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**COPING BEHAVIOR TO RELEASE THE STRESS
AMONG MATHAYOMSUKSA SIX STUDENTS
IN THE BANGKOK METROPOLITAN AREA**

SUPAPORN CHOEYTIM

สมัครศึกษานิเทศศาสตร์

จาก

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

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The objective of this study is to examine the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior in Mathayomsuksa six students . The sample group consisted of 400 Mathayomsuksa six students in the Bangkok metropolitan area. The subjects were selected by multistage sampling. The data were collected by self-report questionnaire. The data analysis included: Calculation of Frequency, Percent, Mean, Standard Deviation, Pearson's Moment Correlation Coefficient and Stepwise Multiple Regression analysis.

The results show that 70.50% of the subjects had coping behavior at the medium level. Coping behavior at the low and high level were 15.00 % and 14.50%, respectively and problem-focused coping strategy occurred more than emotional-focused coping strategy. The factors that were found to be significantly associated with the coping behavior were hardy personality and social support. It was found that coping behavior could be predicted by social support at approximately 32.90%.

The recommendation of this study suggests developing proper coping behavior in adolescents. The following factors should be fostered: promotion of developing hardy personality and giving suitable social support, assistance or guidance.

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สุภาพร เฉยทิม : พฤติกรรมการเผชิญปัญหาเพื่อลดความเครียดของนักเรียนชั้นมัธยมศึกษาปีที่ 6 เขตกรุงเทพมหานคร (COPING BEHAVIOR TO RELEASE THE STRESS AMONG MATHAYOMSUKSA SIX STUDENTS IN THE BANGKOK METROPOLITAN AREA) คณะกรรมการควบคุมวิทยานิพนธ์ : ชัยวัฒน์ ปัญจพงษ์, Ph.D., โกวิท กระจ่าง, D.Tech. Sc., 142 หน้า. ISBN 974-04-0337-9

การศึกษาครั้งนี้เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อการศึกษาความสัมพันธ์ระหว่างตัวแปรเพศ ค่าใช้จ่ายเฉลี่ยต่อวัน ผลสัมฤทธิ์ทางการศึกษา ความเครียด บุคลิกภาพแบบเข้มแข็ง การสนับสนุนทางสังคม กับพฤติกรรมการเผชิญปัญหา กลุ่มตัวอย่างคือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 เขตกรุงเทพมหานคร จำนวน 400 คน เลือกกลุ่มตัวอย่างด้วยวิธีสุ่มตัวอย่างแบบหลายขั้นตอน เก็บข้อมูลด้วยวิธีแจกแบบสอบถาม วิเคราะห์ข้อมูลโดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน และวิเคราะห์ถดถอยพหุแบบขั้นตอน

ผลการศึกษา พบว่า กลุ่มนักเรียนชั้นมัธยมศึกษาปีที่ 6 เขตกรุงเทพมหานครมีพฤติกรรมการเผชิญปัญหาในระดับปานกลาง (70.50%) มากที่สุด รองลงมา คือ ระดับต่ำ (15.00%) และระดับสูง (14.50%) ซึ่งพฤติกรรมการเผชิญปัญหาส่วนใหญ่เป็นแบบมุ่งเน้นแก้ที่ปัญหามากกว่าแบบมุ่งเน้นแก้ที่อารมณ์ อีกทั้ง ปัจจัยที่มีความสัมพันธ์กับพฤติกรรมการเผชิญปัญหาอย่างมีนัยสำคัญทางสถิติ คือ การมีบุคลิกภาพแบบเข้มแข็ง และการสนับสนุนทางสังคม และเมื่อวิเคราะห์การทำนายพฤติกรรมการเผชิญปัญหา พบว่า การสนับสนุนทางสังคมสามารถทำนายพฤติกรรมการเผชิญปัญหาของนักเรียนชั้นมัธยมศึกษาปีที่ 6 เขตกรุงเทพมหานคร ได้ร้อยละ 32.90

ข้อเสนอแนะจากผลการวิจัยในครั้งนี้ เพื่อส่งเสริมให้เด็กวัยรุ่นที่มีพฤติกรรมการเผชิญปัญหาที่เหมาะสม จึงควรมีการสนับสนุนหรือปลูกฝังเด็กตั้งแต่เล็ก เพื่อส่งเสริมให้มีบุคลิกภาพที่เข้มแข็ง ประกอบกับให้ความช่วยเหลือและคำแนะนำ อีกทั้ง ให้เด็กได้มีการรับรู้ถึงการมีคุณค่าในตนเอง และส่งเสริม ให้เด็กแสดงออกในทางที่ถูกต้อง

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CHAPTER I

INTRODUCTION

1. Background and importance of the problem

Our present world was considered as the world of science, technology and boundless communication. Thailand is one of many countries that has adopted the scientific and technological civilization to develop human and the country. This adoption causes various kinds of changes: education, economics, society and culture. There are surely both positive and negative sides of these changes; as for the positive side, human gain more comfort in their living; but as for the negative side, many social problems such as pollution, crime, drugs, prostitution, children and juvenile etc., have occurred. The better our society makes progress, the worse human's mentality becomes. Mind and emotional pressure causing stress, becomes one of many most vitriolic danger of illness.

Stress has been regarded as the most important mental problem in the world. It is the state that the body and mentality react to the stimuli, which may be, derived from both internal and external body. These stimuli would obstruct the development, work, need response of human beings, and imbalance human's physical and mental state. (Selye, 1965: 54) Many researchers believe that stress is the major cause of both physical and mental illnesses: physical illnesses, for example, high blood pressure, cardiovascular heart diseases, stroke, cirrhosis, peptic ulcer, diabetics, colitis, arthritis, asthma and allergy, and mental illnesses, for example, mental malfunction,

psychosomatic, sustaining headache, drug addict, serious distressed and sexual malfunction.(Chatsuda Jandeeying, 1983: Abstract)

Stress can occur with everybody; since nowadays, human is surrounded by many factors causing this kind of tension, from individual, economic, career, responsibility to personal relationship. (Farmer & Monohan Hekeler, 1984: 23-24). However individuals have different levels in suffering the tense situation. This capability depends on personal identity and stress cause.

We cannot refuse that in developing our country, human being should be developed first. The main purpose of the 8th National Social and Economic Development Plan is to improve the human capability in physical, mental and intellectual sides. Since "Human", the social animal, is composed of 2 major parts: physical and mental, or concrete and abstract parts; developing human, therefore, to its top of capability has to concern about these two parts. As one elite said that human should have generosity, the peaceful living condition can be occurred. In conclusion, the perfect human development should be done in three steps : physical mental and intellectual development as stated in the 8th National Social and Economic Development Plan.

With this reason, adolescence-the major resource of our country-must be developed to be the qualified person. Education plays the great role in adolescence's development. The more chances they can further their study in the higher education level, the better national future will be. .

Since the adolescence is the years of changes and the data about the population of Thailand in 1996 also stated that 10,257,727 or 17.11 percent of total

present adolescence has the specific kinds of stress. They have stress from their physical, mental and social changes such as the change in family relationship to be less dependent.

Furthermore, adolescence has to face various types of social and family tense circumstances; for instance living in the competent and conflicted society which is full of daily hassles. Facing this tough circumstance easily makes them physically and mentally ill.(Jerrold, 1993: 1-15)

Adolescence living in the city hardly escape their daily hassles. From the table 1, the total number of adolescence hotline users in 1996 has virtually doubled over the past five years (in 1991). Major problems that they always look for advice are loneliness, love and family problems. They also tend to have more mental, sexual and drug problems. From the data of adolescence hotline project in 1997, such number is only the part of present problematic adolescence. There are a lot of problems that we cannot realize unless they express their uncontrolled physical and mental symptoms showing that they cannot stand such problem which is stress symptom.

Table 1 The number of adolescence hotline users separated by service using (time)

Data	Year (1 May-30 April)						
	1991	1992	1993	1994	1995	1996	1997
Time	2083	2272	2459	3175	4169	4155	2216
Problem							
Loneliness	436	470	1066	1353	1622	1358	628
Love	657	652	476	593	696	899	413
Family	239	357	263	361	545	626	252
Friendship	205	188	192	207	299	264	118
Education	164	167	84	147	214	228	81
Career / Future	130	169	132	109	158	237	124
Mentality	144	146	160	281	451	278	189
Sex/Pregnant/Abortion	91	105	83	120	171	242	115
Drug/Narcotics	20	34	20	75	103	177	65

Source: Annual report "Adolescence Hotline Project" Religion Department, Ministry of Education, 1997.

Kohn, Lafrenicre & Gurerich (1990: 619) studied about the daily hassles in Canadian students and found that students who had high daily hassles would have high level of stress as well.

From this study, we found that daily hassles virtually influenced adolescence. And this kind of stress would arouse individual's coping behavior to

release the stress by appraisal which is the cognitive one. It began with the primary appraisal to know the result of the situation and the second appraisal to consider the tactics in coping behavior by intellect, knowledge, resource evaluation and their own way. The resource, moreover, was composed of social support, personality, sensitive seeking, tangible and optimism. Coping behavior tactics were divided into two ways by Lazarus : problem focused coping strategy and emotional focused coping strategy. In general, individual has purposes to reduce danger from the situation or adjust himself to the circumstances in order to balance their emotion and satisfy their good relationship towards other people. If adolescence had the appropriate way to cope with problems, they would be healthy and could further their development as usual, but if they did the inappropriate way, they would have both physical and mental illnesses such as headache, peptic ulcer, drug addict and suicide which were all the symptoms of stress at the end.

Lazarus (1976: 466) defined stress as the stimulating state influenced from the incomplete system and resulted in stress which could be transformed to other state because its system would react with physical and mental tactic for balanced condition.

According to theories of cognitive costs, stress is related to perception and intellect of human who is in times of stress. That individual has to use intellectual resource in facing problems resulting in intellect overused. The other way is using intellectual resource with other responsibility, which related to coping behavior. So, stress might have related to adolescence's problem. There are many ways measuring stress; for example, stress perceived-measuring, life change, mental illness or even physical function under pressure such as heart beat and blood pressure. In this

research, the research used the Inventory of College Student's Recent Life Experience (ICSRLI) to be the measured form of intensity on student's daily hassles which was the appropriate stress measured form of the sampling unit.

Individual's personality, furthermore, reflects to coping behavior releasing stress especially the hardiness personality. Kobasa found that such hardiness personality was composed of three factors: commitment, defined as believing that there are the significance and interest in the value of individuals' action and interest to practice controlling their own reaction and social status; challenge, defined as the way individuals see changes in life as chance and stimulation in development; control, defined as believing that individuals can control any situation by adjusting themselves or making a good decision. Anyway, hardiness personality influences problem solving to reduce stress. (Susan, 1989: 53-62)

We also found that good social support is one factor that can release stress. Weiss (1992: 155-159) said that social support in the form of social relationship composing of social integration, assistance and guidance, opportunity of nurturance, intimacy, and self-worth. Such social support would release individual's stress and help individual to adjust himself to everyday life better.

We can see that the tactic in coping behavior for releasing stress is so significant. If adolescence has the inappropriate tactic, they cannot face the problem successfully and can cause both physical and mental malfunction. Not only it would influence their own, it also affect their family, society, country in both economics and stability.

Since adolescence is the future of our family and society, the researcher decided to study about stress on the Mathayomsuksa six students who had lots of stress from preparing themselves in their entrance examination especially the students in the Bangkok metropolitan area. Furthermore, being a health practitioner, the researcher interests to study about the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area. This for the advantage on supporting and planning to help the sampling unit and also the prevention of the problem on stress in both physical and mental sides; for example, loneliness, drug addict, other health problem and suicide at the end.

2. Objectives of the study

To study the relationship between sex, per day expense, academic achievement, hardiness personality, social support with coping behavior to release the stress in the form of problem focused coping strategy and emotional focused coping strategy among Mathayomsuksa six students of the academic year 2000, Bangkok metropolitan area.

3. Research questions

From the objectives above, the research questions can be formed into four items as followings:

1. Individual factors: sex, per day expense, academic achievement relate to coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

2. Internal factors: stress composing of the developmental challenge, time pressure, academic alienation, romantic problem, assorted annoyance, general social mistreatment, friendship problem and hardiness personality which are commitment, challenge, control related to coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area as the problem focused coping strategy and emotional focused coping strategy.

3. External factors: social support composing of social integration, assistance and guidance, opportunity of nurturance, intimacy and self-worth related to the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area as the problem focused coping strategy and emotional focused coping strategy.

4. Factors influencing the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

4. Hypothesis

1. Individual factors: sex, per day expense, academic achievement positively relate to the coping behavior to release the stress among Mathayomsuksa

six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

2. Stress negatively relates to the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

3. Hardiness personality positively relates to the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

4. Social support positively relates to the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area in the form of problem focused coping strategy and emotional focused coping strategy.

5. Scope of the study

The Mathayomsuksa six students in the academic year of 2000 in the Bangkok metropolitan area were the sampling unit of this research.

6. Variables of the study

Independent variables

- 1 Individual factors: sex, per day expense, academic achievement
- 2 Internal factors: stress, hardiness personality
- 3 External factor: social support

Dependent variables

The coping behavior to release the stress

1. Problem focused coping strategy
2. Emotional focused coping strategy

7. Definitions of the terms

The Mathayomsuksa six students defined as the Mathayomsuksa six students in the Bangkok metropolitan area.

Sex defined as genetic characteristic expressing masculine and feminine that concluded from the sampling unit's report which can be classified into two types: male and female gender.

Per day expense defined as money that students get from their parents classifying as:

- not sufficient: students get insufficient money from their parents per day.
- sufficient: students get sufficient money from their parents per day.
- sufficient and saving rest: students get sufficient money from their parents per day and have some rest as savings.

Academic achievement defined as grade measuring from educational result of the Mathayomsuksa six students in the Bangkok metropolitan area on the second semester, the academic year of 2000.

Stress defined as the relationship between human and environment which causes the situation that individual evaluate as life threat and individual reacts to that situation differently by cognitive appraisal according to Lazarus and Folkman (1984: 176-180) Thirty-seven questions, considering 7 factors, of the Inventory of College Student's Recent Life Experience (ICSRLI) were used to be the measurement as the followings:

1. Developmental challenge
2. Time pressure
3. Academic alienation
4. Romantic problem
5. Assorted annoyance
6. General social mistreatment
7. Friendship problem

So, the highly stress means the one whose total points reaches to 2-3 from 7 factors.

The medium stress means the one whose total points reaches to 1-1.9 from 7 factors.

The low stress means the one whose total points reaches to 0-0.9 from 7 factors.

Hardiness personality defined as behavior results from past to present development according to Kobasa's concept and theory composing of three factors:

- **Commitment:** ability to do activities relating to others measuring from outstanding, work, society on the questions about commitment in number 1-7, translated and applied from Alienation test of Dean.
- **Challenge:** viewing changes in life span as chances and stimulation to develop measuring from optimism on the questions about challenge in number 8-17, translated and applied from Life Orientation test of Scheier and Carver.
- **Control:** belief that individuals can control situations by adapting or making a good decision measuring from locus of control on the questions about self-

control in number 18-23, translated and applied from the external locus of control of Jerrold S.Greenberg.

So, hardiness personality means students who got low points in the alienation test, high points in the life orientation test and high points in external locus of control.

From this research:

High hardiness personality means the one who gets points from three parts for more than zero.

Low hardiness personality means the one who gets points from three parts less than zero.

Social support defined as the perception of the Mathayomsuksa six students in the Bangkok metropolitan area to family and friends support resulting their happy life according to Weiss. (1992: 108) The researcher uses the Personal Resource Questionnaire (PRO Part II) of Brandt and Weinert considering five factors as followings:

1. **Social Integration** defined as questions about relationship occurring from individual who participate in social activities and causes the information and tangible exchange for 5 items. (number 1-5)
2. **Assistance and guidance** defined as questions about relationship occurring when individual has stress and need emotional support and guidance from their importance person for 5 items. (number 6-10)

3. **Opportunity of nurturance** defined as questions about individuals responsible for other's comfort. The sense of nurturing represents of being the important one of other person for 5 items. (number 11-15)

4. **Intimacy** defined as questions about relationship of intimacy referring to warm and safe feeling for 5 items. (number 16-20)

5. **Self-worth** defined as questions about being compliment in the society for 5 items. (number 21-25)

The total score of this research can be classified into 3 categories:

- **Low social support:** the one who gets total points from social support measured form less than $\bar{X} - 1sd$.

- **Medium social supported:** the one who gets total points from social support measured form between $\bar{X} + 1sd$ and $\bar{X} - 1sd$.

- **High social supported:** the one who gets total points from social support measured form more than $\bar{X} + 1sd$.

The coping behavior defined as trying to use cognitive and behavior which express emotionally to adjust body's threat or to relieve stress. The researcher applied the measures form of Pensri Warasombati to adjust the concept and theory of Folkman and Lazarus (1984: 186-189) for 30 items. The coping behavior to release the stress can be classified into 2 different ways:

1. **Problem focused coping strategy**, the best solution and 23 questions concerned.

2. Emotional focused coping strategy, the way individuals try to handle with emotion and feeling occurred from tense situation and not problem focused coping strategy, 7 questions concerned.

- Low coping behavior: the one who gets total point from coping behavior less than $\bar{X} - 1sd$.
- Medium coping behavior: the one who gets total point from coping behavior between $\bar{X} + 1sd$ and $\bar{X} - 1sd$.
- High coping behavior: the one who gets total point from coping behavior more than $\bar{X} + 1sd$.

8. Usefulness of the study

1. To know factors relating to the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area which will be the information for concerned people such as father, mother, friends, teacher to support, help and promote these factors to form the appropriate coping behavior to release the stress.

2. To know whether the Mathayomsuksa six students in the Bangkok metropolitan area use the problem focused coping strategy or emotion focused coping strategy to release the stress and this will be the appropriate way in supporting and promoting the coping behavior.

3. To be the information for more research.

9. Conceptual framework

Independent variables

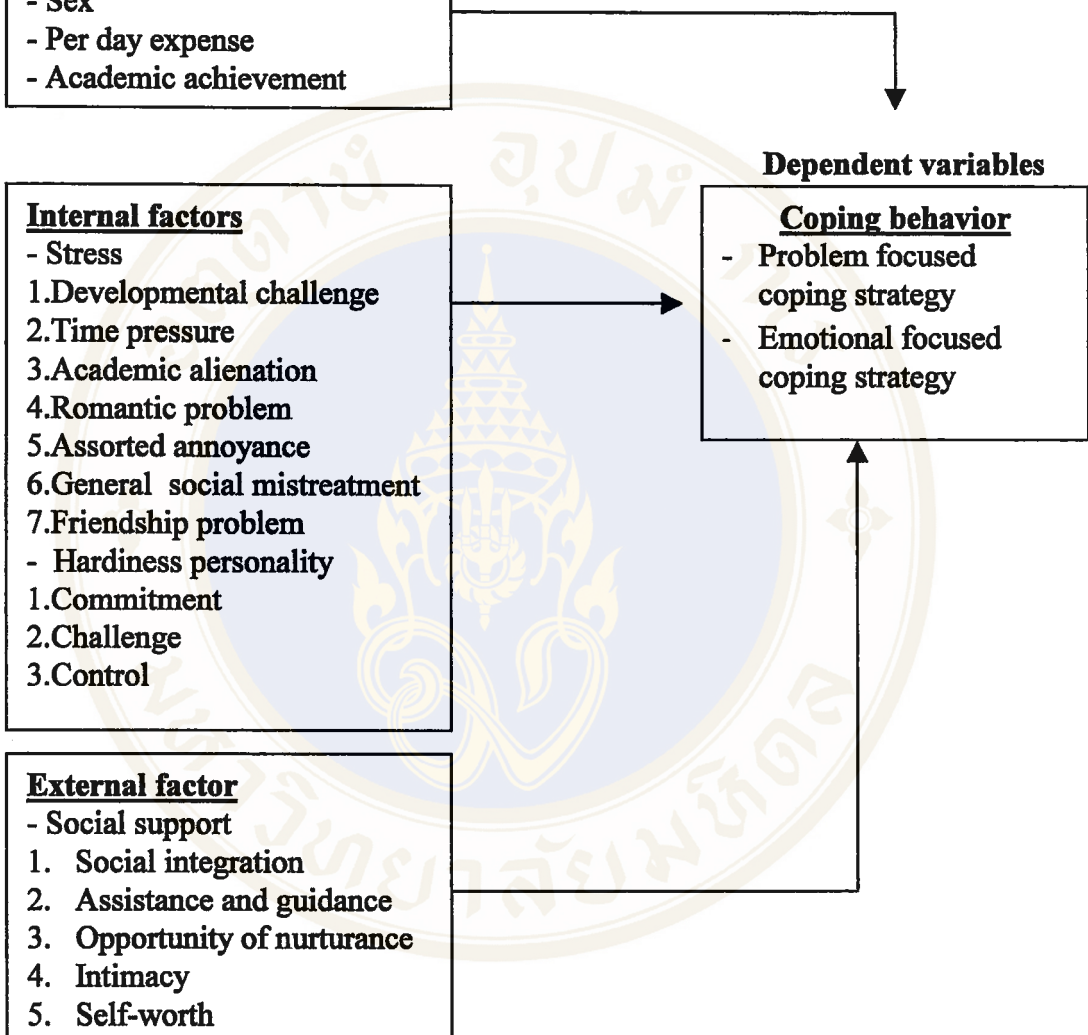
Individual factors
 - Sex
 - Per day expense
 - Academic achievement

Internal factors
 - Stress
 1. Developmental challenge
 2. Time pressure
 3. Academic alienation
 4. Romantic problem
 5. Assorted annoyance
 6. General social mistreatment
 7. Friendship problem
 - Hardiness personality
 1. Commitment
 2. Challenge
 3. Control

External factor
 - Social support
 1. Social integration
 2. Assistance and guidance
 3. Opportunity of nurturance
 4. Intimacy
 5. Self-worth

Dependent variables

Coping behavior
 - Problem focused coping strategy
 - Emotional focused coping strategy



10. Theories, concepts and researches that supported hypothesis.

Hypothesis	Theories, concepts and researches
Hypothesis 1 Sex has the positive relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.	According to Freud’s psychological Theory, different characteristics of sex results differently the adaptation which is I line with the research of Andrew and Rudolf (1981: Abstract) found that girls can adapt and accept better than boys.

Hypothesis	Theories, concepts and researches
<p>Hypothesis 2 Per day expense has the positive relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.</p>	<p>From Waraporn Nakkarat (1990: Abstract), we found that the income of family has a positive relation and statistically significant at 0.05 which is related to the Pannee Chunpradub (1995: Abstract) that study about self-worth, social support and coping behavior of the pregnant women with the statistically significant at 0.01.</p>
<p>Hypothesis 3 Academic achievement has the positive relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.</p>	<p>According to Kamolrat Lasuwong's research, we found that the highly intellectual person can solve the problem better than the low intellectual one. This relates to the study of Suksa Pahamak (1989: 63) "Intellectual development has the positive relationship towards adaptation" with the statistically significant at 0.05.</p>
<p>Hypothesis 4 The stress has the negative relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.</p>	<p>From research about relation between stress and American teenage childhood of Kovacs, we found that stress hasn't the relation to early teenage adaptation. But from the research of Pensri Warasombati (1994: Abstract) studying about stress, intellect, social support and coping behavior found that stress has no relation with coping behavior. Whenever the coping behavior doesn't influence to mental and emotional but depends on different components.</p>

Hypothesis	Theories, concepts and researches
<p>Hypothesis 5 Hardiness Personality has the positive relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.</p>	<p>The high hardiness personality person would adjust himself and cope with problems in a better way. (Nittaya Kongchum, 1996: Abstract) This is in line with the research of Chayanit Luewanit (1997: 49) about the hardiness personality, stress and the coping behavior of patients' relatives admitted in the hospital. From this research, the hardiness personality person was at medium stress and use both the problem focused coping strategy and the emotional focused coping strategy.</p>
<p>Hypothesis 6 Social support has the positive relation with the coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.</p>	<p>According to Patarapong Prakobpol (1991: Abstract) about the relationship between social support and the social support is positively related to coping behavior with the statistically significant at 0.01. This is in line with Waraporn Nakkarat (1990: Abstract) and Nittaya Kongchum's researches(1996) about the hardiness personality, social support, selective factors and the adaptation of the cancer patient which found that the highly social supported person would be the good adapter.</p>

CHAPTER II

LITERATURE REVIEW

To present all related documents and researches, the researcher studied the concepts and related literature in order to bring them as the conceptual framework of this study as the followings:

1. Adolescence
2. Coping
3. Stress
4. Hardiness personality
5. Social support
6. Additional factors
 - 6.1 Sex
 - 6.2 Per day expense
 - 6.3 Academic achievement

1. Adolescence

1.1 Definition

Adolescence was derived from the Latin word, “adolescere” which means grow into maturity. This definition was considered as the process in life cycle resulting from attitude, need, social belief more than the period of life. Sucha Chanaim (1986: 10) defined the word “adolescence” as the one who is going to be

mature measuring from physical completion or the top form of body and be the connection between childhood and adulthood, and the turning point of life. Reaching to this condition, adolescence needed to develop in 5 parts: physical, emotional, social, intellectual and ethical at the same time.

The academicians and psychologists agreed to use the approximate age as the measurement. Sucha Chanaim (1986: 26-27) divided the period of adolescent age into 3 categories:

1. Early adolescence: For female adolescence, roughly between the ages of 13 and 15; and for male adolescence, between the ages of 15 and 17, were considered as complete maturity in both male and female ones. As for girls, menses and changed figure could be the pointers; and for boys, sperm cell and a breaking of voice were considered as the pointers.

2. Middle adolescence: For female adolescence, roughly between the ages of 15 and 18; and for male adolescence, between the ages of 17 and 19. Their body, mind and the way of thinking would gradually change until they became mature. This kind of change would be individually different, depended on the circumstances' factors.

3. Late adolescence: For female adolescence, roughly between the ages of 18 and 21; and for male adolescence, between the ages of 19 and 21. They would grow and turn to be completely mature in this period. Generally, mental development especially thinking and life philosophy, grew further than physical parts.

1.2 The development of adolescence

Development means the traditional change processes of human beings which is the health change causing new characteristics and new ability (Sucha Chanaim, 1986: 10-12). Human had the development in different stages, based on age and ability to learn in each individual.

Table 2 Developmental stress of adolescence

Physiology	<ul style="list-style-type: none"> - body like adult - ability to have sexual intercourse - change in gland
Intellect	<ul style="list-style-type: none"> - ability to think abstractly
Parents	<ul style="list-style-type: none"> - reaction of parents towards characteristics and body of adolescence
Friends' group	<ul style="list-style-type: none"> - friends' imitation
School	<ul style="list-style-type: none"> - change in school form and school structure
Society	<ul style="list-style-type: none"> - expectation in adolescence - education - selection and opportunity of work

Source: Leo Goldberg and Shalom Breznitz "Itamd book of stress" 1981.

From the table 2 above, the development of adolescence could be divided into 5 parts:

1.2.1 Physical development

The academicians said that physical development of teenagers would reach its complete maturation in order to make their responsibilities perfectly.

Their outstanding change was their weight, height, figure etc.

Physical development in this period was so significant since it was the change from childhood to adulthood. (Sucha Chanaim, 1982: 13) Weight and height change would be occurred in adolescence. Height rate would decrease when they were 15 years old and would not grow anymore. When they were 17-18, weight would also drop down. Female adolescence might be 5-20 centimeters higher and 7-25 kilograms fatter; and as for male adolescence, they would grow slower than female ones for about 2 years. Their height would be increased to 10-30 centimeters and their weight would be increased to 7-30 kilograms. The secondary sexual characteristics which was considered as the division of the male and female gender grew gradually. As for female adolescence, an ovary would grow fastly, their breast would be near the adult's, their sexual change would completely grow when they were 17 years old. Male adolescence would grow in any parts of the body- hair at arms and legs would grow more, their height would be more and fastly grow when they were 15 years old. Male adolescence would stop growing when they were around 20 years old. (Chalongrat Intree, 1985: 178-179)

1.2.2 Emotional development

Emotion was the feeling or the sentiment arousing by other stimuli
Sucha Chanaim (1986: 40-43) formed the concept about the cause of changeable and violent emotion as followings:

1. Physical change makes adolescence more interest on themselves. They interested in imitating adult in both behavior and dressing. Since adolescence didn't have much capacity to be appropriate in every way, adult viewed their children as

immature. They always had conflict with adult as usual. This is one of many reasons adolescence's emotion was unbearably changeable causing uncovered stress.

2. Internal organ of the body change. The bigger stomach made adolescence need more food. Then they would gain more calories, they would use it in many kinds of activities that made them tired and needed sleep. The adult who didn't understand them would blame their child as lazy. So, they felt fussy and preferred to be together with their group. Moreover, the sex gland function was the major reason causing adolescence to have new need and begin to interest the opposite sex.

3. Adaptation to new circumstances. Teenagers had to adjust with their colleagues, opposite sex friends, family, other concerned individuals; since their emotion was flexibly changeable: one reason was because the change of the body in both internal and external ways, and the confusion in their own role, changed from children to adult.

1.2.3 Social development

According to Sucha Chanaim (1986: 45) studied about the social development of the early adolescence, we could conclude that the early adolescence would pay more attention to their friends more than other period of life. They would have more relation with their friends in both same and opposite sex. Moreover, the tremendously fast change of body was the stimulus to urge them gather in groups; since they perceived, understood and solved their problem better than others. Moreover, they also reacted to the social need; for example, being the outstanding person, the activist, and escaping from the unsatisfied society etc., When adolescence gathered in groups, they would form the regulations, language, specific

tradition only for their own group. Everybody had to follow those regulations. This kind of gathering was naturally made. It played a great role in life, mind and future of them. Family would lessen their role; so, characteristics of the group affected their life in the present and future.

1.2.4 Ethical development

There were the ethical change in adolescence by being reacted and observing others; for example, cheating. Adolescence would feel guilty and be ashamed. As for forming responsibility, teenagers needed a rule of conduct, filled with rational treatment more than forcing. Piaget said that ethical development of teenagers was in the form of relativism, considering more about the intention of the doer. The developed language and thinking at the same time would be the judge about value, and accepted value of our society.

1.2.5 Intellectual development

Adolescence was the condition that their intellectual development grow fastly. Their interest would be various and wider. They use their thinking capability to express more freely. Their format of thinking would be different from their previous one - they began to think about the distant thing and did not bind their thought with the only one side. They would observe other feeling more obviously , and this made their evaluation more concisely to the truth. Their more concise capability would help them earn much more. From their young's thought, the important factor to develop the adolescence's intellect was the development from the concrete side to the abstract side, that was, adolescence would become the one who had the rational thinking. From the hypothesis, they could consider the probability at

the same stage of the truth and the concrete side. Adolescence began to consider more concisely in the form of finding and caring about the relation to be the independent thinking. (Janya Suwannatat, 1990 : 162-163)

1.3 Adolescence's need

Several academicians proposed that human need especially teenagers were depended on their value and most of them would hold on the value of their groups. However value could be changed upon events and circumstances. Groups affected through adolescence's need; so, the real need of the adolescence would be their own need plus the social need as the followings:

1. Need love from the surrounded people and also passionate love from the opposite sex.
2. Need joy and cheerfulness from many kinds of pleasure such as activities, sports and entertainment.
3. Need freedom. They thought that they were mature.
4. Need acceptance from adult in the way of thinking and acting.
5. Need good pattern, suggestion and rational advice.
6. Need stability, economical and social safety, and the credit guaranteed that after they did falsely, they would not be blamed or punished.
7. Need new experiences; for example, the fashionable dressing or being a nightclub goers, and having the opposite sex friends. If adults could not accept such behavior; as the result, concealing and cheating behaviors would occur and damage would happen at the end.

8. Need future and success. They were the responsible age and independent because their development grew nearly the adult ones.

1.4 Health problem of adolescence

Adolescence was the age of sexual development and physical change. Physical change in this period of time would continuously grow with psychological change especially the perception since various things occurred fastly. Both boys and girls still could not be ready for change. Health problem could occur with male and female adolescence. Some problem were the structural one occurred from growth process which was the non-serious health problem. Some problems were concerned with health that brought the serious sickness as the followings:

1. Light health problem

1.1 Incredibly light and fat; Teenagers who were too much thin might lack of energy to do their favorite activities and might have low resistance. However the plumb adolescence at this stage always stayed this body to the adult which would bring to illness; for example, blood and blood tube malfunction. Teenagers who lost their image, felt that they are unvalued and their friends did not accept them in groups. Therefore, we should suggest them to eat and exercise appropriately to body's need.

1.2 Tiresome; Teenagers were always tired since there were fast rate of body change and the body moved very much or lack of insufficient sleep, improper nutrition fact, emotional problem. If it lasted long, they should be under medical treatment.

1.3 Acne; Acne usually occurred with adolescence. Its cause was the skin inflammation and there were the fat gland mixing with bacteria, causing pus. Small symptoms could be found around the chin, cheek, back, shoulder, bottom and breast. So, they would not dare to participate in any social participation and might be reserved and self-conscious (Chalongrat Intree, 1985: 206). The one who did not have much acne should take more care about cleanliness and beware of food causing acne. Female adolescence should avoid using cosmetics since it might cover all face glands. (Watcharat Limrat, 1995: 3)

2. Serious health problem.

2.1 Depression; Adolescence was the age of fast and serious change at the same time. This made them the psychic problem. When they encountered their life crisis, loneliness was their mental problem which should be helped. (Frank & Ralson, 1989: 127) Loneliness in adolescence mostly found in the 15 years old or more (Foster, Hunsberger & Anderson, 1989: 1133), because they would be pressed, since they felt that they did not ready to enter the end of age. (Vaughan & Litt, 1990: 322) As from the research, loneliness and stress led to suicide in Thailand - in 1987 and 1988 for 1,241 and 2,247 respectively, and in 1989, there were 1,295 people who were in 15-24 years old. (Department of Epidemiology, 1989: 35,290)

2.2 Sexual Problem; This problem was related with psychosexual development and sex drive which made them begin to pay more attention to the opposite sex, curious to know the sexual fact, and find the chance to be together. At the same time, sexually physical change was complete and ready to make love but the society could not accept; since they were considered that only at the physical side that

was ready but as for mental side, it was not at the same line. (Supat Teerawetcharoen, 1994: 24)

2.3 Drug Problem; There were various causes; for example, the divorce of their parents, lack of intimacy, conflict, bad circumstances, need to test or their friends lead them to drug. This made adolescence to take drugs. (Prayoonsri Maneesorn, 1989: 98) Adolescence had high drug problem. From the research on Thai students from all through countries and the statistical analysis of the medical treated population, 23 percent used drug. In 1988, many northern students were under medical treatment for 98 and in 1989 for 104 people. (Kanan Hussiri and Pairat Tippayamontol, 1992: 22)

Therefore, the age of adolescence were so significant for human being because it was the age of adult. Their feeling was confusing about their role and adjust their own and their various kinds of change. Their responsibility was not full, it was between mature and immature. In the fast grow period, teenagers felt that they were mature and needed to take responsibility. At the sane time, they lacked of knowledge and experience about things happened to them. For example, body development in adolescence were natural or abnormal. Stress and health problem in teenagers was the problem that could prevent. If they had the proper life span; so, their parents or the concerned might take care of them and give advice for them for a better life.

2. Coping

2.1 Definition

Garland & Bush (1982: 156-158) said that the behavior in coping with problems was the process that individuals tried to stop, relieve or reject stress or the threat which could conclude with the open or close behaviors.

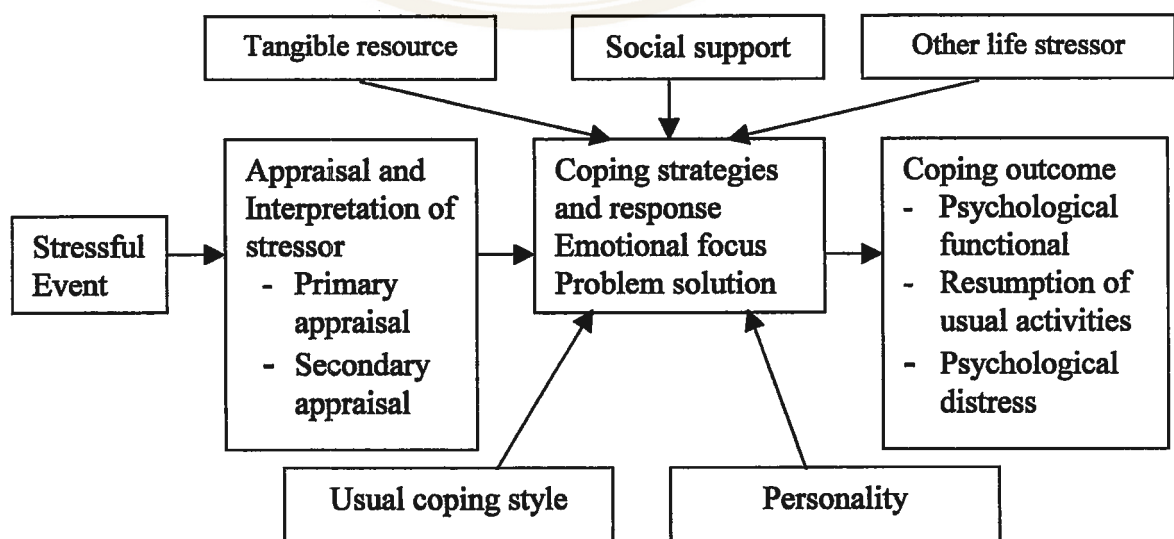
Lazarus & Folkman (1984: 186-189) said that coping meant the cognitive try and behavior which was changeable to manage the problem or their need. Individuals also evaluated it as a threat.

In conclusion, problem coping meant the process that individual used to manage with the condition, considering as the threat or danger in the form of behavior that they tried to stop, relieve or reject such threat.

2.2 Coping process

According to Lazarus (1984: 181) coping process was the situational process or event, stressor, appraisal and coping as the figure I

Figure 1 Coping process



Source: Taylor E. Shelly , Stress and development of illness, 1990: 233.

2.2.1 Event or Stressor was the stimulus or threat made their need unsuccessful. Individual tried to use their capability to win those threat in order to control body to the balance condition. Such event or stressor could be classified into 3 categories.

2.2.1.1 Acute stressor means the immediate and serious event; for instance, physical illness, traumatic experience etc.

2.2.1.2 Stress-event sequences; for example, lost, residential move, status change such as career change, marriage or divorce etc.

2.2.1.3 Chronic stressor; for example, daily hassles, role strain etc.

2.2.2 Appraisal; This appraisal was considered as the cognitive appraisal which was the continuous process, evaluating such event on the result towards themselves and how to face such event as the primary appraisal and the second appraisal.

2.2.2.1 Primary appraisal; Individual would use their intellectual capability to evaluate the event. This could be classified into 3 types:

1.) Benign / positive; Individuals did not be influenced from such event.

2.) Venign / positive; Individuals evaluated that they would get good things or advantage from things that they confronted. Such evaluation was the happiness and depended on individual factors.

3.) Stress; Such evaluation could be classified into 3 types:

- Harm or Loss means such damage has already occurred with other individual; for example, illness, separating etc.

- Threat means realizing in harm or loss and damage which did not occur but expected to be and badly resulted in the future.

- Challenge was similar to threat but had some differences. Evaluating as the challenge would have the goal of enthusiasm, joyfulness while threat would concentrate on danger and appeared to be angry and worry.

2.2.2.2 Second-appraisal; Surrounding by danger, no matter they were threaten or provoked. Individual might do something to manage with situation and might evaluate how to use tactic to encounter best with situation. Individuals would use intellectual knowledge and experience to evaluate their resource and their own way which would bring capability, help including money or property to weight whether it was advantages to face such situation or not. Lazarus & Folkman (1984: 135-137) said that the appraisal affected to tactic. In coping with the problems, if individuals evaluated the situation as unchangeable, individuals would use tactics to cope with problems in the form of emotional focused coping strategy more than the one who evaluated that it could be corrected, and found more information. That group of individuals would face the problem in the form of problem focused coping strategy.

2.2.3 Coping behavior; The problem coping of individuals would express in the form of behavior in facing problems differently. Problem coping consisted of behavior influenced by intellect, reaction, emotional reaction and physical reaction which all had the interaction

There were 2 purposes of the behavior in coping with problems: stop the stimulus considered as stress and keep integrity by controlling both physical and emotional reaction. Function of problem coping were:

1. Reduce danger causing from stimulus.
2. Adjust themselves to the situation.
3. Keep their own good feeling.
4. Balance of emotion and satisfaction in relating with other people.

2.3 Coping behavior

Lazarus & Folkman (1984: 174-179) divided coping behavior to 2 types: problem focused coping strategy and emotional focused coping strategy.

2.3.1 Problem focused coping strategy: This tactic was similar to scientific problem coping; for example, information research, problem analysis, problem coping, truth acceptance and bringing experience to revitalize the successful experience and evaluate for the result in order to choose the best solution which differed from general problem as the problem solving oriented on one environmental factor. Since problem solving should be oriented on both environment and human resource: behavior improvement and adjust themselves to new circumstances, problem focused coping would be differently various depended on kinds of problem and existing resources.

2.3.2 Emotional focused coping strategy was the way individuals tried to manage with their own emotion or feeling occurred from tense situation which was not problem focused coping strategy. There were two reasons using them.

2.3.2.1 Relieve tension; Most people usually used this kind of problem solving to relieve their tense feeling. It was considered as thinking method to express their behavior: Problem escaping, being indifferent, daydreaming, drug addicting and relaxing (ex. concentration, playing sports, etc.)

2.3.2.2 Induce tension; This was also a thinking method but, on the contrary, it would induce tension. So, few people chose this way; since they would feel worst before relaxing. To relieve the tense situation or balance others and themselves, someone used this tactic to cope with their problem to push themselves to action. The forms of problem focused coping strategy were anger action, adventurous activities.

In coping with daily hassles, multiple problem coping should be used. If they were revisable or preventable problems (traffic jam, no relaxation, examination) We should use the problem focused coping strategy and if such situation was considered as non-revisable. We should use the emotional focused coping strategy which do not affect to their health.

2.4 Effective factors towards coping

Taylor (1990: 191-257) said that resources in problem coping could be divided into 2 types: internal and external resource which had the limitation and effect to choose or tactic using in problem coping. External resource were tangible, social support and other stimuli; for instance, daily conflict etc.



2.4.1 Coping style was the trend to choose the way in problem coping which would be successful in problem coping and depended on situation and threat.

2.4.2 Personality; For example, hardiness personality, sensitive seeking and optimism. According to this research, we found that personality affected directly to stress and problem coping process in both good and bad sides. Different individual's personality affected on stress that individual received and promoted them to cope with the problems

2.4.3 Social support; Cobb (1980: 148) said that social support meant telling that individual were loved and cared, valuable and be a part of society. Individuals who had high social support would have lower level of stress than problem coping and be better in problem coping.

Studying about problem coping behavior, Lazarus divided coping problem into 2 types: problem focused coping strategy and emotional focused coping strategy, using the way to coping test of Lazarus, adapted to adolescence by Pensri Worasombati.

3. Stress

3.1 Definition

Many academicians gave various and different definitions and meanings as the followings:

House (1974: 12-27) said that stress was resulted from social reaction towards other people at the same circumstances and the relationship between

individual and external environment which would be social situation perception of any individual derived from various factors; for example, attitude, cultural influence, past experience, mental need. Genetic background etc., which resulting from life crisis coping as the followings:

- When individual had both physical and mental need but did not be reacted. They would feel oppressed and conflicted.
- Lose or fear to lose valuable things, beloved or the significant people. For example, career lose, social role lose or even the limb losing.

Lazarus & Folkman (1984: 179-180) said that stress was the relationship between individual and environment causing situation that individual evaluate as life non-escaping threat and individual would react to each situation differently depended on balance evaluation of demand, resource and cognitive appraisal.

Antonovsky (1987: 3) said that stress was derived from coping with stressor and disbalance individual in both physically and mentally. Therefore, stress meant sustaining strain resulting from unable managing of individual with such pressure and could not win stress stimuli. Major causes of stress needed in each situation, was not balance with individual's capability or situational acceptance. Stress occurred from individual and environment reaction. When individual considered stimulus as damages, threat or challenge.

Peera Kruekkruenjit (1986: Abstract) said that stress meant the state of being balance between physics and mentality, resulting to reaction towards threat from internal and external body, including pressure or work obstacle, change, development and physical and mental need of individuals.

In conclusion, stress means the state of disbalanced between physics and mentality resulting from stressor occurred from reaction towards individual and environment. It caused reaction through body, mentality and behavior which made them lose social role affecting to their lifestyle.

3.2 Stress Cause

Causes of stress, in fact, was its own roots. Virtually, causes of stress were not good or bad. Stress could be occurred by individual's reaction. Selye (1976: 104-124) said that the same or more serious reason in physical, mental or social could cause stress, and reaction in each individual could be differed. It depended on other factors. Such factors would support violence, reduce speed or change reaction style towards individual's stress. This made individual's adjust differed in both balance or illness cause. Causes of stress could be classified into many categories.

Kohn, Lafrenicre, & Gurerich (1990: 190-195) classified daily hassles, causing stress into 7 categories:

1. Developmental challenge
2. Time pressure
3. Academic alienation
4. Romantic problem
5. Assorted annoyance
6. General social mistreatment
7. Friendship problem

Laor Hutangkoon (1988: 45-47) described causes of stress as things cause daily hassles, tension towards individual, and body had to get rid of it. Causes of stress could be divided into 2 types:

1. Specific stress agent causing from micro-organism, germ and insufficient biological factor and specific body imbalance such as lack of water, lack of oxygen etc.
2. Non-specific stress agent or mental agent such as fear, work tension, social pressure, role change of life; for instance, from adolescence to adult, relationship failure or working, losing, oppression from incapable capability to serve all basic to top need.

3.3 Stress Level

Besides, Janis (1952: 13) has also divided stress into 3 levels as the followings:

1. Mild stress was tension happened and expired within the short time, and related to cause or little situation such as missing an appointment, gaining terrible services etc.
2. Moderate stress was tension which had the stronger sense comparing with the first level. For example, too much time in studying, serious sickness, friends' conflict etc.
3. Severe stress was tension at the serious level. Its causes were in the strong level such as beloved losing, significant limb losing etc.

Coping with stress or the stimulus causing stress might affect differently. Some individual might feel irritated, oppressed while some feel challenged and satisfied to face with all situations. All depended on the supported factors or inner factors as the followings:

1. Maturity meant development which should be occurred at each age. If it was deficient, it would affect to ability in coping with stress.
2. Heredity meant genetic treasure such as body figure, body strength.
3. Personality meant all composition of individual such as biological factors, forming the structure and other composition of individual such as value, belief, culture and society especially family which differentiate personality and affected to the efficiency in coping with problems.
4. Past experience especially learning about managing and situation of similar problems.

3.4 Stress Reaction

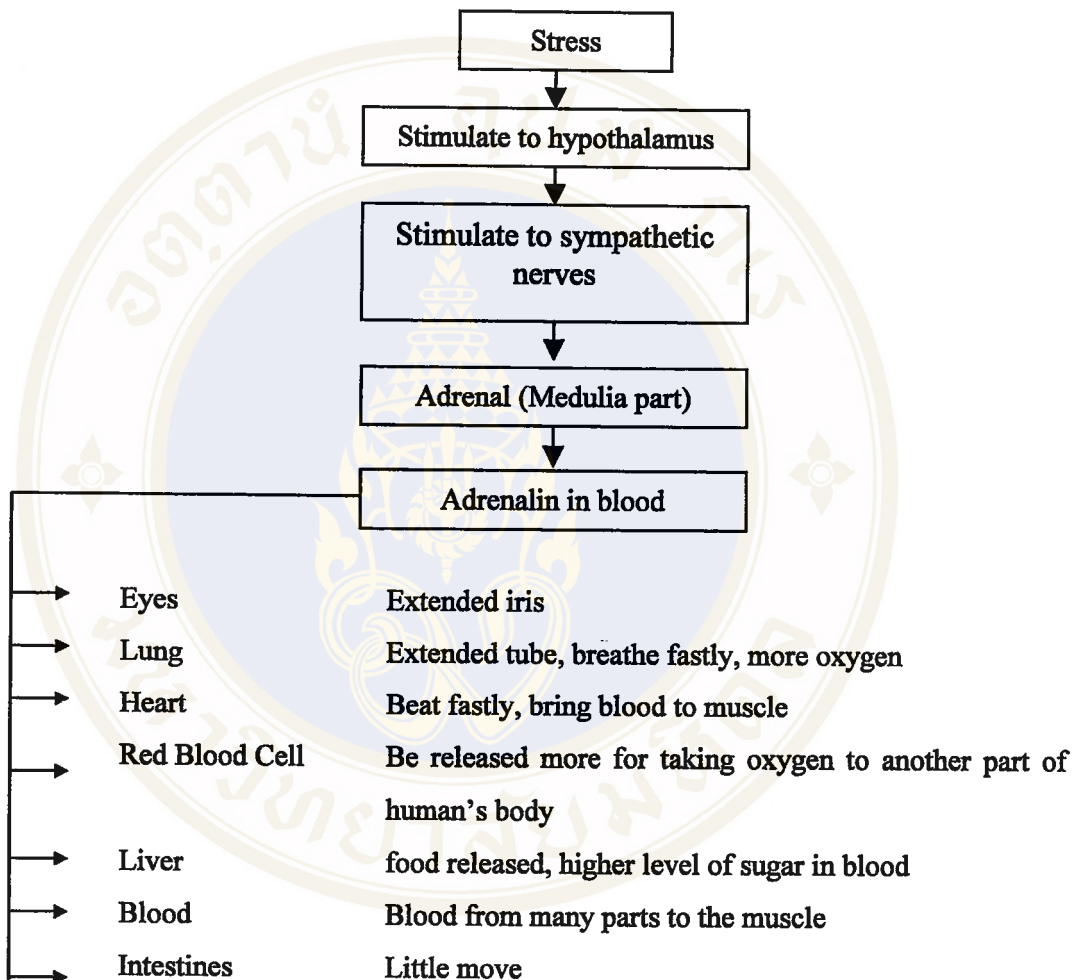
The body system of stress reaction could be divided into 2 parts: the system of perception and the system of gland, functioning by the hypothalamus part to save the body balance because the hypothalamus part would stimulate the sympathetic nervous system, pituitary and adrenal gland to be reacted.

3.5 Result of Stress

Murray (1975: 69-81) remarked about the result of stress that body could react towards stress in 2 types:

1. the body reaction affected to stress and had many results as in figure 2

Figure 2 Physiological of stress



2. Mental reaction towards stress

2.1 Changed behavior and personality: a set back behavior, alienation, non-participation, sluggish and moody.

2.2 Disturbing thinking process: confusing, hesitant, indecisive, fear or irrational doubtful.

2.3 Inappropriate emotional expression: Irrational cry, quick-tempered, impatient, furious, and pretend to be ill.

2.4 Lack of attention: did not pay attention to talk but pay more attention to circumstances and hypersensitive to noise.

2.5 Consciousness perceived level: lack of memory, interest or concentration and may face less stimulus.

2.6 Perception part disturbed: might have the illusion, hallucination and the unusual perception part.

2.7 Use protective tactic unconsciously: self-centered, daydream.

2.8 Conversational language changed: repeated the same sentences, unrelated talk to the situations, changed tone of voice, changed words and pronunciation.

2.9 Changed self-image: distorted talk, pretended to be young, alienated, inappropriate decision, lack of self-esteem and self-saved.

When stress occurred, it resulted to physical illness, psychological malfunction, behavioral change. Bond (1986: 4-6) has studied the result of stress, there were behavioral change such as meddlesome, argue, stutter, make lots of noise, be aggressive, smoke and drink quietly, be absent for work or too much work.

Sompob Ruengtrakoon (1981: 26-29) said that stress symptom would be more or less serious depended on

- type of stress
- violence of stress

- each individual's experience in adjusting to stress. Good adjuster was better than the one who did not have experience.
- stress.
- the one who knew how to find happiness would be less symptom since there were more way out to relax.

3.6 Stress and health

Stress was the cause of both physical and mental illness, damaging the function of immune deficiency or reduce the immune. So, the person who had to concentrate with stress for a very long time could be ill easier than the person who had to face stress for a short time; for example, colitis, infection, cancer, diabetes etc., Besides that, stress increased fat level in blood and grouping the hemoglobin, made blood to be more sticky, made high blood pressure (Wessman, 1986: 302-304) and heart diseases and cardiovascular heart diseases. (Levy, et al., 1984: 75)

Suwanee Keawkingkaew (1984: 104) said that result of stress as followings:

1. Emotional stress affected to hormone system ie., imbalance, disfunction of cells, and diseases etc.
2. The risk of diseases.
3. The long stress affected to immune system that it was infected.

Suree Kanjanawongse (1993: Abstract) said that the stress except being illness, tension caused body old and shabby and resulted to their behavior; for instance, be alcoholic, severe smoking habit etc. Stress affected to the variable behavior; since stress was composed with the psychological components especially

the cognitive part. It was believed that such behavior was the method to relieve tension. Though tension influenced to change of behavior affected to illness, it didn't mean that would be under the same stress situation. Everybody might express behavior at the same way. Some characteristics would be the significant factors in analysis to predict the tendency of behavior risk to illness. (Larson & Silvette, 1975: 177-179)

Besides that illness were occurred from stress; on the contrary, illness could be as a stressor. Since individual were ill, they were always face with stress from sickness and new environment (Pornchan Suwannachart & Kobkul Pancharoenworakul, 1986: 116) According to the research on the malfunction of heart muscle of Ober, (Waraporn Nakkarat, 1990: 3) we found that most of the dead patients always depressed and worried. Since stress from sickness would make individuals suffered, discouraged, fear to die and dispirited to live.

3.7 Theories of stress

1. Theory of Newman (1980: 1250-1255) said that causes of stress could be ranged in 3 levels: inner, interpersonal and external

- Inner level: power occurred individually such as changeable self-image.
- Interpersonal level: power occurred between two or more individuals such as expectation about individual rate in family and society, family relation and culture etc.

- External level: power occurred out of individual such as air pollution, water pollution or even economic crisis.

2. Socio-Cultural Concept: This theory mentioned that the mental malfunction might derive from social change, work pressure, education, cultural change, some belief or being population at risk such as adolescence, oldies, new working group. Besides this, the 25-35 years old people who were in the responsible period- some might be just married or had the first child, that made them adjust themselves towards lots of problems. If they would be successful in solving that problem, they would be healthy; but if it was not such line, they would feel bored and worried. They could not adapt themselves to new environment and their work also brought them stress; for instance, conflict with the superior, colleagues, competition, lack of intention to work but had to endure because of economic necessary or fear to be more responsible if they would have been promoted. On the contrary, some who had not been supported would feel emotionally insecure or pressured. If there was a lot, mental changing and perceiving would be occurred. As the same way, the adolescence who were in the age of studying could be tense from many stressors and if they could not adjust themselves appropriately, violence at the level of mental and perception malfunction to suicide could be occurred.

3. Theory of Selye (1965: 246-250) This Australian physician defined the meaning of the word "stress" as the condition that body and mentality reacted to the stimulus from both internal and external which threat, obstruct the situation or work and human need which reflected to the body change about structure and chemical reaction to stop such threat making body and mentality to be imbalance. When the

stimulus threatened body, there would be the adjustment. individual's adjustment and fighting with stress could be classified into 3 steps:

3.1 Alarm Reaction Stage: This was the short period from a few minutes to 48 hours and it depended on the seriousness of stressor. This period happened from the stressor of the body affecting to the perception system and pituitary gland in pouring hormone. This would make body to oppose the stressor and adjusted the body condition in the appropriate existence. This period could be divided into 2 steps: shock phase and counter shock phase.

3.2 Resistance Shock: This was the period that individual found the way out to adjust themselves. Such adjustment would occur in both physical and mental. Behavior that expressed physically might have direct act. In mentality, we might use mental tactics. More or less behavior expression and individual; if they could not find the appropriate and correct way. Body adjustment would be a punishment but if there were stimulated from the stressors, they would lack of body adjustment and enter to the third stage: Exhaustion Stage.

3.3 Exhaustion Stage: If the cause of stress was serious enough, the stress resistance could not balance the body. Individual could not adjust themselves. Stress would still go on and might be reached to death-all limb were out of work. If human used more energy that they could endure, human could not stand such situation and it was necessary to be depended on the external power to replace the used one and extend the working capability for human being.

Many theorists about stress viewed its state in different ways and classify the stress theory into 3 groups: (Bongkot Cheawcharyont, 1990: 58)

1. Response-based models:

- Hans selye was the theory about General Adaptation Syndrome.
- Levi and Kagan was the theory about Psychological Stimuli and disorder.

2. Stimulation-based models:

- The engineering dialogy of Gook's Law of Elasticity.
- Characteristics of stress such as Cox and Maackary, describing the sophisticated part in the dynamic system of stress between individual and environment.

Lazarus mentioned to the experience of stressful.

However, this research would mention only the related theories: the theory of stress of Cox and Maackary.

Cox, et al. (1987: 1-21) proposed that stress can describe the complicated part in the dynamic system of stress between individual and circumstance as table 3 which described stress by the reaction principle and the stimulation which were the cycle from the effect for 5 stages:

1. Need; This related to individual and was the environmental part of each individual composing with physical and mental need. Individual would perceive the need and capability depended on their own need.

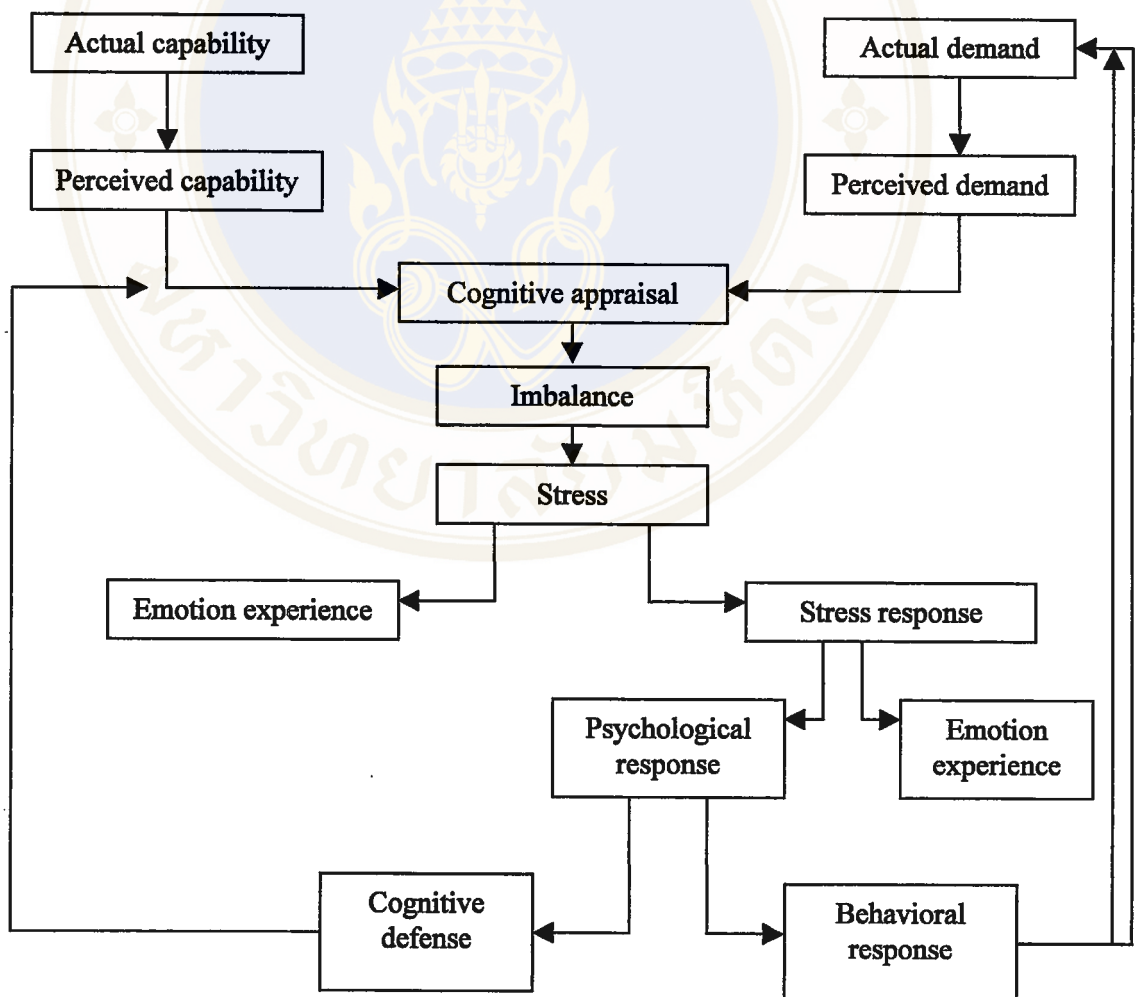
2. Stress; It would occur when the imbalance happened between the need perception and the capability perception. Intellectual need was the most necessary to the capability in coping with problems which were individually different. In this period, there would be the reflection from the physical, intellectual and behavioral change.

3. The stage of stress reflection, considering the capability in coping with individual problem.

4. Result of Problem coping; Stress would occur when it could not reflect to need.

5. The rebound stage; This would occur in the period of stress system as the immediate effect in each system.

Figure 3 Stress process



Source : Cox ,et al., 1987: 33

We could conclude that individual who had stress often affected to intellectual evaluation which would bring individual to have the different stages of stress in coping with problem; since, there's the situational and resource evaluation at the different glance. Based on the theoretical principles, theories of cognitive costs mentioned that stress related to perception and intellect. Any individual who was in the tense situation, that individual needed intellectual resource in coping with problems. And this would make them use too much intellect or intellectual resource with other responsibilities and would have less energy and time for other responsibilities and problems.

3.8 Stress measurement

Individual reacted towards stress in different way which could be measured in many levels such as measured from stress perception, everyday change, mental pressure, behavioral measurement under tension and physical reaction measurement under tension (heart beat change, blood pressure, blood and urine amount etc.). Each stress measurement had the different solution such as the too much long period in collecting data etc.

Everyday life change would be one of many popular ways in making research since the situation of life has the relation with the mental and physical pressure.

3.9 Daily hassles of adolescence

Daily hassle was things making frustrated, suspected, dispirited with their lifestyle and environment including all problems concerned in life and this was also the situation knowing in advance such as change from adolescence development, loss, desperate, examination, report etc., Besides, uncontrollable or unpredictable events would be more serious than the controllable and predictable situation, ambiguous event would have more serious and clear-cut events. Individual who worked too much hard would be more stress than the one who has little responsibilities.

All of these situations were inescapable. In our everyday life, there would be the effect towards health and mentality which differed greatly in frequency and seriousness of daily hassles which needed little adjustment, but the daily hassles also directly affected to perceived health status.

3.10 Researches on stress:

David, et al. (1992: 63) studied the relationship between stress and adjustment of the sample early adolescence such as 166 early adolescence studying in M.3 in Southeast, USA. In 1993. The everyday life test of Johnson and Mc.Cutcheon, the daily hassles test of Rowlison and Felner, the adolescence adjustment test of Kovacs, the self-estimation of Narikava and Frith, the children stress test of Reynolds and Richmond were used. The result found that stress had the negative relation to the early adolescence adjustment.

Sirikul Joonlasiri (1980: 1-21) studied the relationship between stress and the pattern of behavior in problem coping of the senior student of the faculty of

medicine, Siriraj Hospital, Mahidol University for the first semester, the academic year of 1990 for 140 people. The questionnaire applied from coping problem test of Lazarus and Folkman was used. The result found that stress had no relation with the behavior in problem coping with the statistical significant at 0.05. However, students who had the different level of stress would have the different solving method : critical considering and did more research behavior. Students who had low level of stress would have 2 kinds of behavior higher than the moderate one with the statistical significant at 0.05.

Pensri Worasombati (1994: Abstract) studied about stress, intellect, social support and the behavior in coping with stress of early adolescence. The sampling unit was 402 of M.1 students of co-education school, Bangkok area. The research tools were the questionnaire on lifestyle, stress test, the questionnaire about social support, the behavior in coping with problems test and the standard progressive metrics test. From the study, we found that stress had no relation with the behavior in coping with stress of early adolescence; since, such behavior didn't affect to mental and emotional condition but might depend on the different factor.

According to research and literature review, stress was related to the behavior in coping with problems and found that it had both positive and negative relation. So, the researcher interested in studying and making hypothesis that stress had the negative relation with the coping behavior. In this research, stress had been defined at the same concept of Lazarus and had been divided into 7 factors according to (Paul M.Kohn, Kathryn Lafreniere, and Maria Gurerich, 1990: 13) which measured

stress with the Inventory of college Student's Recent Life Experience of Paul M.Kohn, Kathryn Lafreniere, and Maria Gurerich.

4. Hardiness Personality

4.1 Definition

Many academicians had given the definition of this word as the followings:

Sucha Chanaim (1986: 84-85) said that personality meant the overall picture of individual's behavior in both personal, work and social part.

Personality meant total process between any characteristics of individual in both physical and mental at the same type which each had the relation on each other and its own and unique style at any individuals.

Nipa Nittayayon (1987: 37-38) had defined the word "personality" as the overall unit of physical and mental system within the individual, and it had the function stated about the characteristics of behaviors and the way of thinking.

In conclusion, personality meant individual's characteristics which were both physical appearances such as look, talking and dressing style or even manner; and the inner part such as emotion and mentality: interest, thinking, need, intention, life philosophy. Such individual's characteristics would be stable.

4.2 Personality Determination

Individual's personality had been formed by 3 major determinations. (Sucha Chanaim ,1986: 86-88)

1. Gene and biological basic.

2. Identity meant life process of each individual or specific experience that individual received.

3. Environment: Natural, physical, cultural and social environment such as learning, individual perception, social inspiration and infant-age practice etc.

All of those factors were individual's personality determination. Such personality would be the basis on adjustment causing more or less stress, and when stress occurred, individual had to find the way to relieve stress. This was called as the adjustment period. When stress occurred, inner limb would have the lower immunization and illness could be easily occurred.

Janis (1952: 237) said that personality which stress often be occurred, could be classified as 3 groups:

1. The easily sensitive; This group would pay more attention to outer circumstances and be easily persuaded.

2. The individual who always did things repeatedly. This group would love justice, conciseness, punctuality, loyalty and stability.

3. The individual who had both of two groups' characteristics. This group could be found in most of people. They would love sensitivity, justice, carefulness, and stability.

4.3 Hardiness Personality Qualification

Everything on this earth might be changed and surely that there was no one can escape from stress. Many people might not be successful fighting with stress.

Lots of social psychologists and philosophers said that human could stand with stress

challengingly and it was considered as the benefit more than life destroyer. Kobasa (1982: 6-8) said that human had to prepare in coping with stress individually and this would bring it to be the benefit more than life destroyer. Three components of personality causing stress resistance were commitment, challenge and control. All of them were called as hardiness personality:

1. Commitment meant belief of true situation in each condition. That was knowing who you are and what you are doing. There were many situations causing stress such as conflict in each family, important turning-point, relation between individual and social institute. Many people believed that their own self-confidence in changing any situation would be the basic in preventing illness; since, confidence would be the buffer to relieve stress. Individual who were self-confident not only know whom they were and what they were doing but they knew how to solve the problem and group the problem solution orderly. Such confidence was considered as the support and structure reorganization to be more strong. Being confident in whatever he or she did, recognition would be occurred. Also, they would see the value of their own capability how they did to escape from stress and relieve feeling being threat from stress.

Self-confidence had the deeper meaning than self-esteem or personal capability. Since such individual would have skill and capability to cope with problems. Commitment would be the basis in the sense of community. When other people face life pressure, the self-confident would give advice and guide the way out for others. Antonovsky (1987: 257) called these qualifications as the interpersonal resource to the successful individual in organizing with stress.

In measuring commitment, we could measure from the alienation of individuals to themselves, family and society. Kobasa said that individuals' alienation meant individual who did not have power or paid little attention when they had to face problems composing the characteristics of powerlessness or hopeless. In persuading any individual or society, adventurousness or lack of surviving capability, dangerous activity lover or lose belief in everything.

2. Challenge; We believed that life had more change depended on stability. They viewed that the tense situation caused the destructive result and this was the predictive event. We stimulated fighting more than threatening. Challenge would make people to practice in responding to unexpected situation. Individuals would find out information, experience, and resource in order to help them coping with stress: there was the preparation in coping with stress.

Challenge could be measured as optimism. Charles (1994: 67) said that optimism meant situational expectation in the positive way. The one who viewed things in the high positive level was the one who expected situation in the positive way; and the one who viewed things in the low positive level was the one who expected situation in the negative way. Such positive thinking would make them evaluate violence of such situation to decrease and had the adjustment.

3. Control meant individuals had the tendency to believe and express behavior according to the cause of situations. Individuals would find out the definition why some incidents happened or stress might not happen from luck but causing from capability in responding towards stress with the efficiency in self-control would be the dangerous prevention towards stress. Self-control would help individual to perceive

the tense situation by expecting for its own action; that was, his capability to form his own action. Averill (1973: 286-303) concluded his study that control had the relation with the agenda in coping with problem. So, in coping with stress, individuals who could control themselves would get autonomy and intention to act. They would feel that they could express any behaviors or actions to be successful by themselves, could interpret and collect any situation together with life planning by changing situation to non-dangerous situation and had no effect towards physical condition and such threaten situation would be dropped.

Rojer (1974: 358-368) said that individual who could adjust himself was the one who had self-understanding. When individual knew himself, knew quality, inspirational capability and his own attitude, the relation towards others would not be tense.

Control could be measured from capability in locus of control. Jerrold S.Greenberg (1993:1-15) said that the capability in controlling himself meant the perception of individual that they could control situation and the one who had enough power for self-control meant the one who had the capability in controlling situation.

4.4 Researches on hardiness personality

Hellen (1991: 14) studied about relation between hardiness personality and life situation to the perception about health of adult in countryside areas from the random sampling of 300 population. The average age was 55 years old. The research tools was the Kobasa's Hardiness scale, the Holmes and Raphe's SRLE, and the

perceived health test. The researcher found that hardiness personality did not be the resistance towards stress.

Kanungnit Somboon (1996: Abstract) studied about social support and hardiness personality affecting to stress of the non-commissioned traffic police officer under the metropolitan police station, Bangkok area. The sampling unit was the non-commissioned police officer. According to this research, the non-commissioned traffic police officer would be socially supported in the moderate level and had the variable relation with stress.

Nittaya Kongchum (1996: Abstract) studied about the hardiness personality, social support, selective factors and the adjustment of breast cancer patients who were under the chemical treatment. The sampling unit was 110 female patients considering the breast cancer patients under chemical treatment. According from this research, the one who had highly social support would be the good adapter.

Patcharee Pumpoung (1996: Abstract) studied about factors that related with The stress of freshy nurse in college: Bangkok area. The study found that the hardiness personality had negatively relation with the stress at significantly level 0.01 meant who had high hardiness personality will have low stress.

Chayanit Luewanit (1997: 78-80) studied about hardiness personality, stress and problem coping of patient's cousin who passed the accident, staying at the hospital. The sampling unit were 110 cousins of patients, staying at Wachiraphuket Hospital. The result was the high hardiness personality person would have stress in the moderate level and used the problem focused coping strategy and emotional focused coping strategy.

From the literature review above, we could see that the hardiness personality influenced the situation and the resource evaluation which was very significant towards problem coping. The researcher also found that hardiness personality had the negative relation towards stress but, on the contrary, it had the positive relation with the adjustment. Lazarus said that the adjustment and the problem coping had the same definition. So, the researcher interested in studying and forming the hypothesis in this research as hardiness personality which had the positive relation towards the behavior in coping with problems. The researcher used Kobasa's theory in classifying hardiness personality into 3 categories by the hardiness personality measurement test, Dean's alienation test, Karver's challenge and optimism test, and Jerrold S.Greenberg's locus of control.

5. Social support

5.1 Definition

Any individuals would be socially supported or not depended on the social network of individuals, connecting between individuals and family with community that had various relation in both quantity and quality. Being socially supported from social network in both high quantity and quality represented that individual would be high socially supported too.

Cobb (1976: 300-301) defined the social support as information making individual to believe that being loved and cared, praised and useful, and formed the feeling that being the part of society. Cobb divided the social support into 3 groups as the followings:

1. Emotional support; The information making other people believed that being loved, cared, closed, trustful and bring these to the intimacy.

2. Esteem support; The information making individual feel valuable, be praised and see his own value.

3. Socially support; The information informing that individual was the part or the member of social network and had the participation together.

Schaefer, et al. (1981: 358-386) believed that social support had 3 independent components:

1. Tangible support; The direct help by giving things, money and service.

2. Emotional support; The support forming realization in each individual that they were intimated, loyal, trustful and confident. All of these characteristics promoted individual to feel that they were loved and cared.

3. Information support; This was the information guiding for individual to solve the problems and giving reversal information to individual.

Jacobson (1986: 255) defined the definition of social support as the adventurous resource or as the social relation to individual's need. Social support of Jacobson could be divided into 3 groups:

1. Materials support meant things and services helping people to solve problems.

2. Emotional support was the behavior making individual relaxed, believed to be loved, praised and other behavior expressing care, stable and safe.

3. Cognitive support was the information, knowledge or instruction helping other people to understand and could adjust to any changes.

Weiss (1992: 108) said that social support in the form of social relation composing with:

1. **Social integration** was the relationship occurring from individual to participate in any social activity, occurring competition, exchanging opinion, information and property.

2. **Assistance and guidance**; The relation occurring when individuals were in the stress condition would make them need more emotional support and advice from the important person.

3. **Opportunity of nurturance** was the responsibility of people towards others' relaxation, adult paid attention to children and this would make the feeling of being needed from others.

4. **Intimacy** was the relationship of intimacy resulting warmth and safe.

5. **Self-worth** was the praise in any behavior and social role expression.

From these various different concepts, we could conclude that social support was being helped from social network such as family, cousin, colleagues, superiors, and other related persons who helped in form of things, money, information, emotional support in order to be accepted from others as the part of society.

5.2 Resources of social support

As for the social support, individual might receive support from many individual groups in the society as the followings:

1. **Individual group who naturally related**; composed of 2 types of individual:

First, individuals lived in the direct line such as grandfather, grandmother, father, mother, son, daughter, niece, nephew. Second, the closed line such as the same age friends, neighbor, familiar people, colleagues, closed-friends etc.

2. Organization and association meant people grouped together in the form of unit to help other people such as Lion's club, religious organization, students club and parents association etc.

Schaefer, et al. (1980: 385-386) said that individual would be socially supported or not was depended on the different structure of social network.

- Size meant amount of individual who had the relation or reaction.
- Intimacy meant intimacy made each other trustful.
- Frequency of contacts meant frequency in meeting with such individual.
- Composition meant individual who support as members in family, colleagues and other related persons.

Individual would be socially supported or not, depended on potential recipients of support. For example, if we did not want support but someone gave us- this was because we did not want to be the load of other people and did not feel happy to be supported.

Gottlied (1985: 5-22) has classified the social support into 3 stages:

1. Macrolevel was the consideration to participate or the social support, measuring from the relation with social support. Participating in each group with willingness and informal lifestyle.

2. Mezzolevel was the structural and functional view of network with the specific measurement to the individual with frequent relation such as friends. Such support was instruction, help in things, emotional support, friendship and social acceptance.

3. Microlevel was the consideration of relationship between the most closed believing that the quality of relation had more significant than quantity: volume, amount and frequency of relationship. The structural network of supporting energy were husband, wife and other members of the family who emotionally closed. This made emotional support, love and care expression.

5.3 Factors influencing need and social support

Norbeck (1981: 43-44) mentioned his idea about this concept that each individual had their own necessary and social support in different level. At the same time, each would socially supported in different level too. Factors influencing need and social support have been classified into 2 groups.

1. Personal qualification factors:

1.1 Age; Different age would be socially supported at different level. (Waraporn Nakkarat, 1990: 77-78) Since age influenced the amount and types of social support-different age would have different social support, infant; for instance, needed care and high level of support but when they grew up, the frequency in supporting would decrease, and the total amount of people who needed support would extend. When they were adult, they received less support; since their social group would be smaller because of death and lose.

1.2 Sex; Different sex would influence each individual to be social supporter at the different level. The female were always socially supported than male. Since female would have more serious than male. Only little health problem, female would seek for help and support more than male. They had more tendency to satisfy with support from big social network. While male needed only 2-3 people or closed persons for only one such as couple etc. From the research of Jirapa Hongtrakoon (1989: 38), it showed that the relation of some factors, social support and ability to take care of patient, non-reason high blood pressure and found that sex had the positive relation with social support. Female would receive more social support than male.

1.3 Education; From the study of Waraporn Nakkarat (1990: 79), we found that any individual receiving good education would find information or resources for help more the one who received lower education and the well-educated one could perceive much more problems and solution, and face tension better than the unwell-educated.

1.4 Economic status; From the study of Chantip Wongwi(1993:69), individuals who had more economically stable status, they would have more socially supported form. This made them feel uncertain in being ill at the low rate and could adapt themselves better than the one who could not well afford. The poor one were the people who had to face with economical problem; so, they paid more attention to their earning and had lots of problem to solve more than pay attention to social activities. On the contrary, the one who had few economic problems would have enough time

and space to participate in the social activity and meeting which would bring them to be the part of society more than the poor one.

1.5 Individual differences; Individual might have differences in the way of thinking, attitude and social skill. The tactic in adjustment and perceived situation throughout the hardiness personality was the capability in problem coping. All of these would make the individual who need and be socially supported at the different rate.

1.6 Marital status; Marital status would influence the social support in the different way. Married women would be socially support more than widower who separated from her husband. (Waraporn Nakkarat, 1990: 78) Single would be least socially supported. This could be explain that the married group would be cared, loved from family and friends or had more socially supported. This related to the study of Chantip Wongwiwat, (1993: 68) it found that the married patients would perceive the social support more than the one who did not have the couple.

2. Situational Factors

From the situational crisis or the condition of stress; it would influence towards need of support and chance to be supported. From Norbeck's study, (1981: 43-44) we found that illness or immediate stress condition for the short time would need short support but in the great amount; for example, the one who were in the sad condition from losing the beloved or important one. As for the change in maturational crisis or the role change in life cycle such as getting pregnant, parents preparation which needed the social support in moderate period of time for good adjustment and could pass crisis in the good way, and the last group that needed long and permanent

support such as the sustaining patient, the handicapped etc., Such individual would need social support to promote good health and acted as the social function, but need for social support would be more when they were ill or stress could occur immediately.

5.4 Social support power with health condition

Berkman & Syme (1979: 186-203) said that the relation between social support and health condition of human could not be clearly described but these would be belief that the one who split from any society would caused opportunity to be ill.

1. Alienation was the cause of body change affecting individual to be ill.
2. Alienation would be emotionally affected, causing sadness, having process in fighting and capability to face the crisis which could be the way leading to suicide or dangerous behavior.
3. Alienator would be little socially supported and did not have any chance to make mistake with health.

Zeimer (1982: 4-11) concluded that the way in coping stress with, supporting between emotional condition of each individual and capability perception in controlling any situation would have influence towards stress coping process.

Worntman (1984: 2339-2537) explained that the process in social supporting towards health condition was:

1. Social support would make individual perceive with themselves and environment correctly and might receive new introduction about how to solve the problem which would make individual to cope with stress better.



2. Social support might influence stress. Individuals who received enough social support would be protected not be influenced by stress or may occur health problem from stress.

3. Social support affected the meaning evaluation or violence of situation. Individuals would bring information about violence of each event helping to cope with problems to evaluate tense situation happened with their own.

4. Social support promoted for tense coping effectively by inspiring the good behavior changing.

5. Social support might affect to indirect stress coping, influencing the receiver to feel value in themselves.

Social support would not have any rate to directly solve the non-normality but social support would be the buffer or prevented individual from badness or violence occurring from stress.

Cohen & Wills (1985: 310-313) proposed the hypothesis about the role of social support influencing health condition in both direct and indirect way. It helped the prevention, relieved tension of each individual and made them to adjust themselves towards each situation and illness in 2 characters:

1. The Main Effect Model; Direct support would make their feeling stable and realized in their own value. Such realization would affect the condition of good health and behavior. Moreover, being socially supported also influence the functioning of hormone and immune deficiency system. With these reason, individual who were socially supported would have better health and social welfare than the one who had less social support. From this research of Berkman & Zyme (1979: 186-187)

we found that the relation between the social intimacy of individuals and death rate of people. The sampling unit were 6,928 and from 9 years of research, we found that the sampling unit which was socially supported, had the lower death rate in social support or lack of contact with society since individual did not have anyone who guide, give advice; then, individual had the behavior challenge illness occurring or accident easily such as drug addict, alcoholic drink, smoke or taking and did not exercise. Therefore, less health service using affect to mental condition, made individual to be sad and suicide. But social support resource would cause physical danger such as friends or family member persuaded to drink alcohol, smoke but giving support in this type would recently occur and not continuously in the long period which different in individual's characteristics as the measurement that individual would choose positive or negative behavior.

2. Social support was the buffer or relieve influence occurring from buffering effect model to prevent from body and mental illness since stress occurred from the feeling of self-valueless, could not find the way out and lost their self-confidence and could not face with any situation. However, being enough socially supported would prevent individual from stress:

2.1 Modifying people's response; When individual had to face with stress, it helped them to evaluate the violence of such situation; since social support would make individual know that whatever situation occur, there would be the one who could help or relieve tension.

2.2 Cognitive appraisal was the process to reduce or stop reaction of stress or its direct effect through our body. The one who received high social support

would have little stress because they felt that everyone around them understood and always stood by them; for example, lend them things, many or give some advice, so, they could face very well with stress, could solve problems better, and reduced the perception of importance of problem relating to external hormone work. Moreover, this influenced the support of behavior in self-caring about health and understand better. Reevaluating would make individual control such situation and increased the inspiration in adjusting and support individual to have more try in facing with the problem of medical treatment and physical therapy especially the serious patients. According to Waraporn Nakkarat, (1990: 33) heart disease patients who received high social support would have better sense in coping with problems. On the contrary, patients who received low social support would have lower sense in coping with problems. So, the perception of being loved would make individual have appropriate health behavior such as exercising, having beneficial food, and the last but not least, individual could evaluate whether they were seriously ill or had stress or not. Social support had its own value. It would help people to correct the threat of sense of value and being accepted from others.

Human would be supported from friends, family and others related in life. Social support always relieved tension and brought advantage to health.

Cronenwett (1985: 93-95) concluded that the relation between social support and health promotion were:

1. Social support might directly influence health or make mentality to be good by responding the basic need of individual or promote individual's feeling to be optimistic or have better view.

2. Social support would be the important pointer of health condition when they had high stress. This meant social support would influence in relieving stress.

3. Tense situation of life influenced health of the nuisance since tense condition would influence to resource giving social support.

Pender (1987: 398) concluded the advantage of social support, affecting health condition and individual condition:

1. Social support → Growth Promotion Environment → Health promotion helped promoting change by increase self-value and made individual to have good condition

2. Social support → Decreased stressful life events → Health maintenance decreased situation causing stress.

3. Social support → Feedback or confirmation of action → Health maintenance confirmed that such action would make people to participate and need of society.

4. Stressful life events → Buffer function of social support → illness promotion decreased the negative side such as decreased the tense situation by interpreting event and emotional reaction.

Tilden & Weinert (1987: 614) concluded the hypothesis about social support as

1. Social support had the positive effect with health by not relating with stress.

2. Social support might prevent stress condition : stress occurred from being alone. Social support might relieve stress while stress occurred and decrease stress reaction; for example, lose of beloved which individual or people around help in supporting.

Moreover, social support also promoted how to cope with problems efficiently. So, technique in social support helped individual to be healthy or as the buffer that helped individuals faced with stress effectively and helped preventing and promoting good health. It was helped from any resources in society for people in order to manage their life as usual. Technique of social support towards stress could be divided as the followings:

1. Social support would change feeling of self-worth and capability.
2. In controlling environment and any circumstance which would be destroyed from stress.
3. Social support could change relation between violence of stress condition and change level of role, function of individual in social support affecting to accident decrease and life stress events.
4. If tense event happened, social support would make the perception of individual towards stress. At the same time, stress could be controlled and decreased the violence.

5. Social support could promote the behavior in coping with problems of individual and in the same chance to relieve violence from effects of stress or could relieve those effects occurring from stress.

6. Social support might directly influence towards the individual adjustment because social support could promote feeling of self-value and made individual know their own capability or efficiency.

Besides social intimacy, relation with others was considered as expectation in emotional satisfaction of life. It was possible that social resources could help individual in coping with problems. Individual who has been socially supported would cope problems better and could relieve in some period of stress.

5.5 Process of social support towards tense situation

Process occurring from tense situation and perception of definition of such condition to know the result of situation. This situation in life affected to the thinking of individual in present education proving the process by using stress in working. This found that working would cause economic stress relating with self-value, self-understanding which would be necessary causing the sad period. The complicated chain expressing possibility that each situations affected towards self-adjustment and social support also had the relation in coping with problem;

1. Social support could decrease the tense situation.
2. Situation could improve, changed the individual's perception towards tense situation and decreased violence of stress.
3. Social support could change relation between stress and its role.

4. Social support influenced problem coping in reducing effect from violence of stress and its result.
5. Tense situation made them know self-esteem lower and individual had capability in controlling less situation. Social support could decrease result from these things.
6. Social support had the result on adjustment.

5.6 Researches related to the social support.

David, et al. (1992: 63) studied about the relation between stress and the adjustment of the early adolescence. The sampling unit was 166 of early adolescence studying in the high school level, United States of America. They used the questionnaire about everyday life of Johnson and Mc.Cutcheon, the questionnaire about daily hassles of Rowlingson and Felner and the stress measurement testing the adolescence adjustment of Kovacs, the self-evaluation measurement of Narikava and frith, child-worried measurement of Reynolds and Richmond. The result was the social support which was positively related with the adjustment of early adolescence.

Chiengkam Intarawichai (1990: Abstract) studied about the relation between the social support and the behavior in coping with stress of mothers of sustaining ill children. The sampling unit was concluded with 200 mothers of sustaining ill children, accompanying their children to the medical clinic, the OPD, Children Hospitals and Siriraj Hospital. The measurement tools were the questionnaire about the social support; applied from the questionnaire about social support of Somjit Sintoochai which was derived from the concept of Thoilds, the

questionnaire about the behavior in coping with stress of mothers of sustaining ill children; applied from the concept of Damrosch and Perry and Lazarus. The researcher found that social support sent the positive relation to the behavior in coping with stress of mothers of sustaining ill children with the statistically significant of 0.01.

Waraporn Nakkarat (1990: Abstract) studied about the relation between the social support and the behavior in coping with stress of the heart disease patient. The sampling unit was 150 heart disease patients, received medical service at the OPD of King Mongkut Hospital, Ratchavithree Hospital and Rama Thibodee Hospital. The measurement tools of this research were the social support measurement, applied from the social support measurement of Brandt and Weinery which adapted from the concept of Weiss, the questionnaire of the behavior in coping with stress of patients, applied from the behavior in coping with stress of the elderly measurement, the behavior in coping with stress of the elderly of Jongrak Supakitcharoen adapted from the concept of Lazarus. As a result, we found that the social support had the positive relation with the behavior in coping with stress of the heart disease patient with statistically significant at 0.01.

Pattarapong Prakobpol (1991: Abstract) studied about the relation between the social support and the behavior in coping with stress of the sustaining ill patients. The sampling unit was the sustaining ill who might be considered as the sustaining patient for more than 3 months and admitted as the inner patient of the general medical science building, Siriraj Hospital, and be 20 years olds or more. The researcher used the measurement of social support of Netnapa Kupantawee, based on

the concept of Cobb and Schaefer and other, the measurement of the behavior in coping with stress of the sustaining ill patients, applied from the measurement of the behavior in coping with stress of operated-breast cancer patient of Pattama Kuppajit from the concept of Lazarus. As the result, we found that the social support had the positive relation with behavior in coping with stress with the statistical significant at 0.01.

Pensri Worasombati (1994: Abstract) studied about stress, intellect, social support and the behavior in coping with stress of the early adolescence. The sampling unit was 402 M.1 students of the co-education school in Bangkok area. The tools used in this research were the questionnaire about lifestyle, stress test, the questionnaire about social support, the behavior in coping with the problem test and the standard progressive metrics test. The result showed that the social support had the positive relation with the behavior in coping with stress of the early childhood ($r = 0.311$) with the statistically significant at 0.01.

Sasithorn Maneesadang (1995: Abstract) studied about the relation between social support and the perception about giving birth experience with the adjustment of teenage mother. The sampling unit was 100 of teenage mothers who just gave birth at Ratchawitee Hospital. The result showed that social support related with the adjustment of teenage mothers with the statistical significance at 0.01.

Kanungnit Somboon (1996: 82-83) studied about social support and the hardiness personality affecting to the stress of non-commissioned traffic police officers under the metropolitan police station in Bangkok area. The sampling unit is non-commissioned traffic police officers. The result showed that non-commissioned

traffic police officers were socially supported in the moderate level and had the reversal relation with stress.

Nittaya Kongchum (1996: 110-111) studied about the hardiness personality, social support, selective factors and the adjustment of breast cancer patients who were under the chemical treatment. The sampling unit was 110 female patients considered as the breast cancer patients who were under the chemical treatment. The results showed that the one who got the high level of social support would be the good adjuster.

From the literature review above, we concluded that social support influenced on individual in evaluating situation and individuals' stress. In coping with problems and this research, social support had the positive relation with the behavior in coping with problems. So, the researcher interested in studying and forming hypothesis that social support had the positive relation with the behavior in coping with problems. In this research, the researcher has given the definition and divided social support into 5 components as the concept and theory of Weiss, social support test and Pro II test.

6. Additional Factors

6.1 Sex

According to psychological analysis theory of Freud, individual's personality could be classified into 5 stages: oral stage, anal stage, phallic stage, latency stage and genital stage. Such development would result into adulthood. Sex

differentiation would evolve in phallic stage resulting male mentality be stronger than female's. And from Chodorow's research, we found differences of female and male gender. This occurred from the differences of parents taking care. Boys always worked harder than girls teaching children differently and people.

The difference occurring in male and female related with coping with problems. That brought resource using in coping with problem to decrease stress differently and also found that situation which had problem of each sex would be various.

1. Social support meant mental support and valuable object. Female often had more than male and made them to be the supporter of others. Male always had the relation with friends in objective help.

2. Tactic in problem coping in socialization stage meant social expectation between male and female that was different by judging male as the one who always solved problems and female always concentrated in emotion.

Researches related to sex

Andrew & Rudolph (1981: 139-149) studied about the role I, responding to problem coping and social resource in relieving stress in each situation of life without studying in family, San Francisco for 360 family. From the random sampling enveloped returned for 294 families (82%) , average age of female was 43.5 and 45 for male. The research tools were the life change test of Holmes and Raphe, social resource test on relation and activity between society and family, colleague and friends, the reaction test on problem coping applied from Siddle's measurement, Mood and symptom measure. The result showed that male and female always faced

with problem differently with the statistical significant at 0.01. Female often faced problem more than emotional in male.

Atchara Sukarom and Orapin Chuchom (1994: 50-59) studied major components relating to adjustment of teenage students, separating from background of taking care. The sampling unit was 534 of M.1 students under the Division of Secondary, the Department of General Education, the Ministry of Education. The research tools were the questionnaire about student's background, adjustment test, environment test, grown up perception test, and thinking test. The researcher found that teenagers who had different sex, would have not different capability in adjusting.

From the research above, different sex would have capability in adjusting similarity and differently. It also mentioned that different sex would have different adjustment. Female was better than male in adjusting. Lazarus said that adjustment and problem coping had near definition. So, the researcher interested to study by forming hypothesis that female adolescence could endure with problem better than male.

6.2 Per day expense

Economic status was the significant factor in living; so, the well-being individual often coped with problems better than the one who lack of these factors. Panzarine said that different environment made individual evaluate the violence of problem differently and differentiate the tactic in problem coping. If you have low economic status, the capability in coping with problems would be decreased.

Researches related to per day expense

Jalowice and Powers (1981: 12-20) studied about the relation between economic status with the behavior in coping with high blood pressure, and the ICU patients. Among 25 high blood patients and 25 ICU patients, they were tested with the daily situation test of Holmes and Raphe, and the behavior to cope with problems test. The result showed that economic status had the positive relation towards stress coping.

Mc.Cubbin, et al. (1994: 55) studied the relation between the expense of the family and the behavior in coping with problems of parents whose their children were cystic fibrosis for 100 families, at Minnesota hospital, United States. The behavior in coping with stress about health test was used in this research. The result showed that the expense of family did not relate to mother's stress but related to father's stress.

Waraporn Nakkarat (1990: Abstract) studied that there was the relation between social support and the behavior in coping with stress of heart disease patients. The sampling unit were 150 heart disease patients at the OPD section, King Mongkut hospital, Ratchavitee Hospital and Rama tibodee Hospital. The research tools were social support test, applied from Brandt and Weinert's one, the behavior in coping with stress test, applied from Chongrak Supakitcharoen's the behavior in coping with stress of the oldies. The result showed that the expense had the positive relation with the behavior in coping with stress of heart disease patients with the statistical significance. ($p < 0.05$)

Dissaya Kamolsunthorn (1994: Abstract) studied about relationship between social support and the adjustment through the role of being pregnant mother.

The sampling unit was 400 pregnant women at Nakornratchasima hospital experiencing with the questionnaire which the researcher formed herself. The result showed that the expense had the relation with the adjustment of being mother with the statistical significance at 0.01.

Panee Chunpradab (1995: Abstract) studied about the relation between the perception of self-value, social support and the behavior in coping with stress of pregnant women. The sampling unit were 200 of pregnant women in the risk period of Siriraj hospital, Ratchavitee hospital and Chulalongkorn hospital. The result showed that the expense of family had the positive relation with the behavior in coping with stress with the statistical significance at 0.01.

From this research, the expense had the positive relation with the adjustment and the behavior in coping with stress. Lazarus (1976: 466) said that the adjustment and the behavior in coping with problems had the similar meaning. The researcher interested in studying by forming the hypothesis of the expense of adolescence positively related with coping behavior of adolescence.

6.3 Academic achievement

Achievement meant the amount of success from work with try, resulting from the action derived from brain.

Therefore, academic achievement meant the amount of success, resulting from try which might be derived from brain.

Academic achievement measurement in the form of educational grade, believing as better than students' test with the questionnaire about the educational achievement.

Researches related to academic achievement

According from Alexander and Simmon (Alexander and Simmon, cited by Sukoom Moonmueng, 1996: 122) we found that one component related to the academic achievement: intellect from the study of Dask and Kanange, Cattell and Butcher, Lavin, Vernon. (Dask and Kanange, Cattell and Butcher, Lavin, Vernon, 1996: 148) We found that the skill in solve the problems was the intellectual capability, considering as the resource in coping with the problems.

Suksa Pahamak (1989: Abstract) studied about the intellectual development and the adjustment of students in Srisaket province. The sampling unit were 10-17 years old male and female students in Srisaket province for 800 people; 6 months. The research tools were the standard progressive metrics test and the adjustment development test. The result showed that intellectual development has the positive relation with the development on adjustment with the statistical significance at 0.05.

Kamolrat lasuwongse (1993: 64) said that the high intellectual one often solved problems better than the low intellectual.

Pensri Worasombati (1994: Abstract) studied about stress, intellect, social support and the behavior in coping with stress of the early adolescence. The sampling unit of this research was 402 of M.1 students of the co-education school, Bangkok area. The research tools were the questionnaire about lifestyle, the stress test, the questionnaire about social support, the behavior in coping with problems test, and the standard progressive metrics test. The result showed that the intellect level had no

relation with the behavior in coping with problems, resulting from the standard progressive metrics test-the capability in coping with problems test, not the capability in talking and evaluating knowledge.

From the literature review and the research, we found that the intellectual level had the positive relation with the adjustment or the problem solving but no relation towards the problem coping. Lazarus said that problem coping has the similar definition with the adjustment. The researcher interested to study and formed the hypothesis that the academic achievement had the positive relation with coping behavior of adolescence and measured the academic achievement with the last average grade.

CHAPTER III

RESEARCH METHODOLOGY

This study is a type of surveys studying the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students of the academic year 2000 in the Bangkok metropolitan area that concluded male and female. The samples were selected by Multistage Sampling.

1. Population and Sample

1.1 Population

Population in this research is group of Mathayomsuksa six students of the academic year 2000 in the Bangkok metropolitan area that concluded male and female. Total of students were 25,558.

1.2 Selecting sample

Sample size

1. The sample size of this research uses the systematic method of Yamane. The Yamane's method is: (Boontham Kitpredaborisut, 1987: 63)

Formula	n	=	$\frac{N}{1+Ne^2}$
Then	n	=	sample size
N		=	size of total population
e		=	error of random sampling

The significance level was fixed at 0.05

The replacement in formula: $n = 392$

Sample size = 400

Sampling

The methods of sampling: The research uses the systematic method of the multiple sampling as follows:

1. Separating the samples by 3 parts:

Inner part was composed 18 sections.

Middle part was composed 10 sections.

Outer part was composed 6 sections.

2. Sampling 1 section from 1 part (Inner part, Middle part, Outer part) by simple random sampling:

Sample of inner part was Bangkok Noi.

Sample of middle part was Phasicharean.

Sample of outer part was Talingchan.

3. Sampling 1 school from 1 section (Bangkok Noi, Pasricharean, Talingchan)

Sample of Bangkok Noi was Suwannaramwittayakom School.

Sample of Phasicharean was Watnolnoradit School.

Sample of Talingchan was Watnoinai School.

So, Samples of the study were Suwannaramwittayakom School, Watnolnoradit School, Watnoinai School.

4. Sampling 3 rooms from 1 school:

Samples of Suwannaramwittayakom School were M.6/1, M.6/4, M.6/7 and total of students were 135.

Samples of Watnolnoradit School were M.6/2, M.6/5, M.6/10 and total of students were 135.

Samples of Watnoinai School were M.6/3, M.6/6, M.6/9 and total of students were 130.

Then, number of samples in this study were 400 students. (See figure 4)

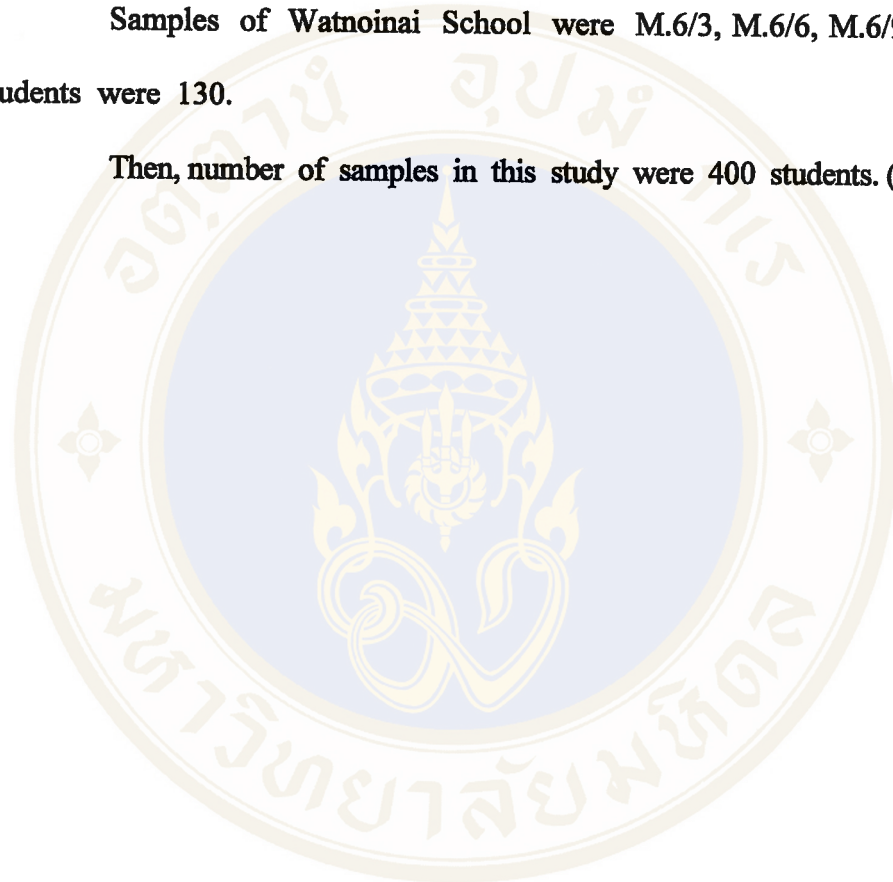


Figure 4 Sampling process

Inner	Middle	Outer
Phayathai, Dusit, Pathumwan Pomprabsuttupai, Pranakorn Bangruk, Sumpantawong khoykhang, Thonburi klongsan, Bangkok Yai, Bangseu Rachatewee, Sathorn, Klongtey Bangkholaerm, Yannawa and Bangkok Noi	Ladprao, Prakanong, Bangkrapi, Beongkum, Phasicharean, Rachaburana, Dong Muang, Jomtong, Bangplad and Prawet	Nongjok, Meanburi, Ladkrabang, Bangkhuntean Talingchan and Nongkham
Bangkok Noi Chinorosewittayalai School Watnairong School Suwannaramwittayakom School Soenanun School	Phasicharean Watnolnoradit School Janpradittharamwittayakom School Watpradoothongtam School Ridthinarongron School	Talingchan Taweewuttana School Potisanpittayakorn School Mahannaparam School Watnoinai School Suwanpubplapittaya School Watparknumpittayakom School Nawaminrachootid School
M.6 in Suwannaram wittayakom School: M.6/1 = 48 students M.6/2 = 35 students M.6/3 = 47 students M.6/4 = 40 students M.6/5 = 39 students M.6/6 = 44 students M.6/7 = 47 students M.6/8 = 30 students	M.6 in Watnolnoradit School: M.6/1 = 38 students M.6/2 = 45 students M.6/3 = 45 students M.6/4 = 37 students M.6/5 = 45 students M.6/6 = 32 students M.6/7 = 40 students M.6/8 = 45 students M.6/9 = 29 students M.6/10 = 45 students	M.6 in Watnoinai School : M.6/1 = 45 students M.6/2 = 45 students M.6/3 = 50 students M.6/4 = 25 students M.6/5 = 30 students M.6/6 = 45 students M.6/7 = 30 students M.6/8 = 25 students M.6/9 = 35 students M.6/10 = 25 students
Total of M.6/1, M.6/4 and M.6/7 = 135 students	Total of M.6/2, M.6/5 and M.6/10 = 135 students	Total of M.6/3, M.6/6 and M.6/9 = 130 students

2. Research instrument

1. Personal and General Information measured from general individual questionnaires for 6 items.

2. Questionnaire about the stress was used to be the measurement of the Inventory of College Student's Recent Life Experience (ICSRLI) for thirty-seven questions.

3. Questionnaire about the hardiness personality was development according to Kobasa's concept and theory composing of three factors (twenty-three questions):

- Commitment was measured by translated and applied from Alienation Test of Dean (Dean, 1990: 196-257) for seven questions.

- Challenge was measured by translated and applied from Life Orientation Test of Scheier and Carver (Carver, et al., 1994: 1,063-1,078) for ten questions.

- Control was measured by translated and applied from External locus of control of Jerrold S. Greenberg (Jerrold S. Greenberg, 1993: 1-15) for six questions.

4. Questionnaire about social support was used to be the measurement of The Personal Resource Questionnaires (PRQ Part II) of Brandt and Weinert for twenty-five questions.

5. Questionnaire about coping behavior was used to be the measurement that applied the measured form of Pensri Warasombati to adjust the concept and theory of Folkman and Lazarus (Folkman and Lazarus, 1984: 186-189) for thirty questions.

3. The Development of the Research instrument

This questionnaire composes of 5 sections as follow:

Section 1 Personal and General Information

Personal and General Information composed of individual questions 6 items that concerned to sex, field of study, per day expense, academic achievement and pattern of family.

Section 2 Questionnaire about the stress

In this study, The researcher measured from Inventory of College Student's Recent Life Experience. Inventory of College Student's Recent Life Experience (ICSRLI) was applied from measurement of daily hassles scale of Kanner that some question will include to response physical and mental. Furthermore, this measurement was applied to appropriate for the samples by 85 items of Kanner. This test was close - ended question, which had four scales for frequency of situation in the last month. This measurement was used to students in Canadian University amount 280 students. Later, to be correcting until to be appropriately measurement that reliability was 0.89 and was called Inventory of College Student's Recent Life Experience (ICSRLI), composed thirty- seven items by considering 7 factors were developmental challenge, time pressure, academic alienation, romantic problem, assorted annoyance, general social mistreatment and friendship problem.

In this study, the researcher used to Inventory of College Student's Recent Life Experience (ICSRLI) composed thirty- seven items by considering 7 factors as the following:

1. Development challenge: 10 items in number 1-10.
2. Time pressure: 7 items in number 11-17.
3. Academic alienation: 3 items in number 18-20.
4. Romantic problem: 3 items in number 21-23.
5. Assorted annoyance: 5 items in number 24-28.
6. General social mistreatment: 6 items in number 29-34.
7. Friendship problem: 3 items in number 35-37.

This measurement was close-ended questions that measured intensity from frequency of daily hassles in last month by selecting four scales were:

Scaling	Score
Never	0
Seldom	1
Often	2
Always	3

Total of scores were between 0-111 who received high scores meaning, to be high stress.

$$\text{Mean of questionnaires} = \frac{\text{Total scores of questionnaires}}{\text{Items. of questionnaires}}$$

Mean of score was between 0-3 and divided into 3 levels as follows:

- High stress meant who had mean of score between 2-3.
- Medium stress meant who had mean of score between 1-1.9.
- Low stress meant who had mean of score between 0-0.9.

In considering, the components of stress have different items but take score as the same by dividing from mean of each component.

	$\text{Mean of each component} = \frac{\text{Total scores of each component}}{\text{Items of each component}}$
Mean of developmental challenge	$= \frac{\text{Total scores of number 1-10}}{10}$
Mean of time pressure	$= \frac{\text{Total scores of number 11-17}}{7}$
Mean of academic alienation	$= \frac{\text{Total scores of number 18-20}}{3}$
Mean of romantic problem	$= \frac{\text{Total scores of number 21-23}}{3}$
Mean of assorted annoyance	$= \frac{\text{Total scores of number 24-28}}{5}$
Mean of general social mistreatment	$= \frac{\text{Total scores of number 29-34}}{6}$
Mean of friendship problem	$= \frac{\text{Total scores of number 35-37}}{3}$

Section 3 Questionnaire about the hardiness personality

In this study, the researcher applied the measurement according to Kobasa's concept and theory composing of 23 items and divided 2 parts as followings:

- Commitment: ability to do activities relating to others measuring from outstanding, work, society on the question about commitment in number 1-7, translated and applied from Alienation of Dean.

- **Challenge:** viewing changes in life span as chances and stimulation to develop measuring from optimism on the question about challenge in number 8-17 translated and applied from Life Orientation test of Scheier and Carver.

- **Control:** belief that individuals can control situations by adapting or making a good decision, measuring from locus of control on the questions about self control in number 18-23, translated and applied from the external locus of control of Jerrold S. Greenberg (Jerrold S. Greenberg, 1993: 63-122).

This conclusion, questionnaires about the hardiness personality divided 2 parts as follow:

Part 1 The questions have 17 items and measured rating scale used Likert scale measurement by providing for 5 levels with positive and negative items for commitment and challenge as following:

Negative statements were items of 1, 2, 4, 5, 6, 7, 10, 13, 14, 16

Scaling	Score
Strongly disagree	4
Disagree	3
Uncertainly	2
Agree	1
Strongly agree	0

Positive statements were items of 3, 8, 9, 11, 12, 15, 17

Strongly disagree	0
Disagree	1
Uncertainly	2
Agree	3
Strongly agree	4

Part 2 The questions have 6 items and measured opinion or belief by selecting 2 items were a and b as follow:

- Selecting a will have 1 score and selecting b have 0 score in number 21, 23.

- Selecting a will have 0 score and selecting b have 1 score in number 18, 19, 20, 22.

Measurement of hardiness personality have differential score then to change score to be standard score before analysis as following:

$$\text{Standard score (Zi)} = \frac{\text{Score (Xi)} - \text{Mean of score } (\bar{X})}{\text{Standard Deviation (S.D.)}}$$

In this study, the researcher considered who has total score of hardiness personality in each component. The other component had high standard score means that person has high hardiness personality in this way. High or low depended on total standard score of 3 components by low score means low hardiness personality, high score means high hardiness personality.

Before, the researcher divided level of hardiness personality by 2 types as following:

High hardiness personality meant who had total of standard score more than Zero.

Low hardiness personality meant who had total of standard score less than Zero.

Section 4 Questionnaire about the social support

Measurement of social support in this study used to The Personal Resource Questionnaire: PRQ Part II of Brandt and Weinert by Weiss's Concept, 25 items from 5 components as following:

- Social integration: 5 items in number 1-5.
- Assistance and guidance: 5 items in number 6-10.
- Opportunity for nurturance: 5 items in number 11-15.
- Intimacy: 5 items in number 16-20.
- Self-worth: 5 items in number 21-25.

In the answer of questionnaires used to Likert scale measurement by providing for 5 levels with positive and negative items as following:

Positive statements were items of 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24.

Scaling	Score
Very little	0
Little	1
Middle	2
Much	3
Very much	4

Negative statements were items of 5, 10, 15, 20, 25.

Scaling	Score
Very little	4
Little	3
Middle	2
Much	1
Very much	0

Total score of 25 items between 0-100, who had high score meant high social support.

This study divided 3 levels by total score of measurement of social support as following:

- Low social support meant who got total points from social support measured form less than $\bar{X}-1sd$.
- Medium social support meant who got total points from social support measured form between $\bar{X}+1sd$ and $\bar{X}-1sd$.
- High social support meant who got total points from social support measured form more than $\bar{X}+1sd$.

In comparison of each social support that as same as in items and score by considering from total score of each component.

Section 5 Questionnaire about the coping behavior

In the study, the researcher applied from the way of scale of Pensri Warasombati amount of 66 items in positive and negative. Later, try out with M.1 amount 30 students to find item analysis and selected items that related significantly amount of 30 items in positive and find the value of reliability of questionnaire by using the formula of Cronbach Alpha Coefficient is 0.9336.

The researcher divided 2 ways of coping behavior as following:

- Problem focused coping strategy: best the way, 23 items in number 1-23.
- Emotional focused coping strategy: the method that person managing to emotion and feeling from the stress by not using problem focused coping strategy, 7 items in number 24-30.

The Questionnaire was close-ended question and used to Liket scale measurement by providing for 4 levels as following:

Scaling	Score
Unused	0
Used sometime	1
Used often	2
Used always	3

The scores will be between 0-90 who had high scores will be having high coping behavior and divided 3 levels as following:

- Low coping behavior meant who got total points from coping behavior measured form less than $\bar{X} - 1sd$.
- Medium coping behavior meant who got total points from coping behavior between $\bar{X} + 1sd$ and $\bar{X} - 1sd$.
- High coping behavior meant who got total points from coping behavior more than $\bar{X} + 1sd$.

In considering the components of coping behavior that differ in items but same in score by presenting from mean of each component as following:

$$\text{Mean of each component} = \frac{\text{Total scores of each component}}{\text{Items of each component}}$$

So that:

$$\text{Mean of problem focused coping strategy} = \frac{\text{Total scores of number 1-23}}{23}$$

$$\text{Mean of emotional focused coping strategy} = \frac{\text{Total scores of number 24-30}}{7}$$

4. Data and Statistic Analysis

This researcher made the data analysis by program Statistical package of Social Sciences for Windows (SPSS/PC). The steps are as following:

Data analysis

1. Descriptive Statistic:

To make the data descriptive analysis is example, the frequency, mean values, percentage, standard deviation, maximum - minimum values.

2. Analysis Statistic:

2.1 To relate between independent variables with dependent variables.

2.1.1 To relate between sex with coping behavior among Mathayomsuksa six students in the Bangkok metropolitan area by Biserial Correlation.

2.1.2 To relate between per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students in the Bangkok metropolitan area by Pearson's Product Moment Coefficient.

2.2 To predict coping behavior by among Mathayomsuksa six students in the Bangkok metropolitan area by Stepwise Multiple Regression.

CHAPTER IV

RESULTS



This research is to study the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior of adolescences. The sampling group was Mathayomsuksa six students of the academic year 2000 in the Bangkok metropolitan area that concluded male and female. The sampling was 3 schools, 3 rooms from 1 school. The samples were a number of 400 students and received questionnaires total 400 accounts for 100%.

The study results are as follows:

In the first section, to study characteristics of the sample (sex, field of study, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior), the data descriptive analysis is example, the frequency, mean value, percentage, standard deviation, maximum- minimum values.

In the second section, to test the hypothesis by studying the relationship and prediction of variables.

2.1 The relationship between the independent variables and dependent variables

2.1.1 The relationship between sex (male- female) and coping behavior among Mathayomsuksa six students in the Bangkok metropolitan area. The analysis is Biserial Correlation.

2.1.2 The relationship between per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students in the Bangkok metropolitan area. The analysis is Pearson's Moment Correlation Coefficient.

2.2 To predict coping behavior of sex, per day expense, academic achievement, stress, hardiness personality, social support . The analysis is Stepwise Multiple Regression.

1. First Section: Characteristics of the samples

1.1 Characteristics of the samples

The samples consist 54.5 percent ratio of male and 45.5 percent ratio of female. The other fields of study account for 35.5 percent, 33.5 percent for Mathematics- English and 31.0 percent for Science - Mathematics. The per day expense, 56.3 percent for sufficient, 34.7 percent for sufficient and saving rest, 9.0 percent for not sufficient. Academic achievement measured from grade that found mean of grade was 2.5, 54.3 percent for less than 2.00, 32.2 percent for 2.00-3.00 and 13.5 percent for more than 3.00. Pattern of family was pattern of father, mother and daughter or son accounts for 62.8 percent, pattern of father, mother, daughter or son and cousin accounts for 37.2 percent. (See table 3)

Table 3 Number and percentage distribution by population (n = 400)

Characteristics of the samples	Number	Percentage
Sex		
Male	218	54.5
Female	182	45.5
Field of study		
Science-Mathematics	124	31.0
Mathematics- English	134	33.5
Other fields of study	142	35.5
Per day expense		
Not sufficient	36	9.0
Sufficient	225	56.3
Sufficient and saving rest	139	34.7
Mean = 77.8 S.D. = 28.1 Max = 200 Min = 30		
Academic achievement		
Less than 2.00	217	54.3
Between 2.00-3.00	129	32.2
More than 3.00	54	13.5
Mean = 2.5 S.D. = 0.7 Max = 4.00 Min = 1.00		
Pattern of family		
Father, Mother, Daughter or Son	251	62.8
Father, Mother, Daughter or Son and Cousin	149	37.2

The stress of samples measured from Inventory of College Student's Recent Life Experience. In this study was divided into seven types i.e. developmental challenge, time pressure, academic alienation, romantic problem, assorted annoyance, general social mistreatment, friendship problem. The output of score was 0.00-3.00 but in this study found the samples have had 0.00-0.90 when compared standard score that found the samples who have 86.2 percent

for low level, 10.8 percent for medium level, 3.0 percent for high level. (See table 4)

Table 4 Number and percentage distribution by stress of level (n = 400)

Stress of level	Number	Percentage
Low (0.00-0.90)	345	86.2
Medium (1.00-1.90)	43	10.8
High (2.00-3.00)	12	3.0

This studying the components of stress was found the samples have the most of developmental challenge, the second was time pressure, general social mistreatment, assorted annoyance, friendship problem, academic alienation, romantic problem. Beside, romantic problem still sensitively because the standard deviation more than mean. (See table 5)

Table 5 Mean and standard deviation by components of stress (n = 400)

Components of stress	\bar{X}	S. D.
Developmental challenge	17.9	4.4
Time pressure	10.5	4.2
General social mistreatment	4.7	3.4
Assorted annoyance	3.8	2.6
Friendship problem	2.5	2.0
Academic alienation	2.4	1.8
Romantic problem	1.8	1.9

The components of hardiness personality were commitment, challenge, control. In this study considered by standard score and The most found the samples have challenge ($\bar{X} = 20.1$ S.D.= 2.9), the second of control ($\bar{X} = 13.1$ S.D.= 3.8) and the third of commitment ($\bar{X} = 4.8$ S.D. = 1.7). (See table 6)

Table 6 Mean and standard deviation by components of hardiness personality (n =400)

Components of hardiness personality	\bar{X}	S.D.
Challenge	20.1	2.9
Control	13.1	3.8
Commitment	4.8	1.7

In this study, the samples who have high hardiness personality are 52.3 percent and low hardiness personality are 47.7 percent. (See table 7)

Table 7 Number and percentage distribution by hardiness personality level (n=400)

Hardiness personality level	Number	Percentage
High hardiness personality	191	47.7
Low hardiness personality	209	52.3

Five in components of social support were social intregation, assistance and guidance, opportunity for nurturance, intimacy, self-worth when considered to found the samples have score equal to 41- 62 ($\bar{X} = 52.1$ S.D. = 11.2) and 65.3 percent for medium social support level, 21.5 percent for high social support level and 13.2 percent for low social support level. (See table 8)

Table 8 Number, percentage, mean and standard deviation by social support level (n = 400)

Social support level	Number	Percentage
Low (8-40)	53	13.2
Medium (41-62)	261	65.3
High (63-83)	86	21.5
n = 400 \bar{X} = 52.1 S.D. = 11.2 Min = 8.0 Max = 83.0		

Considering to components of social support found the most, the samples received self-worth (\bar{X} = 11.5 S.D. = 2.8), assistance and guidance (\bar{X} = 10.8 S.D. = 3.1), intimacy (\bar{X} = 10.3 S.D. = 2.8), opportunity for nurturance (\bar{X} = 10.1 S.D. = 2.5), social integration (\bar{X} = 9.3 S.D. = 3.5). (See table 9)

Table 9 Mean and standard deviation by components of social support (n = 400)

Components of social support	\bar{X}	S.D.
Self-worth (0-20.00)	11.5	2.8
Assistance and guidance (0-20.00)	10.8	3.1
Intimacy (0-20.00)	10.3	2.8
Opportunity for nurturance (0-20.00)	10.1	2.5
Social integration (0-20.00)	9.3	3.5

Coping behavior has two methods i.e. problem focused coping strategy and emotional focused coping strategy. This study found that scores of samples were 37-58 (\bar{X} = 47.6 S.D. = 11.1). The most was 70.5 percent for medium of

coping behavior, the second was 15.0 percent for low coping behavior and the third was 14.5 percent for high coping behavior. (See table 10)

Table 10 Number, percentage , mean and standard deviation by coping behavior level (n = 400)

Coping behavior level	Number	Percentage
Low (0-36)	60	15.0
Medium (37-58)	282	70.5
High (59-83)	58	14.5
n = 400 \bar{X} = 47.6 S.D.= 11.1 Min = 0.0 Max = 83.0		

In study, the samples have coping behavior by problem focused coping strategy (\bar{X} = 36.9 S.D. = 8.8) more than emotional focused coping strategy (\bar{X} = 10.7 S.D. = 3.3). (See table 11)

Table 11 Mean and standard deviation by pattern of coping behavior (n=400)

Pattern of coping behavior	\bar{X}	S.D.
Problem focused coping strategy (0-3.00)	36.9	8.8
Emotional focused coping strategy (0-3.00)	10.7	3.3

2. Second Section: Testing the hypothesis by studying the relationship and prediction of variables.

2.1 The relationship between the independent variables and dependent variables

2.1.1 The relationship between sex (male- female) and coping behavior among Mathayomsuksa six in Bangkok Metropolism. The analysis is Biserial Correlation.

In this study, Male and female don't make difference for coping behavior. (See table 12)

Table 12 The Relationship between sex and coping behavior by Biserial Correlation

Sex	n	df	Sig.
Male	218	2	0.372
Female	182	2	0.683

2.1.2 The relationship between per day expense, academic achievement, stress, hardiness personality, social support and coping behavior. The analysis is Pearson's Product Moment Coefficient. In analysis, Multiple R used Davis's Descriptor (cited by Pongpan Trimongkholkool and Supap Chattraporn, 1998: 91) that

Multiple R shows to relate between variables as following:

> 0.70 = very high relation

0.50-0.69 = high relation

0.30-0.49 = medium relation

0.10-0.29 = low relation

0.01-0.09 = Almost don't have relation

The studying Intercorrelation Coefficient that found variables to relate significantly were: (See table 13)

1. Academic achievement has the positive relation with hardiness personality at the significance level of 0.05 that means, the students have high grade will have high hardiness personality and the students have low grade will have low hardiness personality.
2. Academic achievement has the negative relation with stress at the significance level of 0.01 that means the students have low grade will increase the stress but the students have high grade will decrease the stress.
3. The stress has the negative relation with hardiness personality at the significance level of 0.01 that means the students have low stress will have high hardiness personality but the students have high stress will have low hardiness personality.
4. The stress has the negative relation with social support at the significance level of 0.05 that means the students have high stress will have low social support but the students have high social support will have low stress.
5. The social support has the positive relation with coping behavior at the significance level of 0.01 that means the students have high social support will have high coping behavior and the students have low social support will have low coping behavior.
6. The social support has the positive relation with hardiness personality at the significance level of 0.01 that means the students have high

social support will have high hardiness personality and the students have low social support will have low hardiness personality.

7. The hardiness personality has the positive relation with coping behavior at the significance level of 0.05 that means the students have high hardiness personality will have high coping behavior and the students have low hardiness personality will have low coping behavior.

Table 13 Intercorrelation coefficient of per day expense, academic achievement, stress, hardiness personality, social support and coping behavior

variables	coping behavior	hardiness personality	social support	stress	per day expense	academic achievement
coping behavior	1.000	.104*	0.545**	.078	-.012	.064
hardiness personality		1.000	.271**	-.212**	-.007	.133*
social support			1.000	-.125*	.066	.100
stress				1.000	.050	-.160**
per day expense					1.000	.032
academic achievement						1.000

n = 400

* The relationship at the significance level of 0.05

(.100 > Intercorrelation Coefficient < .140)

** The relationship at the significance level of 0.01

(.140 > Intercorrelation Coefficient < .700)

From the research questions that concluded the relationship of sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior. (See table 14)

1. Sex does not relate to coping behavior of Mathayomsuksa six students in the Bangkok metropolitan area (p -value > 0.05) that means male students have coping behavior don't make difference from female students.

2. Per day expense does not relate to coping behavior of Mathayomsuksa six students in the Bangkok metropolitan area (p -value > 0.05) that means the students who received high per day expense won't make difference from low per day expense.

3. Academic achievement does not relate to coping behavior of Mathayomsuksa six students in the Bangkok metropolitan area (p -value > 0.05) that means the students who have high academic achievement don't make difference from low academic achievement.

4. The stress does not relate to coping behavior of Mathayomsuksa six students in the Bangkok metropolitan area (p -value > 0.05) that means the students received high or low stress that not differentiate to coping behavior.

5. The hardiness personality has the positive relation with coping behavior at significance level of 0.05 that means the students have high hardiness personality will have high coping behavior as same as the students have low hardiness personality will have low coping behavior.

6. The stress has the positive relation with coping behavior at the significance level of 0.01 that means the students have high stress will have

high coping behavior as same as the students have low stress will have low coping behavior.

Table 14 Correlation coefficient of per day expense, academic achievement, stress, hardiness personality, social support and coping behavior

Factors	Coping behavior	p-value
Sex	.372	> 0.05
Per day expense	-.012	> 0.05
Academic achievement	.064	> 0.05
Stress	.078	> 0.05
Hardiness personality	.104*	< 0.05
Social support	.545**	< 0.01

2.2 Prediction coping behavior of independent variables i.e. sex, per day expense, academic achievement, stress, hardiness personality and social support. The analysis is Stepwise Multiple Regression. In Stepwise Multiple Regression Analysis that independent variables don't must to have high relationship. If Correlation Coefficient has more than 0.70, it was happened multicollinearity. Suchat Praserttrattasin (1997:81) offerd the selection to cut some variables or build new variables from two old variables. The testing , Correlation Coefficient hasn't more than 0.70. (See table 15)

The statistic value for analysis

b Regression coefficient of score

Bata Regression coefficient of standard score that shows importance of variables

- R Multiple correlation that shows the relationship between independent variables and dependent variables
- R² Multiple correlation shows the variation of dependent variables that explain by independent variables
- Sig T Significance of beta
- F Testing significance of Adjusted R
- Sig F The value of comparing with alpha in testing if less than that means to relate between predictable variables and dependent variables

From the study, it can writing model of Stepwise Multiple Regression.

$$Y = 15.021 + 0.353 \text{ SH1} + 0.590 \text{ SH2} + 1.332\text{SH3} + 0.521 \text{ SH5} + 0.327 \text{ STRESS2}$$

$$\text{Coping behavior} = 15.021 + 0.353(\text{social intregation}) + 0.590(\text{assistance and guidance}) + 1.332(\text{opportunity for nurturance}) + 0.521(\text{self-worth}) + 0.327(\text{time pressure})$$

Table 15 Statistic by Stepwise Multiple Regression Analysis

Factors	b	Beta	R²	Sig.T
Opportunity for nurturance	1.332	0.226	0.329	0.000
Self-worth	0.521	0.199		0.009
Assistance and guidance	0.590	0.177		0.009
Social intregation	0.353	0.168		0.036
Time pressure	0.327	0.109		0.003
Constant	15.021			

F = 38.606 p-value < 0.01

R² = 0.329 R = 0.5734 Sig F = 0.000

After analysis, found variables can explain coping behavior equal to 32.90 percent. The variables can explain high coping behavior equal to 57.34 (R= 0.5734) or said that coping behavior among Mathayomsuksa six in Bangkok can explain by these independent variables in model of Stepwise Multiple Regression.

In considering for model Stepwise Multiple Regression, the factors don't occur but coping behavior is stilling as follows:

If Social intregation = 0

Assistance and guidance = 0

Opportunity for nurturance = 0

Self-worth = 0

Time pressure = 0

But it was still to explain coping behavior equal to 15.021 and increased five variables in the same way. That said, the students have coping behavior in normal but they must to relate with social intregation, assistance and guidance, opportunity for nurturance, self-worth and time pressure will have high coping behavior, especially opportunity for nurturance and self-worth will have very high coping behavior.

CHAPTER V

DISCUSSION

For this research has found the results that the researcher can discuss by 2 parts as following:

1. Discussion of methodology

Pattern of the research: this research is a type of surveys studying the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students. The study covered everything i.e. finding basic data, related from future to present and predict situation.

Sample size: the sample size of this research uses the systematic method of Yamane. The replacement in formula equal to 392 but in this research used amount for 400 of students that enough for this study.

The samples: the samples were Mathayomsuksa six of the academic year in the Bangkok metropolitan area. This adolescences had specifically stress i.e. entrance to University then to be interesting for this study.

In the sampling used the multiple sampling that appropriated for amount of population and limited for time and expense.

Research instrument: this research used close-ended questions that divided 5 sections i.e. personal and general information, questionnaire about the

stress questionnaire about the hardiness personality, questionnaire about social support and questionnaire about coping behavior. These questionnaires were submitted to the party of highly qualified advisors who have experienced for examining the consistency of contents and appropriate revision and test the newly revised questionnaires on the 40 Mathayomsuksa six students as follow:

- Value of reliability of questionnaire about the stress is 0.71.
- Value of reliability of questionnaire about hardiness personality is 0.70.
- Value of reliability of questionnaire about social support is 0.72.
- Value of reliability of questionnaire about coping behavior is 0.89.

The items of questionnaire were not more that used about 20-30 minutes and were rating scale that simple for answer.

Data collection: the researcher bring this questionnaire to ask students in classroom by ask for the guidance teacher. The researcher explained to students for understanding that the discussion was true.

Statistic in the research: the researcher used Biserial Correlation for relationship between sex and coping behavior and used Pearson's Product Moment Correlation Coefficient for relationship between per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students in the Bangkok metropolitan area and predicted coping behavior by Stepwise Multiple Regression.

2. Discussion of this study

In the discussion, the researcher can discuss including by objectives of the study as follow:

1. To studying independent variables were sex, per day expense, academic achievement, stress, hardiness personality, social support and dependent variable was coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

1.1 Sex: in study found that the samples consist 54.5 percent ratio of male and 45.5 percent ratio of female by Biserial Correlation and compairison found that not difference ($p\text{-value} > 0.05$) that to be in agreement with Atchara Sukarom and Orapin Chuchom (1994: 50-59) that study components of adaptation in adolescence by divided from background and nurturance that have found the adolescence who has difference of sex won't be diference of adaptation.

1.2 Per day expense: the samples received mean of per day expense amount for 77.8 and 9.0 percent for not sufficient that means the samples have supported for sufficient per day expense or appropriately for high economic in present.

1.3 Academic achievement: the samples among Mathayomsuksa six students of the academic year 2000 in 2nd semester have mean of grade equal to 2.5 but considering, that found 54.3 percent for less than 2.00. That means, academic achievement was medium.

1.4 Stress: in this study found the samples who have 86.2 percent for low level, 10.8 percent for medium level, 3.0 percent for high level because the samples received social support in medium and high level that feeling to support when they have problems. The samples will appraisal

situation that low intensity that to be in agreement with Lieberman said, social support changes thinking by helping appraisal situation that low intensity.

1.5 Hardiness personality: the samples who have high hardiness personality are 52.3 percent and low hardiness personality are 47.7 percent but considering the components of hardiness personality was commitment, challenge, control. In this study, the most found the samples have challenge, the second of control and the third of commitment because hardiness personality was built from culture and learning. In Bangkok, adolescence can show more ability and accept opinion that will have the most of challenge.

1.6 Social support: the samples have 65.3 percent for the medium social support level, 21.5 percent for high social support level and 13.2 percent for low social support level that to be in agreement with Pensri Warasombati (1994: Abstract) that found the most of early adolescence received medium social support.

1.7 Coping behavior: from the results of this research that found the most was 70.5 percent for medium of coping behavior, the second was 15.0 percent for low coping behavior and the third was 14.5 percent for high coping behavior that to be in agreement with Pensri Warasombati (1994: Abstract) that found the most of early adolescence received medium coping behavior.

If considered the pattern of coping behavior that found the samples have coping behavior by problem focused coping strategy ($\bar{X} = 36.9$) more than emotional focused coping strategy ($\bar{X} = 10.7$).

2. To relate between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

2.1 Female has coping behavior more than male.

In this research, found female and male don't make difference for coping behavior ($p\text{-value} > 0.05$) that rejected this hypothesis.

In Thai society, female was equal to male. Therefore, the factors affected to coping behavior. This conclusion strengthened Atchara Sukarom and Orapin Chuchom (1994: Abstract) studied that adaptation in adolescence and found different sex will not have different adaptation.

2.2 Per day expense has the positive relation with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

In this research, found per day expense has not relation with coping behavior ($p\text{-value} > 0.05$) that rejected this hypothesis.

The reason, per day expense indicated economic of people but not means who have high per day expense will good economic. This conclusion strengthened Waraporn Nakkarat (1994: Abstract) studied that relationship between social support and coping behavior of patients have been heart diseases and found expense does not relate to coping behavior of patients have been heart diseases or different expense will have no different coping behavior.

2.3 Academic achievement has the positive relation with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

In this research, found academic achievement has not relation with coping behavior ($p\text{-value} > 0.05$) that rejected this hypothesis.

When studied in details, because the researcher studied 1 semester that was appropriately sampling but the conclusion strengthened Pensri Warasombati (1994: Abstract) studied that relationship between stress, intelligence, social support and coping behavior in early adolescence and found intelligence does not relate to coping behavior.

2.4 The stress has the negative relation with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

In this research, found the stress has not relation with coping behavior ($p\text{-value} > 0.05$) that rejected this hypothesis.

From the study, found that the samples have low stress level, medium and high (86.2%, 10.8% and 3.0%). But Lieberman's study found social support will decrease intensity of stress and affected to high coping behavior. So, different stress won't have different coping behavior. This conclusion strengthened Sirikul Joonlasiri (1990: Abstract) studied that Pattern of coping behavior of doctors in 4th Siriraj Hospital and Pensri Warasombati (1994: Abstract) found that the stress has not relation with coping behavior of early adolescence.

2.5 Hardiness personality has the positive relation with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

In this study, Hardiness personality has the positive relation with coping behavior of samples at the significantly (p -value < 0.05) that accepted this hypothesis. That means, who had high hardiness personality will have higher coping behavior than low hardiness personality. This conclusion strengthened;

Chayanit Leuwanit (1997: Abstract) studied that hardiness personality, stress and coping behavior of cousin of patients that accidented in Hospital found that the cousin of patients who had high hardiness personality will have medium stress level, used problem focused coping strategy and emotional focused coping strategy. That to be agreement with Nittaya Kongchum. (1996)'s study of hardiness personality, stress, selective factors and adaptation of patients have been cancer that received chemotherapy that have found high hardiness personality will be made high adaptation.

2.6 Social support has the positive relation with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area.

For this research that found social support has the positive relation with coping behavior of samples at the significantly (p -value < 0.05) that accepted this hypothesis. That means, students have high social support will have higher coping behavior than who have low social support.

That reason, adolescence had changed everything i.e. physical, mental and social. So, supporting will have high coping behavior. This conclusion strengthened Waraporn Nakkarat (1994: Abstract), found social support has the positive relation with coping behavior of patients have been heart diseases at the significance level of 0.01, Pattarapong Prakobpol (1991: Abstract) studied that relationship between stress and coping behavior of chronic patients found social support has the positive relation with coping behavior of chronic patients and Nittaya Kongchum (1996: Abstract) studied that hardiness personality, stress, selective factors and adaptation of patients have been cancer that received chemotherapy found the patients have high social support will have high adaptation.

3. Prediction coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area by Stepwise Multiple Regression Analysis.

From Stepwise Multiple Regression Analysis, that found factor can predict coping behavior was social support can explain coping behavior equal to 32.90 percent at the significance level of 0.01 ($R^2 = 0.329$, $R = 0.5734$, $F = 38.606$, $\text{Sig } F = 0.000$)

In this research can predict coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area equal to 32.90. That reason, another factors that does not study in this research affected to coping behavior of samples.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This research is a type of surveys studying the relationship between sex, per day expense, academic achievement, stress, hardiness personality, social support and coping behavior among Mathayomsuksa six students of the academic year 2000 in the Bangkok metropolitan area that amount of 400 students. The samples were selected by Multistage Sampling. Program for analysis was SPSS for WINDOW. The researcher can conclude this study and recommendation as following:

1. Conclusion of this study

The conclusion of this study result is as follows:

Characteristics of the samples: The samples in this study have amount of 400 students. There was 54.5 percent male and 45.5 percent female. The other field of study account for 35.5 percent, 33.5 percent for Mathematics - English and 31.0 percent for Science- Mathematics. The per day expense, percent for sufficient, 34.7 percent for sufficient and saving rest, 9.0 percent for not sufficient. Academic achievement measured from grade that found mean of grade was 2.5, 54.3 percent for less than 2.00, 32.2 percent for 2.00-3.00 and 13.5 percent for more than 3.00. Pattern of family was pattern of

father, mother and daughter or son account for 62.8 percent, pattern of father, mother, daughter or son and cousin account for 37.2 percent.

The stress: The samples have 86.2 percent for low level, 10.8 percent for medium level, 3.0 percent for high level. They have the most of developmental challenge, the second was time pressure, general social mistreatment, assorted annoyance, friendship problem, academic alienation and romantic problem.

Hardiness personality: The samples who have high hardiness personality are 52.3 percent and low hardiness personality are 47.7 percent and the most found the samples have challenge, the second of control and the third of commitment.

Social support: The samples have 65.3 percent for medium social support level, 21.5 percent for high social support level and 13.2 percent for low social support level. But considering to components of social support found the most, the samples received self-worth, the second was assistance and guidance, the third was intimacy, the fourth was opportunity for nurturance and the fifth was social integration.

Coping behavior: This study found that the most of samples were 70.5 percent for medium of coping behavior, the second were 15.0 percent for low coping behavior and the third was 14.5 percent for high coping behavior. Beside, the samples have coping behavior by problem focused coping strategy more than emotional focused coping strategy.

2. Analytical results of relationship

1. In order to find out relationship between factors – sex, per day expense, academic achievement, stress, hardiness personality, social support with coping behavior to release the stress among Mathayomsuksa six students in the Bangkok metropolitan area as following:

- Male and female don't make difference for coping behavior.

(p-value > 0.05)

- Per day expense has not relation with coping behavior.

(p-value > 0.05)

- Academic achievement has not relation with coping behavior.

(p-value > 0.05)

- The stress has not relation with coping behavior. (p-value > 0.05)

- The hardiness personality has the positive relation with coping behavior at the significance level of 0.05.

- The social support has the positive relation with coping behavior at the significance level of 0.01.

2. The factor that can predict very well was social support and explained coping behavior equal to 32.90 percent. ($R^2 = 0.329$, $R = 0.5734$, $F = 38.606$, $\text{Sig } F = 0.000$)

3. Recommendations of the study

From this study, concerning to develop proper coping behavior in adolescence, the following factors should be fostered : promoting for hardiness

personality and giving the suitable social support. The research will offer useful for adolescence as follows:

1. Hardiness personality

2.1 Suggestion for appropriately interpersonal relation concepts by showing with interesting, not depend on fortune. Moreover, should to promote for group activities.

2.2 Fathers, mothers, parents and teachers should be that adolescence decided by themselves and not high hoping because will occur to anxiety until stress in finally.

2. Social support

Giving the suitable social support, assistance or guidance i.e. self-worth and promoting the students to present completely or doing for society.

4. Recommendations for the further research

4.1 Because of this research only studied of Mathayomsuksa students, thus, the next research should to have studied of vocational school, private school, technical school or the samples who not studied in school.

4.2 The study on “the stress” should to use other measurement of the stress i.e. measurement of symptomatic or mental, measurement of pressure because measurement in this research applied from foreign that no appropriately questions for culture and Thai society.

4.3 The coping behavior should to use many measurements i.e. not facing by using narcotic, attemp suicide because to know risk behaviors and prevent those problems.

4.4 In addition to compare between in capital and rural that appropriate planning and supporting.



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QUESTIONNAIRE

THE COPING BEHAVIOR TO RELEASE THE STRESS AMONG MATHAYOMSUKSA SIX STUDENTS IN THE BANGKOK METROPOLITAN AREA

Section 1 Personal and Information Data

Instruction : Please insert information in the place, or give a check mark in the bracket corresponding to the selected answer.

1. Sex.....[] 1. Male [] 2. Female

2. You are studying among Mathayomsukasa six in the field of.....
 - [] 1. Science – Mathermatics
 - [] 2. Mathermatics – English
 - [] 3. Other.....

3. In present, you have mean of per day expense equal to.....bath/day.
 - [] 1. Not sufficient
 - [] 2. Sufficient
 - [] 3. Saveing rest

4. In the last term, you have grade equal to.....

5. You are.....of.....children in your family.

6. Pattern of your family was.....
 - [] 1. Father, mother, daughter and son.
 - [] 2. Father, mother, daughter, son and cousin.

Section 2 Questionnaire about the stress

Instruction : The daily hassles can annoy or occur bad feeling. Below, the questions were situation that annoy the daily hassles of students in 10 items.

Please give a check mark for situation in the last month.

Part 1 Developmental challenge has 10 items in number 1-10.

Question	The daily hassles level			
	Never	Seldom	Often	Always
1. You must to try for standard of academic achievement.				
2. You don't enjoy in your mathermatical ability.				
3. You decided about occupation in the future.				
4. You decided about education in the future.				
5. You must to try hardly for grade equal to someone.				
6. Grade was lower than expectation.				
7. Works must to do, were overload.				
8. You must to try hardly for adaptation.				
9. You don't enjoy in your language of ability.				
10.You don't enjoy in your body.				

Part 2 Time pressure has 7 items in number 11-17.

Question	The daily hassles level			
	Never	Seldom	Often	Always
11. You work hardly in the sometime.				
12. You don't enough to rest.				
13. You have many responsibility.				
14. You don't enough time to do activities.				
15. You don't sleep.				
16. You must to do informal formula overload.				
17. Your study was bad.				

Part 3 Academic achievement has 3 items in number 18-20.

Question	The daily hassles level			
	Never	Seldom	Often	Always
18. You don't enjoy in school that you are studying.				
19. You don't enjoy to study.				
20. Field of study don't interest.				

Part 4 Romantic problem has 3 items in number 21-23.

Question	The daily hassles level			
	Never	Seldom	Often	Always
21. You conflicted with family of lover.				
22. You are hardly to decide for relationship.				
23. You conflicted with lover.				

Part 5 Assorted annoyance has 5 items in number 24-28.

Question	The daily hassles level			
	Never	Seldom	Often	Always
24. The people don't interest to your help.				
25. You are stolen for the paper.				
26. You conflicted to society for narcotics.				
27. You heard who complained your favourite.				
28. You don't like your friends.				

Part 6 General social mistreatment has 6 items in number 29-34

Question	The daily hassles level			
	Never	Seldom	Often	Always
29. You aren't accepted in society.				
30. No somebody seen to your importance.				
31. You are suffered from someone.				
32. You are lonely.				
33. You separated from society.				
34. You are laid down.				

Part 7 Friendship problem has 3 items in number 35-37

Question	The daily hassles level			
	Never	Seldom	Often	Always
35. Your friends made to be sadly.				
36. You are annoyed by your friends.				
37. You always conflict with your friends.				

Section 3 Questionnaire about hardiness personality has 2 parts

Instruction of part 1: The question has 17 items by measurement of commitment in number 1-7 and measurement of challenge in number 8-17. Please give a check mark in blank.

Measurement of commitment : 7 items in number 1-7

Question	Strongly disagree	Disagree	Uncertainly	Agree	Strongly agree
1. Sometime, you are lonely.					
2. You used every methods for well result.					
3. You think that meaning of life.					
4. You have to decide something everyday.					
5. In present, you are uncertainly for something.					
6. In the future, you are very sadly.					
7. You can have the friends if you have good participation.					

Measurement of challenge : 10 items in number 8-17

Question	Strongly disagree	Disagree	Uncertainly	Agree	Strongly agree
8. In risk situation, you always make mistake.					

Question	Strongly disagree	Disagree	Uncertainly	Agree	Strongly agree
9. The challenge for you if you work hardly.					
10. You don't simplify to be sadly.					
11. In uncertainly time, you expected to good something.					
12. It was simply for you to relax.					
13. You saw the good future.					
14. You always enjoy with your friends.					
15. The conclusion, you expected to occur good situation more than bad situation.					
16. You don't expect to occur situation that you think.					
17. You don't expect to occur good situation for yourself.					

Instruction of part 2: The question has 6 items by measurement of control. Please circle around the item that you think and accept in number 18-23.

18. a. The fortune caused to meet lover.
 b. The meeting lover depended on opportunity of participation.
19. a. The long life depended on genetics.
 b. The long life depended on good behavior.
20. a. The heavy weight depended on congenital fatty cells in the body.
 b. The heavy weight depended on quantity and type of food that you ate.
21. a. The luck people had the good friends.
 b. The adaptation of relationship must to try hardly.
22. a. The people always exercise, can fix time table.
 b. Somebody don't enough time to exercise.
23. a. The general people can decide to select the way of life.
 b. You can control the few future.

Section 4 Questionnaire about social support

Instruction : This questionnaire about supporting of family, closed friends etc., and has 5 parts : 25 items. Please give a check mark in blank.

Part 1 Social intregration has 5 items in number 1-5.

Question	Very little	Little	Middle	Much	Very much
1. You give time with someone that have same interest.					
2. Someone said, they enjoy to work with you.					

Question	Very little	Little	Middle	Much	Very much
3. You have someone to help when you want.					
4. You know that someone like you.					
5. You felt that you don't conflict.					

Part 2 Assistance and guidance has 5 items in number 6 –10.

Question	Very little	Little	Middle	Much	Very much
6. Although, you can't help them but you have cousin or friends that support.					
7. You can consult everytime when you have problems.					
8. Someone will support you when you want guidance.					
9. Someone suggested you to self care when you are illness.					
10. You can request helping from cousin when you have problems.					

Part 3 Opportunity for nurturance has 5 items in number 11-15.

Question	Very little	Little	Middle	Much	Very much
11. You have opportunity to develop interest and ability.					
12. You like to doing something that someone enjoy.					

Question	Very little	Little	Middle	Much	Very much
13. You have responsibility to support when someone want.					
14. Many people made you to be thinking, you have good friends for helping.					
15. You have opportunity to assist someone.					

Part 4 Intimacy has 5 items in number 16-20.

Question	Very little	Little	Middle	Much	Very much
16. You thought, you are importance for group.					
17. Someone told you when you have a good work.					
18. You found with someone that you are felt to value.					
19. Someone in family made you to be feeling importance for your family.					
20. You felt, you favorited for closed friends.					

Part 5 Self- worth has 5 items in number 21-25.

Question	Very little	Little	Middle	Much	Very much
21. You have someone to be warming and saving.					
22. You can work and participate in society.					

Question	Very little	Little	Middle	Much	Very much
23. In group, They support to themselves.					
24. You have someone to love and take care.					
25. Someone can know for problems when you have problems.					

Section 5 Questionnaire about coping behavior

Instruction: This questionnaire has 30 items by 2 parts. Please give a check mark in blank as followings:

Part 1 Problem focused coping strategy has 23 items in number 1-23.

Question	Unused	Used sometime	Used often	Used always
1. You are soft for problem that occured good something.				
2. You accepted helping of someone.				
3. You have to impress for positive something.				
4. You changed yourself in positive way.				
5. You accepted, the good something occured to you.				
6. You think, before doing something.				
7. Sometime, you bring the problem to yourself.				

Question	Unused	Used sometime	Used often	Used always
8. You said that clear for problems.				
9. You used to discover something that importance for your life.				
10. You changed something for better situation.				
11. You consulted close friends.				
12. You said about feeling for someone.				
13. You take some experience to manage the problems.				
14. You promise with yourself that changing will be better for the last time.				
15. When you don't manage, you accepted that problems.				
16. You wished to change something.				
17. You changed something about yourself.				
18. You wished, the problems can end by some method.				
19. You prepared for bad something.				
20. You think that you said and made everytime.				
21. You think for someone who manage problems and bring that method for pattern.				

Question	Unused	Used sometime	Used often	Used always
22. You tried to see from some vision.				
23. You think, bad something should to have corrective way.				

Part 2 Emotional focused coping strategy has 7 items in number 24-30.

Question	Unused	Used sometime	Used often	Used always
24. You told yourself that something will be better.				
25. You taken feeling off by some method.				
26. You are not facing more than facing the problem.				
27. You proud in deeply yourself.				
28. You confirm to aims and flight to something that you want.				
29. You tried double for doing.				
30. You tried to take feeling off when you are annoyed from something.				

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