเรียนที่บุตรศึกษาอยู่ (จังหวัด)

9.เกรดเฉลี่ยปัจจุบันของบุตร
Mark only one oval.

น้อยกว่า 2.00

2.00 - 2.49

2.50 - 2.99

3.00 - 3.49

3.50 ขึ้นไป

รับรองโดย
คณะกรรมการวิจัยและการวิจัยในศ.
คณะแพทยศาสตร์ศิริราชพยาบาล
รหัสโครงการ 262/2562 (EC2)
COA No. SI 437/2019
วันที่รับรอง 19 ส.ค. 2562

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APPENDIX C

THE EXAMPLE OF RESEARCH INSTRUMENTS WITH APPROVAL

1. Approval of research instruments





หลักสูตรปริญญาโท สาขาวิชาจิตวิทยาคลินิก
คณะแพทยศาสตร์ศิริราชพยาบาล
โทร.0-2419-4296

ที่ศร.0517.076/บพ.179
วันที่ 15 มีนาคม 2562
เรื่อง การขออนุญาตใช้แบบวัดความเครียดสำหรับคนไทย (Thai Stress Test)
เรียน นางสาวนาถวิภา คำรงพิทักษ์สกุล

ตามที่ท่านได้ขออนุญาต ใช้แบบวัดความเครียดสำหรับคนไทย (Thai Stress Test) เพื่อประกอบการ
ทำวิทยานิพนธ์เรื่อง “ความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย
:Stress and depression among students’ parents in preparation for university admission” โดยมี
รศ.พญ. สุดสบาย จุลกัณฑ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

ยินดีอนุญาตให้ใช้แบบวัดความเครียดสำหรับคนไทย (Thai Stress Test) ประกอบการทำ
วิทยานิพนธ์ในเรื่องดังกล่าว และถ้าต้องการทราบรายละเอียดเพิ่มเติมในการนำไปใช้สามารถติดต่อข้าพเจ้า
ได้ตามเบอร์โทรศัพท์ หรืออีเมลดังที่ได้ระบุไว้ด้านล่าง

ขอแสดงความนับถือ



(รองศาสตราจารย์ .ดร. สุชีรา กัทรากุลวรรคน์)

ภาควิชาจิตเวชศาสตร์ คณะแพทยศาสตร์ศิริราชพยาบาล
e-mail: sisucheera@gmail.com
Tel: 02-419-4277
Fax: 02-411-3430

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หลักสูตรปริญญาโท สาขาวิชาจิตวิทยาคลินิก

คณะแพทยศาสตร์ศิริราชพยาบาล

โทร.0-2419-4296

ที่ศธ.0517.076/บพ.178

วันที่ 15 มีนาคม 2562

เรื่อง การขออนุญาตใช้แบบวัดสุขภาพจิตในคนไทย (Thai Mental Health Questionnaire:TMHQ)

เรียน นางสาวนาถวีณา คำรงพิพัฒน์สกุล

ตามที่ท่านได้ขออนุญาตใช้แบบวัดสุขภาพจิตในคนไทย (Thai Mental Health Questionnaire:TMHQ) เพื่อประกอบการทำวิทยานิพนธ์เรื่อง "ความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เตรียมตัวสอบเข้ามหาวิทยาลัย :Stress and depression among students' parents in preparation for university admission" โดยมี รศ.พญ. สุธสขยา จุลกัทธนะ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

ยื่นขออนุญาตให้ใช้แบบวัด Thai Mental Health Questionnaire:TMHQ ประกอบการทำวิทยานิพนธ์ในเรื่องดังกล่าว และถ้าต้องการทราบรายละเอียดเพิ่มเติมในการนำไปใช้สามารถติดต่อข้าพเจ้าได้ตามเบอร์โทรศัพท์ หรืออีเมลล์ดังที่ได้ระบุไว้ด้านล่าง

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. สุชีรา ภัทรานุวรรณ์)

ภาควิชาจิตเวชศาสตร์ คณะแพทยศาสตร์ศิริราชพยาบาล

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Fax: 02-411-3430

2. The Example of research instruments

แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เดร... https://docs.google.com/forms/d/10j5cH7_ociLjjon9hYm35OakkQ

15. 4. ท่านรู้สึกความกระวนกระวายเกือบตลอดเวลา
Mark only one oval.

0
 1
 3

16. 5. ท่านรู้สึกกังวลเกือบตลอดเวลา
Mark only one oval.

0
 1
 3

17. 6. ท่านรู้สึกไม่สบายใจโดยหาสาเหตุไม่ได้
Mark only one oval.

0
 1
 3

18. 7. ท่านรู้สึกไม่ค่อยมีสมาธิในการกระทำสิ่งต่าง ๆ
Mark only one oval.

0
 1
 3

19. 8. ท่านรู้สึกไม่มากทำในสิ่งที่เคยสนใจทำเป็นประจำ
Mark only one oval.

0
 1
 3

20. 9. ท่านมักจะท้อใจ ไม่มากท้อใจปะหุดคุดกับคนอื่น
Mark only one oval.

0
 1
 3

รับรองโดย
คณะกรรมการจริยธรรมการวิจัยใน
คน มหาวิทยาลัยศรีนครินทรวิโรฒ
262/2562 (JEC2)
รหัสโครงการ 437/2019
COA No. SI
วันที่รับรอง 19 ส.ย. 2562

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แบบสอบถามความเครียดและภาวะซึมเศร้าในพ่อแม่ของนักเรียนที่เด...

https://docs.google.com/forms/d/10j5cH7_ociLjon9hYm35OakkQ

38. 3. ฉันรู้สึกหมดความสนใจกับงานอดิเรกที่เคยมี

Mark only one oval.

0 1 2 3 4

ไม่มี มาก

39. 4. ฉันรู้สึกไม่สนุกกับสิ่งต่าง ๆ เหมือนเช่นเคย

Mark only one oval.

0 1 2 3 4

ไม่มี มาก40. 5. น่าน้ำหนักของฉันลดลงประมาณ 1-2 กิโลกรัมในช่วง 1 เดือนที่ผ่านมา โดยที่ฉันไม่ได้พยายาม
ควบคุมหรือมีการเจ็บป่วยทางร่างกาย

Mark only one oval.

0 1 2 3 4

ไม่มี มาก

41. 6. ฉันรู้สึกเบื่อหน่ายและท้อแท้

Mark only one oval.

0 1 2 3 4

ไม่มี มาก

42. 7. ฉันรู้สึกเซื่องซึมและเซื่องซึมไม่มากทำอะไร

Mark only one oval.

0 1 2 3 4

ไม่มี มาก

43. 8. การนอนของฉันผิดปกติและรบกวนฉัน

Mark only one oval.

0 1 2 3 4

ไม่มี มาก

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