



11. AN ANALYSIS OF PSYCHOSOCIAL FACTORS RELATED TO THAI YOUTHS' INTELLECTUAL CONSCIOUSNESS AND QUALITY OF LIFE

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Introduction

At the present, the Thai society has been rapidly changed, especially adopting materialism to traditional culture. If individuals' mind and mental development could not keep up with the rapid changes of material culture, it may cause problems for individuals, society, and nation. Specifically, Thai adolescents are the critical period among changing in physical, psychological, and social characteristics. If Thai adolescents lack desirable characteristics and behaviours, they will be deviant persons and make social problems.

Consequently, human development was focused in the Eighth and Ninth National Economics and Social Development Plans (1997-2006) that families, educational institutes, and communities are major institutes to be responsible for development of Thai people qualities. This is consistent with socialization approach that parents, teachers and peers influence children's psychological, emotional, and social development (Berns, 2004). Familial influence was found to be most evidence in elementary and secondary students. The influence of educational institutes and Buddhist temples were found to be stronger in high school and university students. Moreover, Thai youths with high religious socialization from parents had more religious characteristics than those with low religious socialization from parents. Besides, several studies showed that emotional intelligence was one of psychological characteristics to be positively correlated with adjustment, problem-solving, life satisfaction, and career success (Bar-On, 1997; Mayer & Salovey, 1997).

There are quite limited research studies employing intellectual consciousness although these psychological characteristics are important to instill our children. More specifically, empirical evidence is needed to study effects of socialization agents on intellectual consciousness and adolescents' qualities. As a result, this study is interested in examining the causal relationship of intellectual consciousness for Thai adolescents. That is, psychosocial factors such as cognitive social-emotional socialization from parents, teachers, and friends as well as self-control influence adolescents' intellectual consciousness. Intellectual consciousness is mediated relationship between psychosocial factors and adolescents' qualities.

Objectives of the Study

- To investigate relationships among psychosocial factors, intellectual consciousness, and adolescents' qualities.
- To compare intellectual consciousness according to gender and age.
- To examine effects of psychosocial factors on intellectual consciousness and adolescents' qualities.



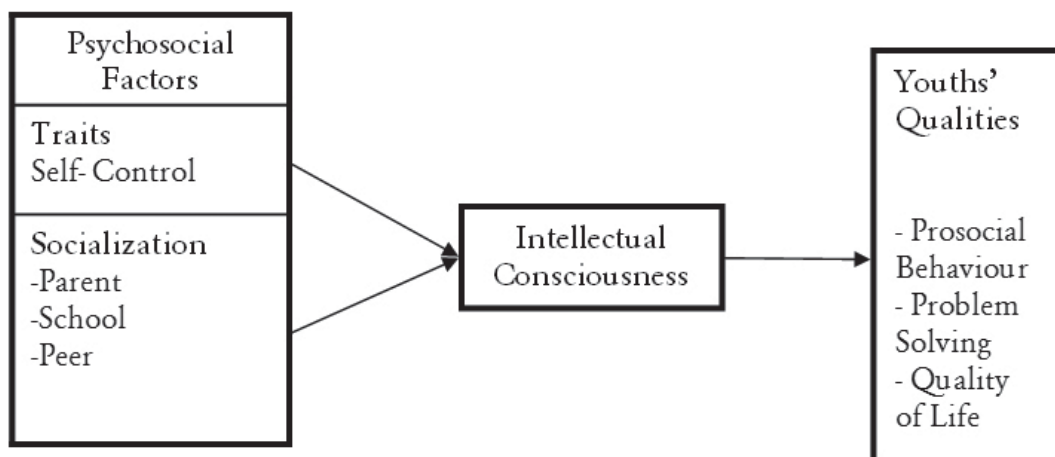
- To explore influence of intellectual consciousness on adolescents' qualities.
- To propose and test a causal relationship of intellectual consciousness model for Thai adolescents.

Conceptual Framework

Socialization and social cognitive theories (Bandura, 1986) suggest reciprocal causation between behaviour and intrapersonal and environmental factors. Intrapersonal factors include individual background (e.g., age, gender) and psychological characteristics. From the perspective of social cognitive theory, environmental factors are typically limited to those in the social and cultural environment. Similarly, the integrative approach proposes the multifactor of internal and external individuals that contribute to quality of life, well-being, and prosocial behaviour (Eisenberg & Fabes, 1998). Moreover, Mayer and Salovey (1997) believe that both mental abilities and traits can be changed when individuals interact with environments.

Based on analyzing and synthesizing intellectual consciousness framework in a whole system, cognitive social-emotional socialization from parents, schools, and friends as well as self-control would contribute to intellectual consciousness. Intellectual consciousness would affect adolescents' qualities such as prosocial behaviour, problem-solving ability, and quality of life. That is, the conceptual model illustrated in Figure 1, consists of the direct effects of psychosocial factors on adolescents' qualities, and the indirect effects of psychosocial factors on adolescents' qualities via intellectual consciousness.

Figure 1: Conceptual Model of Intellectual Consciousness



Participants

The sample consisted of 1,312 lower-secondary students in Bangkok; 434 seventh-grade students, 452 eighth-grade students, and 427 ninth-grade students. The age of the students averaged 14.8 years. Male students accounted for 66% of the sample.

Procedure

Students were administered 9 self-report questionnaires that assessed psychosocial

factors, intellectual consciousness, and adolescents' qualities. They completed the questionnaires anonymously, within 45-minute class sessions, in their classrooms.

Measurements

The self-report instruments were used to measure the study variables grouped into 3 sequences: psychosocial factors, mediation variables, and outcome variables. Items were presented in a five-point Likert scale. All measures were valid and reliable.

Psychosocial Factors/Antecedent Variables

Background: This section of the questionnaire gathers information on demographics such as gender, socioeconomic status, and parental education.

Cognitive social-emotional socialization from parents: This scale (Cronbach's $\alpha = .81$) assesses students' perception of parental socialization practices for socially desirable emotion and behaviour through nurturance parenting technique, direct and indirect instructions, and parental modeling of emotional regulation and management, right consumption, and social responsibility. The 26 items were divided into 3 subscales: Parental socialization of emotional intelligence, parental socialization of right consumption, and parental socialization of public mind.

Cognitive social-emotional socialization from schools: This scale (Cronbach's $\alpha = .89$) assesses students' perception of direct and indirect instructions on emotional regulation and management, right consumption, and social responsibility from teachers with student-centered learning climate. The 28 items were divided into 4 dimensions: Student-centered learning climate, school socialization of emotional intelligence, school socialization of right consumption, and school socialization of public mind.

Peer modeling of appropriate emotion and behaviour: The 20-item scale (Cronbach's $\alpha = .88$) measures students' perception of peer modeling of appropriate emotion and behaviour in three aspects: Peer modeling of emotion, peer modeling of right consumption, and peer modeling of social responsibility.

Self-control: The 8-item scale (Cronbach's $\alpha = .70$) assesses students' ability to control their own emotion, desires, and impulses, as well as to refrain undesirable acts.

Mediation variables

Intellectual consciousness: The 21-item scale (Cronbach's $\alpha = .86$) assesses students' awareness of emotion, right consumption, and public concerns. Intellectual consciousness has three components:

Emotional intelligence: Students' ability to be aware of their own feeling and others, to understand others' emotion and needs, and to manage their own emotion.

Right consumption consciousness: Students' ability to be aware of realistic values and benefits of natural resources, goods, money, and time before making the decision to consume and use them.

Public consciousness. Students' concern for well-being society and beneficial public properties.

Outcome variables/Consequences

Prosocial behaviour: The 9-item scale (Cronbach's alpha = .72) measures students' helping others, sharing material, and complying with rules.

Problem solving ability: The 8-item scale (Cronbach's alpha = .73) measures students' ability to solve daily problems with confidence, to exercise personal control during problem solving process, and to approach problem solving situation.

Quality of life: The 21-item scale (Cronbach's alpha = .88) assesses students' satisfaction with life, self-esteem, personal development, relationships with others, and adjustment.

Data Analysis

Data were analyzed by using multivariate analysis of variance, Pearson correlation coefficient, and multiple regression analysis via SPSS program. The model was tested using the structural equation modeling with AMOS program.

Results

Relationships between Psychosocial Factors and Adolescents' Qualities

Psychosocial factors such as cognitive social-emotional socialization from parents, teachers, and friends, and self-control were significantly and positively related to intellectual consciousness and adolescent's qualities (i.e., prosocial behaviour, problem-solving ability, and quality of life).

Gender and Age Differences on Intellectual Consciousness

There were gender and age differences on intellectual consciousness. Female adolescents scored higher on intellectual consciousness than male adolescents. Furthermore, older adolescents had higher intellectual consciousness (i.e., emotional intelligence and public mind) than younger adolescents.

Table 1: Standardized total effects of psychosocial factors on intellectual consciousness and adolescents' qualities.

Psychosocial Factor	Intellectual consciousness	Prosocial	Quality Solving	Qual. of life
Intellectual Consciousness		.71	.32	.69
Socialization-Parent	.40	.23	.13	.22
Socialization-School	-.06	.15	.35	.12
Model-Peer	.31	.18	.10	.17
Self-control	.28	.16	.09	.16
R ²		.60	.32	.69

Effects of Psychosocial Factors on Intellectual Consciousness

Psychosocial factors had direct influence on intellectual consciousness. Specifically, cognitive social-emotional socialization contributed to intellectual consciousness the most ($\beta=.40$) whereas peer modeling of appropriate emotion and behaviour was second in

terms of the strength of its contribution ($\beta=.31$). Self-control was the third most powerful predictor. Psychosocial factors could predict 69% of intellectual consciousness (see Table 1 and Figure 2).

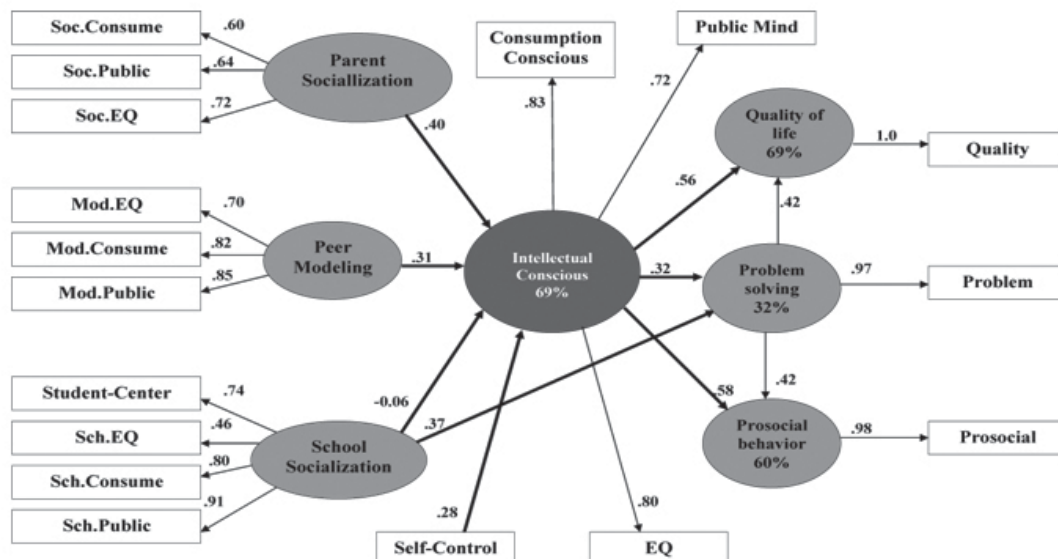
The Influence of Intellectual Consciousness on Adolescents' Qualities

Intellectual consciousness directly affected prosocial behaviour ($\beta=.56$), problem-solving ability ($\beta=.32$), and quality of life ($\beta=.58$). In addition, intellectual consciousness was also served as a mediator of the relationship between psychosocial factors and adolescents' qualities (see Table 1 and Figure 2).

The Causal Relationship Model of Intellectual Consciousness

The empirical causal relationship model of intellectual consciousness fitted with the conceptual framework; ($\chi^2_{(100,n=862)} = 465.6$, $p < .001$, GFI = .94, AGFI = .90, CFI = .95, RMSEA = .07). That is, psychosocial factors had direct effects on intellectual consciousness, and adolescents' qualities were influenced by intellectual consciousness. Both psychological factors and intellectual consciousness in the model could account for 60%, 32%, and 69% of adolescents' prosocial behaviour, problem-solving ability, and quality of life, respectively. The model was supported for all participants and for each gender separately (see Figure 2).

Figure 2: Empirical model of causal relationship of intellectual consciousness



Discussion

The findings are consistent with the socialization approach (Maccoby, 1992) that social agencies such as parents, teachers, and friends play important roles to socialize their children combined with theoretical perspectives of personality and cognitive development (Radke-Yarrow, Zahn-Waxler, & Chapman, 1983) suggesting that individuals' beliefs,



feelings, and thought affect their own behaviours.

The results of this study also confirm the significant role of parental socialization in desirable characteristics and behaviours through their offspring from early life experiences to adolescents. The parental influence has not decreased. Specifically, the findings showed that parents who instructed and be good models of the expression of appropriate emotion, consumption behaviour, and prosocial behaviour with love-oriented rearing had their children's qualities. Moreover, the evidence from this current study is consistent with the theoretical perspective of observational learning that individuals will adopt behaviours of others with whom they identify and with whom they have a strong emotional bond (Bandura, 1986). The findings showed that peer modeling of emotion and behaviour influenced adolescents' intellectual consciousness and qualities. Similarly, based on Wetzel, Barry and Caldwell's study (2004), it was found that students with initially low levels of prosocial behaviour relative to those of their friends improved when exposed to their more prosocial peers, and students with initially higher levels of prosocial behaviour decreased their levels of prosocial behaviour when exposed to their less prosocial peers.

The results of this study support personality theories that psychological characteristics play an important role to determine and develop behaviour (Eisenberg & Fabes, 1998). It was found that both psychosocial factors and intellectual consciousness affect adolescents' prosocial behaviour, problem-solving ability, and quality of life.

Recommendations

Future research should be designed as a longitudinal study that follows up the socialization process of intellectual consciousness and desirable behaviour from various agents in order to confirm the relationship model of intellectual consciousness. The longitudinal study can also indicate whether intellectual consciousness is a stable characteristic. Furthermore, researchers should collect some data by using qualitative method in this study so that findings can extend knowledge of intellectual consciousness development and desirable behaviour.

Future research should employ an experimental design so as to examine joint effects of socialization techniques and self-control on intellectual consciousness for validation of intellectual consciousness framework.

Future research should extend the analysis of intellectual consciousness model in terms of different samples (e.g., children, late adolescents) variables, and measurement to create a more complete picture.

Additional content area of intellectual consciousness should be explored to better define the intellectual consciousness.

Practical Implications

Findings suggest that parents, schools and peers play an important role in socialization of desirable characteristics and behaviour. These qualified socializing agents can promote adolescents' qualities such as quality of life, problem-solving ability, and prosocial behaviour.



As a result, socializing agents can contribute to intellectual consciousness as follows:

1. Family

a) Parents should be good models in expressing appropriate emotion, consumption behaviour, and prosocial behaviour.

b) Parents instruct and instill management of emotion, benefits of appropriate consumption, and concerns for others and public properties.

c) Parents express their warmth, care, and attention to their children's needs and problems.

2. School

a) Teachers should create student-centered learning climate in their classrooms.

b) Teachers should be the intriguing models in expressing appropriate emotion, consumption behaviour, and prosocial behaviour.

c) Teachers should praise their students when they behave well and help society.

3. Peer

a) Parents and teachers should realize that adolescents internalize and imitate emotion and behaviour from their own close peers easily.

The enhancement of adolescents' intellectual consciousness needs to take into consideration, both appropriate socialization from various agents and self-control. To develop intellectual consciousness, one should be aware of integrative characteristics of emotional intelligence, right consumption consciousness, and public consciousness.

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12 ENHANCING THE QUALITY OF LIFE THROUGH A CROSS-CULTURAL PROGRAM OF HIV/AIDS PREVENTION IN SICHUAN, CHINA.

Daphne Keats

Introduction

First may I thank Professor Wan Rafaei for inviting me to speak at this Colloquium. It is a great pleasure to be here in Malaysia to see again so many old friends from Malaysia and Thailand and to meet the new generation of researcher. It is particularly pleasing to see the result of this co-operation between the psychologists of the International Islamic University Malaysia and the Behavioural Science Research Institute of Srinakharinwirot of Thailand.

As many of you here will know, my contact with both Malaysian and Thai psychologists goes back to many years. In most previous visits, however, I was not alone. Your kind invitation to be your guest speaker on this occasion is also a tribute to my husband, John, with whom so many of our joint research activities were carried out. I thank you most sincerely for the kind messages of sympathy which you sent to me on his death this year.

This paper describes a program of cross-cultural research and its application in the prevention of HIV/AIDS in some of the most vulnerable populations in Sichuan, China. Research by Wang (1998) on the sexual risk-taking behaviour of young men in the two employment systems of China, revealed widespread ignorance of the nature of the disease. The self-employed were at great risk, the official moralistic government messages were not reaching them, and many had come to Chengdu from distant ethnic minority backgrounds where Chinese was not the language spoken. A prevention strategy was devised whereby groups of volunteers were trained to spread safe sex health messages to groups of their peers. The messages were delivered in a series of stories delivered in a traditional style in their own language. Knowledge, attitudes and behavioural intentions were measured before, and five months after, the intervention. A comparison group was tested before and after five months, but received no intervention. Participants were from the majority Han, and the Yi and Tibetan ethnic minorities. Results showed that the program was successful. In a second series of studies by Gao (2005) using a participatory communication approach a prevention program aimed at safer sex practices was developed in co-operation with members of the gay community and other men who have sex with men. Before and after measures showed that the program was successful. The outcome of these studies indicates an enhancement of the quality of life not only for the participants but also for their local communities.

The research I want to tell you about in this address is a series of studies carried out in Sichuan, China, with some groups of young men and women, who, because of their life styles are at risk of contracting sexually transmitted diseases, HIV and AIDS. It is a program of prevention aimed at enhancing their quality of life which has now reached