

Cheerapat Sirirak. (2012). *School and Family Situations, and Psychological Sufficiency Correlates of Responsible Behaviors of Thai Junior High School Students*.

Master thesis, M.S. (Applied Behavioral Science Research). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assoc. Prof. Ngamta Vanindananda, Dr. Narisara Peungposop.

The objective of this study focused on investigating relationship between school and family situations, psychological traits and psychological states to responsible behavior. The samples were students at 8th and 9th grade in junior high schools, who comes from two schools that were evaluated and were declared to be the school model which followed the philosophy of sufficiency economy, and two schools that were evaluated but were not declared to be the school model. These said four schools were in similar size. The samples consisted of 285 males and 317 females with the total of 602 students.

Based on the Interactionism Model as a conceptual framework. Five groups of important variables were derived: 1)the dependent variables were two types of responsible behavior (academic self-regulated behavior and environmental protected behavior in schools and communities); 2)six school and family situations; 3)five psychological traits; 4)two psychological states; and 5)six bio-socio-backgrounds. A totals of 21 variables were studies.

This research consisted of 14 measures, which were in the form of summated rating scales, including 7 that developed for using to trial and choose items with high quality of the measurement. The alpha coefficient reliability were ranged from .75 to .90. Four research hypotheses were constructed. The data were statistically analyzed by: 1) Three-way ANOVA; 2) Hierarchical Multiple Regression Analysis; and 3) Canonical Correlation Analysis.

**The research results were summarized as follows.**

**First**, the results of the analysis of variance for each types of the responsible behavior included: 1) The students with the more **academic self-regulated behavior** had found in; (1.1) the students in school that were assessed and were declared to be the school which followed the philosophy of sufficiency economy. These results showed in the total group and in eleven of the twelve subgroups; (1.2) the students with high achievement motivation. These results showed in the total group and in nine of the twelve subgroups; (1.3) the students with high psychological immunity. These results showed in the total group

and in nine of the twelve subgroups; (1.4) the students in schools that were assessed and were declared to be the school which followed the philosophy of sufficiency economy, with high achievement motivation. These results showed in the total group, the female student, the students with low educated father, with low educated mother, and with low family's economic level. 2) The students with the more **environmental protected behavior in schools and communities** had found in; (2.1) the students in school that were assessed and were declared to be the school which followed the philosophy of sufficiency economy. These results showed in the total group and in six of the twelve subgroups; (2.2) the students with high achievement motivation. These results showed in the total group and in eight of the twelve subgroups; (2.3) the students with high psychological immunity. These results showed in the total group and in eight of the twelve subgroups; (2.4) the students in schools that were assessed and were declared to be the school which followed the philosophy of sufficiency economy, with high achievement motivation. These results showed in the total group, the female students, the students with low educated father, and with low educated mother; (2.5) the students in schools that were assessed and were declared to be the school which followed the philosophy of sufficiency economy, with high psychological immunity. These results showed in the students with high educated father, and with high educated mother

**Secondly**, the result of hierarchical multiple regression analysis showed that psychological states (positive attitude toward teacher's responsible cultivation, positive attitude toward responsible behavior) were found to be predictive of two types of responsible behavior. 1) academic self-regulated behavior which increased from situations and psychological traits that could predictability significantly both in the total group and in the various subgroups. The variable could account for 12.9 to 22.9% whereas in the total group could account for 16.4% and the highest predictability (22.9%) showed in the students with low GPA. The important predictors were positive attitude toward responsible behavior, positive attitude toward teacher's responsible cultivation, appropriate role model from family, achievement motivation and psychological immunity, respectively. 2) environmental protected behavior in schools and communities which increased from situations and psychological traits that could predictability significantly both in the total group and in the various subgroups. The variable could account for 14.3 to 21.9% whereas in the total group could account for 19.4% and the highest predictability (21.9%) showed in the students with low family's economic level. The important predictors were positive

attitude toward teacher's responsible cultivation, positive attitude toward responsible behavior, social support from school, achievement motivation, appropriate role model from family and psychological immunity, respectively.

**Thirdly**, the results of canonical correlation analysis between the independent variable group (five situations, five psychological traits and two psychological states) included 12 variables and the two dependent variables group (academic self-regulated behavior and environmental protected behavior in schools and communities), the two groups of variables was correlated significantly and found two canonical correlation pairs. In the total group, the students from schools that were declared to be the school model had higher correlation coefficients (ranged from pair 1 to pair 2 were .77 and .33, respectively), than the students from schools that were not declared to be the school model, (the correlation coefficient ranged from pair 1 to pair 2 were .59 and .27, respectively).

**Finally**, It was found that the students with low responsible behavior (risky groups) were students from schools that were assessed but were not declared to be a role model of educational institute, the male students and the students with low GPA. Significant protective factors which should be enhanced were the positive attitude toward responsible behavior, positive attitude toward teacher's responsible cultivation, appropriate role model from family, psychological immunity, achievement motivation, and love and reasoning oriented child-rearing practice.

#### **Recommendations for future research**

In the Future, there should be a research exploring student with risky behavior by formulating the activity model to develop significant protective factor and undergo an evaluated experimental research before being used in a wide range.