Woratad Wattanacheewanopakorn. (2012). The Psycho-social Correlates of Academic and Virtue Oriented Behaviors of Undergraduate Students. Master thesis, M.S. (Applied Behavioral Science Research). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assoc. Prof. Ngamta Vanindananda, Dr. Vichuda Kittontum.

This Correlational-Comparative study was contained the objectives of the examinations which comparing the relationship student's learning perception with psychological traits and psychological states. There was 424 students be the main focus group which was not only junior but also sophomore and senior college students from the major of digital media production, animation, multimedia and games.

Based on the Interactionism Model as a conceptual Framework, there was 18 variables in total which was devided in 5 groups: 1) three dependent variables of academic and virtue oriented behaviors (Innovative behavior, Appropriate use of technology and Peer enhancement on academic and Virtue behaviors); 2) four psychological situations; 3) four psychological traits; 4) two psychological states; and last, 5) five biosocial-backgrounds of the samples.

The main important variables were assessed in summated-rating scale form. All the items were tried out and carefully selected buy suing 8 high statistical criterias. The reliability of each measure ranged was in between .64 and .93 and four hypotheses were tested buy using three statistical approaches: 1) Three-Way ANOVA; 2) Hierarchical Multiple Regression Analysis and 3) Canonical Correlation Analysis.

The interesting-important consequences were as follows.

Firstly, the results from Three-Way ANOVA indicated in 3 parts: 1) the college students who most having Innovative behavior were (1) appropriate peer modeling students which were (1.1) male or junior students (1.2) future orientation and self control students, (2) experiencing in volunteer activities students that can be found in most of them, (3) future orientation and highly self control students were found in (3.1) most of the students (3.2) high-score and high-experience in volunteer activity students (3.3) less-appropriated peer junior student but high-experience in volunteer activity students; 2) the college students

who had highly appropriate use of technology which were (1) highly appropriate peer modeling students which can be found in (1.1) female or sophomore and senior students (1.2) high-score and high-experience in volunteer activity students, (2) high-experience in volunteer activity students which mostly found in male or non specific knowledge and non specific knowledge and non specific knowledge and non skill training experiences, (3) future orientation and highly self control students which been found in most of the student; 3) the college students who were had a highly peer enhancement on academic and virtue behavior which were (1) appropriate peer modeling students found in a specific knowledge and skill training experiences and well-experience in volunteer activities, (2) the well-experience in volunteer activity students can be found in (2.1) most of the students who had a future orientation and highly -self control (2.2) a specific knowledge and skill training experiences and appropriate peer modeling students, (3) the future orientation and highly -self control students were found in (3.1) most of the students (3.2) most of the students who had well-experience in volunteer activity.

Secondly, the result from the Hierarchical Multiple Regression Analysis indicated that: 1) the predictative of the innovative behavior from the first predictive variables stated that 6.3% to 37.9% were the students who had a specific knowledge and skill training experiences. In the order of mass media modeling and appropriated parental modeling were found as an important predictive variable. After using the second predictive variable were over-control the first predictive variable to make it more stable, the prediction was rising up to 5.8% to 21.8% which the highest prediction was 21.8%. From sophormore students had beed found an important predictation which were mass meadia modeling, less amount of risk preference and future orientation and self control, by odered. Once using the third predictive variable over-control the first and second ones, the prediction was highly rising in most of sample and 6 groups of 11 groups. The predictive variable was rising up to 6.4% to 19.2% which the higest predicted was from the students who had a lower scored and the important prediction was the favorable attitude toward academic and virtue behaviors, mindfulness, need for achievement, future orientation and self control and less amount of risk preference, by ordered; 2) the predictative of the appropriate use of technology from the first predictive variable stated that 7.8% to 35.2% were the students

who had specific knowledge and skill training experiences and having the appropriate parental modeling as an important predictive variable. After taking the second predictive variable over controled the first predictive variable to make it stable, it was rising the predictation in most of every sample to 8.8% to 40.2%. The highest predictation was from specific knowledge and skill training experiences by having mindfulness and future orientation and self control as the important predivtation, by ordered. Once using the third predictive variable over-control the first and second ones, the predictation was highly rising in most of sample and 9 groups of 11 groups. The predictive variable was rising up to 1.6% to 7.9% which the higest predicted was from the male students who and the important predictation was less amount of risk preference, appropriate parental modeling, mindfulness and attitudinal gratefulness, by ordered; 3) the predictative of the peer enhancement on academic and virtue behaviors behavior from the first predictive variables stated that 12.0% to 57.2% were the students who had a specific knowledge and skill training experiences. In the order of mass media modeling and appropriated parental modeling were found as an important predictive variable. After using the second predictive variable were over-control the first predictive variable to make it more stable, the prediction was rising up to 6.5% to 20.6% which the highest predictation was from male students which had beed found need for achievement,   less amount of risk preference, mass media modeling and future orientation and self control, by odered. Once using the third predictive variable over-control the first and second ones, the predictation was highly rising in most of sample and 6 groups of 11 groups. The predictive variable was rising up to 4.4% to 13.8% which the higest predicted was from the sophomore students and the important predictation was the mass media modeling, favorable attitude toward academic and virtue behaviors, less amount of risk preference and Attitudinal gratefulness, by ordered and supported the interactionism model.

Thirdly, by using Canonical Correlation Analysis, the relationship between the 10 independent variables (include four psychological situations, four psychological traits and two psychological states) and 3 dependent variable had been found and created 3 pairs of canonical correlation in most of the sample. The more students had the need of achievement, future orientation and self control, appropriate peer modeling and mass media

modeling, the more they had the appropriate use of technology, peer enchancement on academic and virtue behaviors and innovative behavior.

Finally, the result of 3 comparisons of peer enhancement on academic and virtue behaviors due to physical sex, college year and academic score had been found: 1) the male-junior students had less innovative behavior; 2) the male-senior students, having a lower score, had less appropriate use of technology and peer enhancement on academic and virtue behaviors which was the risk sample that need the mental treat as the third result of research from the ealier paragraph.

For future Research, an evaluative experimental study should be conducted to find the effectiveness of psychological and situational training modules, based on the findings of this study before applied to the mentioned at-risk students as well as widely implementing to various groups of university students.