

**FACTORS AFFECTING SELF-ESTEEM AND ADJUSTMENT OF  
ADOLESCENTS IN SOUTHERN WELFARE SCHOOL**

**SUJINDA YOUNGJEEN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF SCIENCE  
(HUMAN DEVELOPMENT)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2010**

**COPYRIGHT OF MAHIDOL UNIVERSITY**

Thesis  
entitled  
**FACTORS AFFECTING SELF ESTEEM AND ADJUSTMENT OF  
ADOLESCENCE IN SOUTHERN WELFARE SCHOOL**

.....  
Miss Sujinda Youngjeen  
Candidate

.....  
Lect. Sawitri Thayansin,  
Ph.D. Major advisor

.....  
Asst. Prof. Banyat Yongyuan,  
Ph.D  
Co-advisor

.....  
Lect. Hattaya Dumrongphol,  
M.D. Co-advisor

.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Asst. Prof. Banyat Yongyuan,  
Ph.D.  
Program Director  
Master of Science Program in  
Human Development  
National Institute for Child and Family  
Development  
Mahidol University

Thesis  
entitled  
**FACTORS AFFECTING SELF ESTEEM AND ADJUSTMENT OF  
ADOLESCENCE IN SOUTHERN WELFARE SCHOOL**

was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Master of Science (Human Development)

on  
May 27, 2010

.....  
Miss Sujinda Youngjeen  
Candidate

.....  
Lect. Wiladlak Chuawanlee, Ph.D.  
Chair

.....  
Lect. Sawirti Thayansin, Ph.D.  
Member

.....  
Lect. Hattaya Dumrongphol, M.D.  
Member

.....  
Lect. Banyat Yongyuan, Ph.D.  
Member

.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Dr. Suriyadeo Tripathi, M.D.  
Acting Dean  
National Institute for Child and Family  
Development  
Mahidol University

## ACKNOWLEDGEMENTS

The success of thesis can be succeeded by the attentive support from my major advisor Dr.Sawitri Thayansin, Lect Banyat Yongyuan and Dr. Hattaya dumrongphon my co-advisor, for the valuable guidance and advice.

I am so grateful to Lect. Wiladluk Chuawanlee, the external examiner of the thesis defense committee for her kind and provide helpful suggestion and so grateful to headmaster and teachers from southern welfare school. They were merciful me for collected data.

I would like to thanks my friends and my family which they were concerned about my thesis and my health and understanding and supports me.

Finally I wish to thanks the graduate studies of Mahidol University Alumni Association for partially supported me.

Sujinda Youngjeen

## **FACTORS AFFECTING SELF-ESTEEM AND ADJUSTMENT OF ADOLESCENTS IN SOUTHERN WELFARE SCHOOL**

**SUJINDA YOUNGJEEN 5037756 CFHD/M**

**M.Sc. (HUMAN DEVELOPMENT)**

**THESIS ADVISORY COMMITTEE: SAWITRI THAYANSIN, Ph.D.,  
BANYAT YONGYUAN, Ph.D., HATTAYA DUMRONGPHOL, M.D.**

### **ABSTRACT**

The objective of this study is to investigate the relationship between self-esteem and adjustment, and also analyze the influence of factors related to self-esteem and adjustment among adolescents aged 12-18. The subjects of this study are adolescents aged 12 – 18 years who are studying in year 1 to 6 in Southern Welfare School. The sample is 401 students, about 69.3 percent studying in year 1-3. 68.35 percent were female and 65.10 percent were aged 12-15. The majority of adolescents in this study are at a medium level of self-esteem (62.6%) and adjustment (64.8%). 16.7% of students had a high level of self-esteem and 17.5% had a high adjustment score. The study shows a positive relationship between self-esteem and adjustment of adolescents with statistical significance ( $p=0.01$ ). Adolescents who showed high self-esteem were more likely to have a high adjustment score. Results of multiple regression analysis indicate that variables which show statistically significant relationships with adolescent self-esteem include body image, educational achievement, talent, relationships with guardians, relationships with teachers, and relationships with friends. Variables that influence the adjustment of adolescents with statistical significance are age, body image, relationships with guardians, relationships with friends, school environment, and self-esteem. These variables can be developed to promote self-esteem and adjustment of adolescents in welfare schools. Therefore, the teacher or school should have activities to help the development of self-esteem and adjustment for them. There should be coordination between the welfare school and guardians to support the relationship between guardians and adolescents.

**KEY WORDS: ADOLESCENTS/SELF-ESTEEM/ADJUSTMENT**

130 pages

ปัจจัยที่ส่งผลต่อความรู้สึกมีคุณค่าในตนเองและการปรับตัวของวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ภาคใต้

FACTORS AFFECTING SELF-ESTEEM AND ADJUSTMENT OF ADOLESCENTS IN SOUTHERN WELFARE SCHOOL

สุจินดา ช่องจีน 5037756 CFHD/M

วท.ม. (พัฒนาการมนุษย์)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: ศาวิตรี ทยานศิลป์, Ph.D., บัญญัติ ขง่วน, Ph.D.,  
หัตยา ดำรงค์ผล, M.D.

บทคัดย่อ

การวิจัยครั้งนี้เป็นการศึกษาความรู้สึกมีคุณค่าในตนเอง การปรับตัว ความสัมพันธ์ระหว่างความรู้สึกมีคุณค่าในตนเองกับการปรับตัว และศึกษาปัจจัยภายใน ปัจจัยภายนอก รวมทั้งสภาพแวดล้อมภายในโรงเรียนที่ส่งผลต่อความรู้สึกมีคุณค่าในตนเองและการปรับตัวของวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ กลุ่มตัวอย่างเป็นวัยรุ่นอายุระหว่าง 12 – 18 ปี ศึกษาในระดับชั้นมัธยมศึกษาปีที่ 1 ถึงปีที่ 6 โรงเรียนศึกษาสงเคราะห์ภาคใต้ จำนวน 401 คน โดยส่วนใหญ่เป็นนักเรียนระดับมัธยมศึกษาตอนต้นซึ่งมีอายุระหว่าง 12 – 15 ปี คิดเป็นร้อยละ 69.3 และส่วนใหญ่เป็นนักเรียนหญิงคิดเป็นร้อยละ 65.1 ผลการวิจัยพบว่าวัยรุ่นส่วนใหญ่มีความรู้สึกมีคุณค่าในตนเองและการปรับตัวอยู่ในระดับปานกลาง คือร้อยละ 62.6 และ 64.8 ตามลำดับ ส่วนความรู้สึกมีคุณค่าในตนเองและการปรับตัวในระดับสูงนั้นไม่แตกต่างกันมากนักคือร้อยละ 16.7 และ 17.5 ตามลำดับ ผลการวิจัยในครั้งนี้แสดงให้เห็นว่าความรู้สึกมีคุณค่าในตนเองมีความสัมพันธ์ทางบวกกับการปรับตัวอย่างมีนัยสำคัญทางสถิติ หมายถึงวัยรุ่นที่มีความรู้สึกมีคุณค่าในตนเองจะทำให้มีการปรับตัวที่ดีตามไปด้วย ผลการวิเคราะห์ถดถอยพหุคูณพบว่าปัจจัยที่ส่งผลต่อความรู้สึกมีคุณค่าในตนเองประกอบด้วย ภาพลักษณ์ด้านรูปร่าง ผลสัมฤทธิ์ทางการเรียน ความสามารถพิเศษ สัมพันธภาพกับผู้ปกครอง สัมพันธภาพกับครู และสัมพันธภาพกับเพื่อน ส่วนปัจจัยที่ส่งผลต่อการปรับตัวได้แก่ อายุ ภาพลักษณ์ด้านรูปร่าง สัมพันธภาพกับผู้ปกครอง สัมพันธภาพกับเพื่อน สิ่งแวดล้อมภายในโรงเรียน และความรู้สึกมีคุณค่าในตนเอง ปัจจัยดังกล่าวข้างต้นเป็นปัจจัยที่สามารถส่งเสริมพัฒนาเพื่อทำให้เกิดความรู้สึกมีคุณค่าในตนเอง และการปรับตัวที่ดีขึ้นได้ ดังนั้นครู โรงเรียน หรือผู้ที่เกี่ยวข้องกับวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ ควรจัดกิจกรรมต่างๆเพื่อช่วยพัฒนาปัจจัยดังกล่าวเหล่านั้น และควรมีการร่วมมือกันระหว่างโรงเรียนกับผู้ปกครองเพื่อส่งเสริมสัมพันธภาพที่ดีต่อกันระหว่างผู้ปกครองและวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ต่อไป

## CONTENTS

	<b>Page</b>
<b>ACKNOLEDGMENTS</b>	iii
<b>ABSTRACT (ENGLISH)</b>	iv
<b>ABSTRACT (THAI)</b>	v
<b>LIST OF TABLES</b>	ix
<b>LIST OF FIGURES</b>	x
 <b>CHAPTER I      INTRODUCTION</b>	
1.1 Background and rationale of the Research	1
1.2 Research Questions	4
1.3 Objectives of the Research	4
1.4 Scope of the Research	4
1.5 Preliminary Agreement	5
1.6 Limitation of the Research	5
1.7 Definitions	5
1.8 Expected Benefits	6
 <b>CHAPTER II      LITERATURE REVIEW</b>	
2.1 Setting of Welfare school	7
2.2 Definitions of self-esteem	12
2.3 Theories relating to self-esteem	14

## **CONTENTS (cont.)**

	<b>Page</b>
2.4 Development of self-esteem	15
2.5 Components influencing self-esteem	16
2.7 Definitions of adjustment	21
2.8 Significance of adjustment	24
2.9 Theories about adjustment	25
2.10 Ways of adjustment and characteristics of good and bad adjustment	27
2.11 Correlation between self-esteem and adjustment, and related research	31
2.12 Researches relating to other variables correlated to self-esteem	33
2.13 Conceptual framework	39
2.14 Research hypotheses	41
<b>CHAPTER III    RESEARCH METHODOLOGY</b>	
3.1 Research design	42
3.2 Research population	42
3.3 Sampling method	42
3.4 Sampling procedure	43
3.5 Research tools	44
3.6 Quality of tools	49



## **CONTENTS (cont.)**

		<b>page</b>
	3.7 Variables and Measurement	50
	3.8 Data collection	52
	3.9 Protection of human Subjects	52
	3.10 Data analysis	52
<b>CHAPTER IV</b>	<b>RESULTS</b>	
	4.1 General information of the sample group	54
	4.2 Self-esteem	62
	4.3 Adjustment	67
	4.4 Correlation between self-esteem and adjustment	71
	4.5 The factors affecting self esteem and adjustment	77
<b>CHAPTER V</b>	<b>CONCLUSION DISCUSSION AND RECOMMENDATIONS</b>	
	5.1 Conclusion	82
	5.2 Discussion	85
	5.3 Recommendations	98
	<b>REFERENCES</b>	100
	<b>APPENDICES</b>	
	Appendix A Human Subject Approval Document	109
	Appendix B Questionnaires	112
	<b>BIOGRAPHY</b>	130

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
<b>1</b> Number of the samples size	43
<b>2</b> Summary of types and coding of all variables used in the analyses	50
<b>3</b> Number and percentage of the sample group as divided by general information	54
<b>4</b> Number and percentage of the sample group as divided by illness profile, body mass index and satisfaction with body image	57
<b>5</b> Number and percentage of the sample group as divided by academic achievement and talents	59
<b>6</b> Number and percentage of adolescence categorized by relationship with parents, relationship with teachers, relationship with friends and school environment	60
<b>7</b> Number and percentage of the sample group as divided by the level of total score of self-esteem	62
<b>8</b> Number and percentage of the sample group as divided by the level of self-esteem regarding general matters	63
<b>9</b> Number and percentage of the sample group as divided by the level of self-esteem regarding society and friends	64
<b>10</b> Number and percentage of adolescence categorized by level of self-esteem regarding school and education	65
<b>11</b> Number and percentage of adolescence categorized by level of self-esteem regarding residence, guardians or caretakers	66
<b>12</b> Number and percentage of adolescence categorized by level of adjustment	67

**LIST OF TABLES (cont.)**

		<b>page</b>
<b>13</b>	Number and percentage of the sample group as divided by adjustment regarding self-concern	68
<b>14</b>	Number and percentage of the sample group as divided by regarding relationship with others.	69

**LIST OF FIGURES (cont.)**

<b>Figure</b>	<b>Page</b>
<b>1</b> Conceptual Framework	40

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and Rationale**

Adolescence is one of important periods of human development since it is time of linking between childhood and adult state. It has been frequently found that adolescence is the age of experiencing several difficulties of adjustment due to great changes in all aspects, including physical, intellectual, personality and social changes (1). At present, adolescents in Thailand have faced many problems under rapid social and economic changes. According to the Child and Adolescent Situation Annual Report, Year 2006 – 2007 prepared by the Bureau of Youth Promotion and Protection, the Ministry of Social Development and Human Security (2), the adolescent problems were summarized that Thai adolescents had many problems such as health problems, e.g. teenager pregnancy, sexual risk behavior, excessive nutrition, alcohol drinking, use of addictive drugs and AIDs epidemic, mental health problems, e.g. anxiety, depression and suicide, delinquent and indiscipline behavior, problem of social adjustment, and sexual problems. Female adolescents have confronted the above problems most, which have been greatly found in the southern region of Thailand. In addition, there are some social value, cultural, moral and religious problems. It was found that the adolescents had high consumerism behavior, no discipline of spending, and teenager sexual intercourse. Those problems deem important problems affecting self-development in teenagers. In the meantime, they take effect to the social and national development because adolescents would be key manpower for the national development in the future. Some scholars have studied causes of problems in adolescents; they came from several reasons, including adolescents and their surroundings. One important factor is the mental factor, especially self-esteem, which affects behavior in adolescents (3). As mentioned above, those adolescent problems are general ones found in the society, which do not include problems of disadvantaged adolescents that have been gradually increasing. The Bureau of Special Education, the

Ministry of Education (4) summarized that the number of disadvantaged students from Year 2002 to 2007 has increased from 39,530 students in 2002 to 41,596 students in 2007. In 2003, the statistic reported that over 50% of child populations were ignored, and they have been usually bullied by the society, starting from parents, relatives and close persons as well as community and society surrounding them. These people have hammered disadvantaged adolescents until they have less self-esteem (5) although, at present, many governmental and private agencies have offered assistance to the adolescents confronting these problems in form of welfare. In what extent the quality of welfare locations retains, the adolescents are provided only four basic living factors. However, other psychological factors such as love, comprehension, respect from surrounding people, etc. are not given sufficiently. Love and warmth are important factors molding children and youths to be growing perfectly. But, it is so difficult that every officer or child caretaker in those welfare locations is able to give love and warmth to every child equitably whereas they cannot share love and warmth to these children like their real parents. This obstructs these officers to help develop children's feeling of possession or attachment, which is the basis of emotional and psychological security development in the future and these children may have consequent mental problems such as maternal deprivation, attention-seeking behavior, anti-society behavior, fawning, rejecting people unreasonably, etc., which are main reasons of low self-esteem and improper adjustment (6, 7).

Self-esteem is one major factor in the adolescence development stages, and it must exist in every adolescent, either much or little depending on cultivating and promoting by receiving acceptance from parents and surrounding society. Self-esteem may be higher or lower during the period of adolescence (8, 9) when it will be most emphasized if compared with other life periods. Coopersmith (10) studied the important components of self-esteem, which may be divided into internal components and external components. Self-esteem partially comes from self-perception subject to one's state by comparing with other similar persons in term of skills, capabilities, gift and expertise. After comparison, if one possesses higher capabilities, learning and activity skills or expertise in any area than his friends at the same age, he will have more self-esteem. Self-esteem and adjustment take high roles in adolescence. Erikson compared the period of adolescence like the period allowing children to try roles

before stepping to the adult stage. Adolescents would seek for their identities and ego ideal by imitating persons they prefer before developing them to be their own identities. Erikson believed that, at each stage, the children would experience some problems; if they could solve them successfully, they would have good feelings (self-pride) before going to next stages. But, if they fail to solve problems, they would feel embarrassed and have some development problems (cited in 11). Most researches confirm that self-esteem correlates with adjustment. One with high self-esteem would have good adjustment as well although he may confront some problems or deficiency. This is consistent to what Pope (12) stated that children and adolescents with high self-esteem were correlated to the adjustment of those children and adolescents. Children and adolescents with low self-esteem would usually have anxiety and bad adjustment. Meanwhile, high self-esteem children and adolescents would have good adjustment and no anxiety; if they are shaken by some situations, they would not be flooded or worsened by those problems but they could handle them efficiently and view that these problems are challenging, exciting and paths to success not loss.

Adolescents in welfare schools are educational disadvantaged adolescents who are unable to enter into the normal school system, e.g. tribesman, islanders, children in wilderness areas or areas with geographical problems, so poor children, orphans, children without benefactors, street children, children in slums, children to persons threatened by harm, children to persons involving in the national security promotion, children to persons facing floods and storms, children to Leprosy patients or other educational disadvantaged adolescents. These welfare schools consist of boarders and day-school students. However, these adolescents have not been developed appropriately. When adolescents who have different backgrounds live together (4), they must have adjustment to several changes, including physical changes subject to the adolescence development, etc. In order to adjust themselves to the boarding-school system, they may have anxiety in certain issues while some students are unable to adjust themselves until they feel unhappy to live with others. By these reasons, the researcher was interested in examining the level of self-esteem, adjustment as well as correlation between self-esteem and adjustment of adolescents in welfare schools. The sample group covered the adolescents in welfare schools at junior and senior high school levels, who are disadvantaged adolescents. The benefits

expected from this research were to understand self-esteem and adjustment, to learn the correlation between self-esteem and adjustment as well as factors relating to self-esteem and adjustment of adolescents in welfare schools. The results of this research would be a guideline of promoting correct understanding about self-esteem and adjustment of adolescents in welfare schools. In addition, these results would guide the personnel involving with adolescents in welfare schools such as teachers, instructors and caretakers to understand and promote self-esteem and adjustment of adolescents in welfare schools.

## **1.2 Research Questions**

1. Which level does self-esteem of adolescents in welfare schools stay?
2. Which level does adjustment of adolescents in welfare schools stay?
3. Is self-esteem correlated to adjustment of adolescents in welfare schools? How?
4. Which factors affected self-esteem and adjustment of adolescents in welfare schools?

## **1.3 Objectives of the Research**

1. To examine the level of self-esteem of adolescents in welfare schools.
2. To examine the level of adjustment of adolescents in welfare schools.
3. To examine correlation between self-esteem and adjustment of adolescents in welfare schools.
4. To examine factors affecting self-esteem and adjustment of adolescents in welfare schools.

## **1.4 Scope of the Research**

This research was to examine self-esteem and adjustment of adolescents in welfare schools, and to find out correlation between self-esteem and adjustment of adolescents in welfare schools. The sample group included the adolescents studying in junior and senior high-school levels at the southern welfare schools. The sample group was selected by the Multi-Stage Random Sampling.



## 1.5 Preliminary Agreement

This research involved the adolescents at junior and senior high-school levels studying at the southern welfare schools, who were disadvantaged children with no record of mental health deficiency.

## 1.6 Limitation of the Research

This research involved the adolescents studying at the southern welfare schools only; so it could not be referred or represents other disadvantaged children under the supervision of other agencies.

## 1.7 Definitions

**Self-esteem** means the positive feelings of adolescents at the southern welfare schools; for example, considering themselves as capable, important and respectable persons.

**Adjustment** means adolescents at welfare schools who understood their own state, were able to change and serve themselves, comply with rules and regulations, were able to get along with others and environment confidently, and were able to live in the society happily.

**Physical image** means feelings or expression of acceptance relating to physical body, personality and external appearance of adolescent students at welfare schools; the physical image comes from the relationship between persons, environment and cultural components.

**Relationship with guardians** means the good expression of behaviors of adolescents at welfare schools and the good expression of parents or guardians (other persons who are not parents such as relatives or caretakers) such as love, attention and care.

**Relationship with teachers** means the good expression of behaviors of students to most teachers in school such as understanding self-feeling and feelings of teacher, understanding self-role and duty and appropriate practice, dare to ask questions or ask for advice when one has anxiety, either in studying or personal matters.

**Relationship with friends** means the expression of behaviors of students leading to good relationship with friends, either inside or outside the class, as it is appropriate for oneself and circumstances such as understanding feelings of friends and oneself, dare to share one's opinions, accepting opinions of friends, and accepting interpersonal difference, giving and taking and help with each other.

**School environment** means studying circumstances, both inside and outside the classroom, affecting the students such as studying location and teaching materials as well as activities arranged in school to serve students' interest.

### **1.8 Expected Benefits**

The results of this research would allow us to know the level of self-esteem, level of adjustment, correlation between self-esteem and adjustment, as well as factors affecting self-esteem and adjustment of adolescents at welfare schools. These results would allow related persons such as teacher, guardian, social welfare worker or psychologists working with adolescents at welfare schools. They would be useful for anyone applying them for further studies.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presets concepts, theories and related research as the guideline of this research. The contents of this chapter are as follows:

- 2.1 Setting of welfare school
- 2.2 Definitions of self-esteem
- 2.3 Theories relating to self-esteem
- 2.4 Development of self-esteem
- 2.5 Components influencing self-esteem
- 2.6 Ways of promoting self-esteem
- 2.7 Definitions of adjustment
- 2.8 Significance of adjustment
- 2.9 Theories about adjustment
- 2.10 Ways of adjustment and characteristics of good and bad adjustment
- 2.11 Correlation between self-esteem and adjustment, and related research
- 2.12 Researches relating to other variables correlated to self-esteem
- 2.13 Conceptual framework
- 2.14 Research hypotheses

#### **2.1 Setting of welfare school**

From the papers of the Bureau of Special Education, the Department of General Education, the Ministry of Education explained about the welfare schools (4) that may be summarized below.

A welfare school means a school providing education for disadvantaged children who are unable to attend common schools. These children include the foresters, hill tribe children, boatmen, islanders, children at wilderness places or at areas where there are geographical problems, so poor children, orphans or children

with no benefactors, street children, children in slums, children to persons threatened by harm, children to persons involving in the national security promotion, children to persons facing floods and storms, children to Leprosy patients or other educational disadvantaged adolescents. At present, the welfare school is the juristic person under the supervision of the Office of Educational Zone. There are 50 welfare schools in 42 provinces, which may be divided into 2 groups: 25 welfare schools and another 25 royal public schools.

A welfare school means the school providing education for 10 types of disadvantaged children coming from all over the country to attend the class at every educational level starting from the kindergarten level to senior high school level. The disabled children are also accepted as the school boarders. This school focuses on professional learning, practices these disabled children to rely on themselves, have discipline and leadership in each local area under the democratic form of government with the King as Head of State, e.g. welfare school, Piboonprachasan School (day school for disadvantaged children only) and Somdej Prapiyamaharat Romaneeket School (accepting children with good studying results only). There are 25 welfare schools around the country.

A royal public school means the school established as the royal project of His Majesty the King and Somdej Phra Sri Nakarindra Boromarajajoinnani as the boarding school to support youths who have poor economic and social status or are affected by any natural disaster, and to strengthen the national security. This type of school was first established in 1988. There are total 25 schools in 22 provinces.

An objective of establishing welfare schools and public royal schools is to provide opportunities to disadvantaged children. The disadvantaged student means the student who is confronting difficulties and inferior living if compared with general children and this disadvantaged child must be helped specially for better life and proper development. The disadvantaged children may be divided into 10 types as follows:

1. Poor children (highly) mean children of poor people who have insufficient income for living (average family income not exceeding baht 2,000 per year). Each family has many members but lacks basic materials; so the family members have difficult living. These poor children include those living in slums or

those of construction workers or those from families in wilderness areas; so they have not received any education or other services.

2. Children confronting narcotic problems mean children addicting to volatile substance or addictive narcotics or children risky to be persuaded to have improper conduct, to be involved with groups of criminals, influential people or people seeking for profit by performing illegal occupations. These disadvantaged children are likely to cause social problems.

3. Waif or abandoned child means a child forsaken by his mother after giving birth at the hospital or other place, as well as a child left by parents to live alone or to live with others and not to receive the parents' care due to the parents' divorce or broken family; so this child lives among confusion, no love and warmth.

4. Cruelly abused children mean the children who are abused physically, sexually or mentally and they live unhappily, suspiciously and fearfully because they have been bullied or pressed from their parents or guardians; so their mental or emotional condition becomes abnormal or the children may be sexually abused from persons surrounding them.

5. Children affected by AIDS or other critical communicable diseases disgusted by the public mean the children who are infected by AIDS or their parents have AIDS. These children are usually disgusted and cannot enter into school or receive other services with normal children.

6. Children in minor groups mean the children to people who have culture different from most general people. These children have the problem of possessing Thai nationality; so they have no opportunities to receive education or other services. Most minor groups usually immigrate to settle at the borders of Thailand.

7. Street children mean the children who have no exact living places, live purposelessly, lack basic living factors, and are risky to danger and they become social problems.

8. Forced labor children or child labor mean the children who must work or be forced to use their labor or to seek for income by selling their labor before their maturity. These children are taken advantage by employers and they have no chance of development according to the principle of child development.

9. Children in the sexual service business or child prostitutes mean the children who are willing or are forced to sell the sex service or they are persuaded to sell the sex service or they are persuaded to stay in the conditions risky to sell the sex service.

10. Children in the juvenile observation and protection center mean the children who perform illegal actions and are legally controlled to stay in the juvenile observation and protection center. This includes the children who have out of wedlock pregnancy, which is likely to cause subsequent problems such as abortion, suicide and forsaken infant.

Because the objectives of providing the welfare education cover people receiving the education broadly; the welfare schools are established to serve such objectives differently, which may be classified into 9 types as follows:

1. Welfare schools of educational zones – These schools enroll children from provinces in each educational zone, as enforced by the Primary School Act, who are unable to attend the school normally because their houses are far away from communication routes and far away from any primary school more than 2,000 meters because their houses are located in the forest, on hill or island or the students are children to unsettling fishermen.

2. Welfare schools for hill tribe children – These schools provide the education to hill tribe children and children at plain areas from the provinces near these schools.

3. Welfare schools for children whose parents are threatened by terrorists or the children have no benefactors.

4. Welfare schools for children whose parents have Leprosy – These schools are located at the Leprosy settlements.

5. Welfare schools for slum children in Bangkok – They are day schools.

6. Welfare schools for children whose parents are victimized by unrest at the south of Thailand.

7. Welfare schools for children whose parents are affected by storms at the south of Thailand.

8. Welfare schools for students who are poor but achieve good studying results, and good-talented students from every area around the country.

9. Schools established by the royal thought of His Majesty the King and Somdej Phra Sri Narakindra Boromrajajoinnani to support youths who have poor economic and social status or are affected by any natural disaster, and to strengthen the national security

The welfare education is provided in form of boarding school, except Piboonprachasan School that is the day school. At present, there are classes from the kindergarten level to high school level.

At present, there are 14 southern welfare schools, including:

1. Narathiwat Welfare School
2. Pattalung Welfare School
3. Surat Thani Welfare School
4. Rajaprachanugroh 19 Nakhon Si Thammarat School
5. Rajaprachanugroh 20 Chumpon School
6. Rajaprachanugroh 35 Phang-gna School
7. Rajaprachanugroh 36 Phuket School
8. Rajaprachanugroh 37 Krabi School
9. Rajaprachanugroh 38 Ranong School
10. Rajaprachanugroh 39 Narathiwat School
11. Rajaprachanugroh 40 Pattani School
12. Rajaprachanugroh 41 Yala School
13. Rajaprachanugroh 42 Satun School
14. Rajaprachanugroh 43 Songkhla School

These 14 welfare schools are boarding and day schools, and boarding schools only. All 14 schools provide the education from the kindergarten level up to senior high school level for the educational disadvantaged students as mentioned above. These schools are subsidized by the Ministry of Education.

## 2.2 Definitions of self-esteem

From the literature review, self-esteem was defined by several authors as summarized below.

**Taff** (13) stated that self-esteem is an evaluation or judgment of self-value by relying on 2 stages of self-esteem process:

- Inner self-esteem – This is to perceive self-esteem by evaluating capabilities, abilities and performance, and their results are relevant to one's desire or expectation. This kind of pride is set up permanently from the experience from the early stage of life.
- Outer self-esteem – This is to perceive self-esteem by evaluating attitude and acceptance of others to one. This kind of self-esteem may be changed by social roles and abilities in confronting problems of that person.

**Maslow** (14) stated that self-esteem is the feeling of an individual who has self-confidence and feels his value, has strength and performance in acting, and has expertise and abilities. Self-esteem may be divided into 2 parts:

- 1) Self-respect – This is the attitude of an individual to himself; he has self-respect that he has some importance and abilities in completing things, which may be shown out in various aspects such as self-esteem, strength, abilities, self-praise, self-confidence, self-reliance and independence.
- 2) Esteem from others – This esteem comes from honor, fame, title, power, prosperity, respect, attention, prestige and praise from others.

**Coopersmith** (10) stated that self-esteem means considering and judging self-esteem; showing one's attitude towards accepting or not accepting oneself, and showing the scope of belief that one has to his importance, success and self-esteem, which is the personal experience that each person transfers to others through words and behaviors.



**Rosenberg** (15) defined self-esteem as positive and negative directions that one considers himself, and evaluation of self-esteem. High self-esteem means that one has high self-respect, not egocentric or selfish. This self-esteem is one element of self-concept or what Rosenberg defines as the overall image of what one sees, thinks and feels about oneself. Apart from self-esteem, self-efficacy or mastery and self-identities deem important parts of self-concept.

**Sawitri Thayansin** (16) summarized the definition of self-esteem that it is the value or good feelings that an individual has to oneself as a result of judging his own value subject to success and failure in various situations. Self-esteem also includes the respect from others by analyzing self-esteem in real situations along with self-esteem in one's expectation. One will have self-esteem when he experiences various situations in his life until he feels his self-esteem. Self-esteem gives value to both one's life and other surrounding persons. If one faces any event that does not go on as expected or that event makes his self-esteem valueless or meaningless, his self-esteem will be lower finally.

**Nuchlada Rojprapun** (17) summarized the meaning of self-esteem as the feeling that one has abilities, self-satisfaction and is respected by others, which will make him have motivation or enthusiasm to have proper conducts and to have success as intended.

**Siriwan Taveewatanapreecha** (18) summarized the meaning of self-esteem as what one judges or evaluates his own value that is shown out through belief, abilities, importance and self-esteem. Self-esteem should be promoted from past to present.

From various definitions given by several authors mentioned earlier, they could be summarized that self-esteem means the feeling that one understands and accepts oneself, and views him as one who has abilities, self-esteem, is required and accepted by others. This self-esteem is an inner feeling as one perceives that others view him positively. One's self-esteem will be shown out through value, emotions, thought such as optimism, creativity and control of one's emotions.

## **2.3 Theories relating to self-esteem**

**2.3.1 Maslow** (cited in 19) proposed the Theory of Hierarchy of Needs by dividing human needs into 5 steps:

- 1) Physiological needs, e.g. needs for food, water, air, sex and relaxation.
- 2) Self and security needs, e.g. needs for protection from danger, threat, forcing and rash act.
- 3) Belonging and love needs that are social needs, e.g. belonging, society, love, respect from friends, giving and taking from friends and close persons.
- 4) Self-esteem needs, e.g. admiration and praise, recognition of one's importance such as self-confidence for success, knowledge, prestige and fame, admiration, etc.
- 5) Self-actualization needs – Needs to form satisfaction for oneself in every aspect to recognize one's completeness.

From Maslow's Theory of Needs, needs in Step 3 and 4 are basic needs of love and self-esteem, which would lead to needs in Step 5 or self-actualization needs, which make one have good mental health and live in the society confidently and happily.

**2.3.2 Roger's concept about self-regard** (cited in 19) consists of:

- 1) Openness to experience involving satisfaction of an individual to the experience he receives regardless positive or negative experience.
- 2) Existential living. This is not to resist or hinder any experience passing, but to accept happenings at each life period in order to live happily. Self-regard at this level enables one to confront new and more important things to be occurring in the future.
- 3) Organismic trusting. This is to believe in one's abilities that he is able to do things without relying on others, to accept the actual conditions that he is ready and opens mind to others' opinions, and he does not let others to set up his directions.

4) Experiential freedom. This is to have freedom to make decisions by oneself, not depending on others or to hope for assistance from others or society that is honest to himself.

5) Creativity. One will always good creativity, and know how to avoid or confront things.

From Roger's Theory, it is apparent that to develop a person to be a real and happy human, one must be developed to regard reality, especially self-regard. If one regards oneself as per the principle mentioned above, he will feel his self-esteem more, adjust himself to live with others and accept that the society has been changing always.

## **2.4 Development of self-esteem**

From the literature review regarding self-esteem, it is apparent that the basic self-esteem is developed from the child's emotional basis and factors responding that child, which come from receiving love and acceptance in the child by parents. These root the feeling of security, self-love, and expecting love from others. Later, the child's good feeling about himself would extend his parents' love and attention to other family members and friends. Self-esteem at this period depends on the achievements as targeted. At the primary stage, the child would behave to satisfy his parents. Later, the targets would be gradually extended to be based on the group standard. The child will want to engage self-esteem by self-learning. The child will start his intellectual and social skill development and better self-confidence. If these issues are reinforced by the groups of friends or others, his self-esteem will be gradually developed. When this child grows to be the adolescent, his self-esteem will be similar to the adults he is familiar with, respects, praises and starts having his new sex role. This is the period when one seeks for oneself, wants to find out the conclusion of conflicts between personal identities and confusion. An adolescent will have more feelings about his value and potential, which are kept inside him and become a part of personality structure as called by Erikson as self-identity (19).

This could be concluded that self-esteem is developed after the birth of child and that infant receives love, attention and warmth from his parents or caretaker until the child has trust because he receives acceptance from those persons. When the

child grows up and meets his new society comprising friends, teachers, school or persons surrounding him, these persons make the child feel about security and self-regard, and that child will extend these things to others finally.

## **2.5 Components influencing self-esteem**

Coopersmith (10) studied self-esteem and found that there are 2 important components influencing self-esteem:

2.5.1. Inner components mean the identities of each person, which make self-esteem of each different. Inner components include:

2.5.1.1 Physical attributes – One's physical attributes are correlated with self-esteem. Some partial physical attributes help one have more self-esteem, e.g. beauty, attractive appearance, etc. Some physical attributes also help one meet success in the activities valued by that person such as strength and rapidity. Both strength and rapidity result to self-esteem in men like athletes. However, any physical attributes correlated to self-esteem depend on the social value of that person. If one has good physical attributes, he will have more self-satisfaction than one with bad physical attributes.

2.5.1.2 General capacity, ability and performance – These components are inter-correlated and result to self-esteem of individuals. Each component shows the frequency of one's success while staying in the school system and in the society. In the meantime, intelligence as motivator of academic ability is an important criterion judging the competence of school-age children. The results of success or failure in studying deal with several reasons. Apart from teaching and learning materials, there are other factors such as teachers, parents and friends. These persons are so important to make one achieve studying performance, which clearly indicates one's success. The academic achievements, therefore, are used to test the future success of individuals and to indicate one's self-esteem as well.

2.5.1.3 Affective status – The affective status reflects satisfaction, happiness and anxiety of individuals. Such affective status comes from the interactions with others that result to self-evaluation. One with positive self-

evaluation will show and communicate satisfactory feelings and affective status. Meanwhile, one with negative self-evaluation will not be satisfied with his present status and views that he is unable to meet success in the future.

2.5.1.4 Self-value – One will value many things differently. When valuing anything, he usually believes that it is an important standard for evaluating self-value. For example, one values his academic achievement results. If he does not meet success in this aspect, he will have less self-value. It is also found that one is likely to use the social standard to judge his self-value as well. One will value things as he values earlier.

2.5.1.5 Aspiration – Self-value arises when one compares his performance and ability with the success criteria one sets up. If his performance and ability are relevant to the criteria established, one will have self-value. In the contrary, if the performance and success are not relevant to the criteria one establishes, one will view that he fails and judges that he is valueless.

2.5.2 Outer components mean the outer environment that one has interactions, which makes one have different self-esteem. Such outer components consist of:

2.5.2.1 Relationship with family or parents – The experience that one receives from relationship in the family is an important life basis of individuals, and this factor helps the children develop self-esteem. The relationship between family and parents and children must be under the following circumstances:

- Parents accept all or most of thought, affection and value of their child.
- Parents set up the scope of performance clearly and take care of children to follow it to feel secure and safe.
- Parents give respect and freedom to their children under the scope of performance set up and the parents emphasize on the reward rather than punishment.

2.5.2.2 School and educational institute – These places help develop self-esteem in children after the children's family. These places allow the children to do activities independently with no contrary to the preset rules and

regulations. Giving help to children to solve problems will encourage children to have self-confidence, self-reliance and to develop self-esteem.

2.5.2.3 Social status – Social status shows one's social level by regarding his occupation, income, title, social role, family lineage, etc. Normally, if mentioned about the social status, one will consider occupation, income, and residence because these matters indicate one's success in life and make him recognize his self-esteem. However, some studies reveal that the correlation between the social status and self-esteem is not apparent because the persons from low social status may have high self-esteem or low self-esteem.

2.5.2.4 Society and friends – Self-esteem partially comes from perceiving one's state and comparing his state with other persons similar to him in term of skills, abilities, gift and skills. After comparison, if finding that he has higher abilities, skills in learning or doing activities or expertise in any matter than his friends at the same age, he will have higher self-esteem.

## **2.6 Ways of promoting self-esteem**

Self-esteem cannot arise naturally, but it must be learned, cultivated and promoted by that person and by respect from others surrounding him. The promotion and development of self-value will be different depending on situations and experiences that each person receives. Several scholars or psychologists mentioned about the guideline of promoting self-esteem as follows:

Coopersmith (10) stated that there are 4 components making individuals have self-esteem. He also mentioned about the guideline of developing self-esteem to promote anyone who has low self-esteem as described below.

The components making individuals to have higher self-esteem are:

1. Receipt of respect and attention from persons important for one's life, success as per established objectives. Recognition will result to one's social status and position.
2. Power, importance, morality, trust, faith and abilities
3. Performing what is relevant to one's value and desire.
4. Not care for what lessens ones' self-pride; for example, ignoring others' criticism.

### **2.6.1 Guideline of developing self-esteem for anyone with low self-esteem**

2.6.1.1. Accepting such person as he actually is.

2.6.1.2. Accepting the interpersonal difference in confronting and solving problems. We should understand each person's problem solutions and absolutely allow each to show his abilities in solving his problems because each person has thinking appropriate to his age and he must be responsible for the problems he faces. In addition, we should give such person opportunities of selecting his problem solutions so that he can find out other appropriate solutions.

2.6.1.3. Avoiding sudden and harsh changes shaking one's confidence.

2.6.1.4. Allowing such person to see model persons who are efficient in solving problems, which will help him develop problem solutions creatively such as release of murkiness.

2.6.1.5. Valuing self-esteem of that person.

2.6.1.6. Supporting close persons to have knowledge and understanding about such person, and coordinating in promoting strength of such person in solving problems. Excessive expectation may press one to have tension and anxiety rather than to solve problems, and this will finally destroy self-esteem.

Coopersmith (10) proposed the principles of promoting self-esteem as follows:

- Admitting individuals' feelings as they actually are and receiving the respect from others. According to the concept of Coopersmith, this is to promote one to know about oneself, accept mistakes, failure and criticism of others by focusing on his positive attributes and inner experience in regarding himself positively, accepting feelings, responses and evaluation as they actually are. These are consistent to the concept of Brook in admitting failure or mistakes. These are also consistent to Bradshaw regarding admitting and regarding others' value. Bruno and Brook also stated that receiving positive supports, esprit, thought and suggestions help individuals feel about others' admission (cited in 41). Moreover, if an individual can release his feelings according to the concept of Denis Lawrence, this will help him admit his feeling as it actually is (cited in 20).

- Attaining achievements as per one's preset targets and desire according to the concept of Coopersmith and consistent to the concept of Bruno that one must know how to set up his life success, and the concept of Bradshaw regarding receipt of expected success experience. These are also consistent to Sassee (cited in 19) that forming one's self-confidence would help him have targets and esprit to tackle hindrance in order to achieve success and pride as he desires and expects.

- Promoting the consideration and problem solving as per the concept of Coopersmith. This is consistent to the concept of Brook allowing individuals to consider choices and make decisions. Girdano and Every advised individuals to practice the assertive behavior. Brashaw allowed individuals to show behaviors consistent to the personal value that one can do activities independently as per his thought and desire. Denis Lawrence asked individuals to confront and meet experiences that are risk factors. Promotion measures pursuant to these concepts are consistent in promoting individuals to receive experiences, and to show positive behaviors. These practice individuals to dare thinking and making decision on confronting obstacles, problems or situations that are risk factors coming into their life. If individuals receive these experiences, they would have more self-pride.

- Avoiding and ignoring what lessens one's self-pride or reducing over-expectation. According to the concept of Coopersmith, this measure helps one not be unsatisfied or not feel that he is not successful as expected. This is consistent to the concept of Bruno that one should reduce his expectation or self-evaluation because if one has high self-expectation but does not meet success as expected, he will feel disappointed, loss and sad. Consequently, one will have low self-evaluation and thinks that he has no abilities. Finally, his self-pride will be less (20).

However, self-esteem is good, but if it is excessive, it may cause some disadvantages. For example, if one has over self-confidence but he faces disappointment or failure in life, he will be unable to control himself and will have deep sorrow because he thinks that he can do it. Meanwhile, if one has slight confidence, he may have some mental problems (21). Bias to oneself makes one feel unsatisfied with oneself when doing anything. When comparing with others, one will feel that he is valueless. This person may further have the mental disorder until he



becomes the bully to replace his lost self-confidence. Thus, only self-esteem in a balance state could help an individual meet success in doing activities, create good image for himself; so he will have mindset and effort in working successfully, and view others by good affection and good mental health.

## **2.7 Definitions of adjustment**

Adjustment is one important activity of life. Adjustment of each person depends on the personality of that person and environment or situation he is facing. Each person certainly has some obstacles in life; so he may have tension and discouragement. Thus, to maintain the balance of life, the individual must adjust his behaviors or it is called “adjustment”. Several scholars defined adjustment as follows:

**Lazarus** (22) explained about adjustment that it came from biology initiated by Charles Darwin in his Theory of Evolution in 1859. Darwin insisted that living things able to adjust to the dangerous environment would be surviving. Other biologists continued conducting studies regarding the physical adjustment as well many physical illnesses. They viewed that those physical illnesses derive from the adjustment process to life tension (such as Selye, 1956). These illnesses include some blood circulation diseases, e.g. heart attack, strokes or even gastrointestinal tract diseases. Later, the psychologists borrowed “adaptation” used in biology for the psychological meaning. Adaptation is used to study and understand human behaviors. The psychologist paid attention to the psychological survival rather than physical adaptation. Like the physical adaptation, human behaviors are interpreted that they come from the psychological survival subject to demand or pressure, mainly deriving from the society or interpersonal interactions. This pressure may be divided into 2 parts: external pressure and internal pressure. The external pressure arises out when humans must live together and interact with others. Thus, we must adjust to the environment and society since we are young. We must always face some requests to do or not to do something, starting from simple behaviors; for example, being instructed to have food, not to bully other children and not to destroy things. At ages of 2-3 years, a child is trained to have the appropriate excretion. When we grow up, the requests will be more complicated, which include thought and value. More

complicated requests will include conduct patterns in the society. If we fail to follow these requests, we will not be accepted and will face negative interactions. Internal pressure is the inner demand from human anatomy. If we do not respond to this pressure, we may feel frustrated or may be dead. Such pressure includes the needs of water, food, sleeping or appropriate warmth, etc. From the child development, there is another part of internal pressure deriving from the psychological state involving experience or social learning rather than physiology. For example, we want to be partially involved in the society, to be accepted by the society, to have love and success, etc.

**Sombat Tapanya** (23) mentioned about adjustment that it is a process arising out continuously when one is still alive. Whenever the adjustment fails, life is in danger and leads to sickness and death finally. Adjustment may be viewed as an integrated portion consisting of physical part, psychological part, cognition and spiritual part or this may be viewed as attempts relating to health such as adjustment of mind, adjustment to sickness and loss, etc. For the psychological or emotional adjustment, it is mentioned in several psychological theories. For example, The Client-Center Therapy of Carl Rogers states that a human will have happiness, good adjustment and full function person depending on how self-concept and perception of facts or experiences are consistent. Under the thought of Sigmund Freud, founder of the Psychoanalytic Theories that human mind consists of 3 important parts: superego, ego and id, which must fight and adjust to each other at all time. The id will show many demands, which are not acceptable by the society; for example, wanting to take others' belongings, being aggressive, etc. The superego is the decency and morality taking role of blaming or reminding an individual to have acts as instructed by his id. The ego takes role as comprising coordinator between the id and the superego to have satisfied and acceptable agreement finally. Sometimes, if an appropriate solution could not be found, human may have anxiety. Defense mechanism helps reduce the anxiety temporarily. For the social adjustment, one with good adjustment will be living with others in the community or society surrounding him creatively and happily. One with bad adjustment may have unbalanced expressions such as isolation, loneliness, be unable to have intimacy with others or have aggression, and have conflicts with others

frequently. In contrast, someone may be unable to stay alone, but go out for meetings with others (such as one who is over sociable). But, in the meantime, this person cannot have sincere and deep relation with anyone. He contacts with others superficially (But, in his deep mind, he still feels alone and lonely although it seems that he has many friends and so sociable). Maslow, a psychologist interested in self-actualization, proposed a thought that one with the best adjustment in this aspect will have deep and sincere relationship with some persons (not so many); meanwhile, he feels happy and enjoys staying alone and doing anything by himself. Sometimes, this person may sometimes seek for calmness or loneliness to consider important things in his life.

**Chakkrit Lueankathin** (24) talked about the adjustment of students that it was effort and ability of students in changing their behaviors to be consistent and relevant to situations and problems appropriately in order to block tension and anxiety, and to live in the society and environment happily.

**Chattri Laksanasiri** (25) said that the adjustment means turning and changing behaviors after one experiences and perceives various problems arising out in the surrounding environment such as problems found at school or residence, financial problems, problems about relationship with friends and general people. Adjustment must be suitable for one's demand and environment so that he survives happily in the society and environment where he is a member.

As mentioned earlier, it may be concluded that the adjustment means a person's abilities in changing himself appropriately according to changing circumstances, either external factors or internal factors to live in the society happily. An individual's adjustment causes some changes for survival. Kanya Suwansaeng (26) mentioned about the origins of adjustment as follows:

- **Reinforcement and needs.** Since each person has basic needs such as physical needs and psychological needs. Both needs reinforce a human to struggle to respond his desire. If his struggle is hindered and his desire is not responded, his

physical body will show out various behaviors to release anxiety. These behaviors are called the adjustment.

- **Social motivation.** This arises out due to rapid social changes or changing environment; so some persons have difficulties of adjustment to correspond to changing social state, e.g. being, communications, material prosperity, etc., which lead to some frustration that needs various adjustment methods.

- **Attitude, interest and purposes** of changing life; a person must change his behaviors to be relevant to his value, desire and changing behaviors. This process must be relevant to his existing value.

## 2.8 Significance of adjustment

Human must have adjustment because it is important for human's living at every age. According to the literature review, it could be summarized that the adjustment is important because (27):

2.8.1. Adjustment to discharge the frustration, conflict, pressure and stress. When one has some stress and unhappiness, the good adjustment can help balance his life so that he does not have any physical or mental sickness. Adjustment is an essential attribute for everyone's living.

2.8.2. Efficient adjustment helps reduce the psychological health problems. Humans, naturally, are born with some inner motivations such as needs of food, water, pure water and others for daily living. These motivations stimulate everyone to make the adjustment at all time. But, each person's adjustment is different depending on each one's thought, belief and abilities. If one can have the good adjustment, he will have happiness and normal behaviors. If one cannot have adjustment, he will lose happiness and the subsequent behavior may be the deviant behavior, which may be the mental problem later.

2.8.3. Knowing of adjustment leads to good physical and psychological health. One who can adjust to changes of physical and psychological circumstances will have both physical and psychological happiness, which will also give good results to living of surrounding people, including children, husband, wife, parents and others in the society.

2.8.4. Knowing of adjustment results to good personalities. One who knows how to adjust in various situations will not have stress or frustration, and he will be able to wipe out the sorrow from his mind. This will make his personality reliable, respectable by general people, and be trusted by the department he works for and will be responsible in higher titles because he has the good adjustment and solutions. One who fails to have adjustment will lose self-confidence and always rely on others.

This could be concluded that the adjustment is essential for individuals' living, either physical or psychological aspect. Good and efficient adjustment leads to good physical and psychological health. In contrast, bad adjustment will make individuals' living unsmooth, have physical and psychological sickness. This deems the loss of population quality and expenses for treating diseases arising out due to the lack of good adjustment. The adjustment could discharge emotions, reduce stress and more happiness. The adjustment would make individuals not be frustrated, disappointed and unhappy. Without the adjustment, individuals must tolerate the frustration alone. If some undesirable emotions are not discharged, but they are accumulated so long, they would destroy their personalities and psychological health. The more they are accumulated, the more individuals will have mental disease or neurosis.

## **2.9 Theories about adjustment**

The essence of Roy's Adaptation Theory may be summarized as follows:

Human life consists of life, mind and society that must be interacting with changing environment at all time. These motivations must be responded, which may be adaptive or maladaptive. Roy emphasizes that individuals' adjustment depends on the degree of changes of the environment or violence of stimulus, and the degree of abilities of personal adjustment. Each individual would have specific attributes and limitation. Such stimulus may be divided into 3 types: focal stimulus such as stimulus humans confront directly; contextual stimulus such as stimulus generally existing in the environment apart from focal stimulus; and residual stimulus, which means the individual's specific attributes such as belief, attitude, habit, value, etc. When humans

make the adjustment for their physical, psychological and social securities, they will show out 4 behaviors as follows:

2.9.1. Adaptive behavior subject to physiological needs. This behavior is based on the physiological security to respond to human basic needs such as needs of doing exercises and relaxation, food, excretion, water, minerals, oxygen, balance of physical body, endocrine system, physical temperature control system, emotional control systems and blood circulation system that are so essential for humans. The ultimate living objective in a normal state is the appropriation. Humans make the adjustment to maintain such state. But, if the adjustment could not lead to positive responses, the negative or maladaptive behavior will occur.

2.9.2. Adaptive behavior in term of self-concept. Since humans needs the psychological security and what takes an important role for maintaining the psychological security is self-concept deriving from experience and learning as well as interactions with others. In the psychology, it is believed that all human behaviors are the result of concepts that an individual has regarding himself. Self-concept deals with attitude, thought, feelings, comprehension and conscience one has. If one has the psychological security and self-concept as it actually is, has confidence, and realize his self-concept, his adjustment to various pressures would be better than others who have negative self-concept, resentment and feeling of worthlessness.

2.9.3. Adaptive behavior in term of role function. Roles played by each person are to respond to needs of role function in the society, of involvement in the society, and of working with others in order to sustain his social security. In any situation where a person is unable to perform his duties, he must make the adjustment so that he could play his role normally. But, this would be successful or not; it depends on the adjustment of each person.

2.9.4. Adaptive behavior in term of interdependence relation. One social fact is that humans must have the interdependence relation, which is one basic need to sustain his social security. The appropriateness between interdependence and dependence and reliance for others would form the psychological and social security. Normally, an individual would try to sustain his self and rely on others on the scope that he and the society could accept.

## **2.10 Ways of adjustment and characteristics of good and bad adjustment**

Lazarus (22) classifies the adjustment for problem solutions into 2 forms:

### **2.10.1. Direct-action tendencies.**

These are efforts to make the adjustment to directly solve problems or difficulties one faces, or to wipe out or reduce the conditions of problems or difficulties. The direct-action tendencies may be shown out by tackling those problems, changing situations, as well as curbing or ceasing the expression of behaviors to wipe out or reduce the problems. If the behaviors expressed may widen problems or difficulties, one may solve them by avoiding or running away from that situation. Or, if one cannot express any behaviors, he may stay still to let those problems or difficulties fade out. The adjustment to solve problems by way of direct-action tendencies may be divided into 4 ways:

2.10.1.1 Preparing against of harm. This is the adjustment to solve problems by way of self-development to confront them. Self-development involves the development of emotions, thought and expression of behavior.

2.10.1.2 Attacking on against of harm. This is the adjustment to solve problems or prevent oneself by showing behaviors of destroying, attacking, regressing, reducing or wiping out problems, which may be the behaviors of fights with anger or calmness.

2.10.1.3 Avoidance of harm. This is the adjustment to solve problems by avoiding or running away from any problematic situation or difficulty when one evaluates that it is problematic or such difficulty exceeds his ability. The avoidance of harm may come from fear or careful consideration that there is no other solution to wipe out those problems or difficulties. Thus, one avoids or runs away from the problems in stead of attacking them.

2.10.1.4 Inaction or apathy toward harm. This is the adjustment to solve problems by having no actions or apathy toward harm or avoiding it when one evaluates that those problems or problematic situations could not be overcome or he has no other alternatives.

### **2.10.2. Defensive adjustment.**

This is the adjustment to solve problems by tuning the individual's feelings or thought in order to reduce the anxiety resulted by those problems for the balance of mind. Such person may use the rejection, pressure or accusation against others or things in order to lure himself. The defensive adjustment is a psychological process in any person who is not conscious of it. This adjustment is made by not solving the problem or difficulty occurring directly.

### **2.10.3 Characteristics of good adjustment**

Lazarus (22) proposes 6 components showing individuals' adjustment:

2.10.3.1. Analytic thought. A person is happy to solve problems by making plans carefully.

2.10.3.2. Social skills. A person could get along with others easily, is lively and enjoys the sociability.

2.10.3.3. Emotional security. A person does not fall into over-fear or over-anxiety, but he could relax and avoid the stress, and views his life on reality rather than fancy.

2.10.3.4. Confidence. A person realizes the value of his decision-making, makes the adjustment easily in new or difficult situations, is ready to confront the present or future condition, feels no inferiority, and feels satisfied with his shape and manner.

2.10.3.5. Personal relationship. A person is tolerant, not angry frequently, optimistic, does not criticize others too much.

2.10.3.6. Satisfaction in family. A person has good family relationship, feels satisfied in his house condition, is respected and understood by the family.



Nipa Nithyayon (27) gave a brief conclusion that the adolescents' success in their adjustment provoked features of good health as follows:

1. Confidence and feeling of security, which make adolescents have self-pride, no inferiority, no fear of title, greatness or aggression of others. In the meantime, these adolescents learn how to accept the ability and success of other superior people; sincerely extend good wishes to others; and dare to counter anything in life with no discouragement to obstacles.

2. Warmth and friendly. Those adolescents are friendly, kind to others, sincere, not seeking for returns, not selfish, and concern about others' mind.

3. Recognition of value of duties performed. The daily life goes on with value and no boredom.

4. Readiness for new experience and interest in surrounding activities. The adolescents are happy in things subject to their skills and interest such as playing sports, playing music and participating in various activities.

5. Regular care of hygiene and health in eating, sleeping and doing exercise, etc.

6. Brave to confront the reality in life. The adolescents dare to confront the reality in their conditions causing unhappiness such as failure and error in life by not blaming others or concealing their errors.

7. Strong, encouraging and fearless mind to solve problems and obstacles with full abilities.

8. Adjustment abilities. The adolescents are able to make the adjustment to the family and social environment easily; they are open-minded to receive others' opinions and arguments. At the meantime, they adhere to good principles, have high practice standards, and adhere to good social value.

9. Good emotions, which help promote rather than hinder the safety of life, make the adolescents not have hate, resentment or jealousy, know how to curb and control their emotions, have love and friendly to the opposite sex.

10. No psychological habits affecting the personalities by not punishing themselves when doing mistakes, but remembering them as valuable lesson, not doubting others, not being fuzzy for petty things, not too serious or worried.

### **Characteristics of bad adjustment**

Roger (cited in 18) divided the bad adjustment in adolescents into 3 types:

1. Adolescents not being interested in joining the group. For example, the adolescents who are mature quickly will not be interested in doing activities with their friends at the same age. Some may be afraid of their friends' straightforward; so they must avoid those friends. Some may be hated by friends when they are young; so they do not know how to get along with them. These adolescents may replace this desolation by admiring what they have done instead. These adolescents feel unhappy for their loneliness, and they feel torment and do not have the group involvement.

2. Adolescents ignored by the society. They lack the stimulus to participate in the group. They may be more sociable. If they work in small groups and hold some positions and responsibilities, they would have self-confidence and have sufficient social skills to get along with situations.

3. Adolescents hated by the society. These adolescents want to be a part of the group, but they are blocked and they do not know how to deal with others because they lack essential qualifications or social skills to meet success.

Kaplan (29) stated that there are 5 behaviors resulted by good and bad adjustment as follows:

1. Persons blinking eyes frequently, licking lips, plucking hair, biting nails, wagging legs, and urinating frequently as the results of their worrisome.

2. Persons being absorbed in sorrow and sadness, over-excited, not responsible for their tasks as the results of aggression.

3. Persons relying on others, being unable to work alone, being doubtful, being unreasonable, being unable to make decisions, and feeling that they lack abilities and have inferiority. These behaviors result from no emotional maturity.

4. Persons showing aggression to others, blaming, talking turkey and believing that they are superior to others.

5. Persons using offensive languages, being impolite, violating instructions, bullying and torturing animals, protesting school rules and being anti-social.

## **2.11 Correlation between self-esteem and adjustment, and related research**

According to the review of local and international literature, there are few studies about correlation between self-esteem and adjustment in adolescents. Some of those few studies are as follows:

Kaplan (29) found that the persons with low self-esteem and experience of failure would have behaviors of disruption to promote their self-esteem so that they could go back into the group. He also found that, from the long-term study in 3,000 Grade 7-students, the low degree of self-esteem resulted to protest and stubbornness. The low degree of self-esteem originates anger and antagonism that result to aggression.

Daskalopouloul (30) studied self-esteem, social adjustment and suicide in affective disorder people. The sample group included the patients who had both bipolar and unipolar affective disorders, and tried to commit suicide in the past 3 months. In the meantime, the control group included some normal people. The research instruments were the self-esteem inventory and adjustment inventory developed by Rosenberg. The results showed that all three sample groups had the different degree of self-esteem at the statistic significance of 0.003. But, the adjustment of these 3 groups was not different at the statistic significance. The patients with bipolar affective disorder and low self-esteem were correlated with the attempt of suicide (failure of adjustment).

David L. (31) studied 213 adolescents and found that those who had a high degree of self-esteem would have better adjustment than those with low self-esteem.

B. Ann (32) et al. studied if self-esteem could predict the adjustment in students. The results showed that self-esteem was a factor being able to predict the studying adjustment in the students.

Barbara (33) et al. studied on the adjustment, social skills and self-esteem in 20 college students diagnosed by the physicians that they had ADHD. This group of students was compared with another 20 students who were not diagnosed that they had ADHD. The results showed that ADHD students had the adjustment and social skills and self-esteem at a low level.

Jongkolnee Tuicharoen (34) compared the adjustment scores based on the degree of self-esteem. She found that the adolescents who had a high degree of self-esteem had the highest adjustment means at 84.4. The adolescents with the middle degree of self-esteem had the adjustment means at 80.0. But, the adolescents who had the low self-esteem had the lowest adjustment means at 72.3. According to the paired test, the means of adjustment for each group were different at a statistic significance of .001.

Siriwan Taveewatanapreecha (18) analyzed the correlation between self-esteem and adjustment in the society in university students of the Faculty of Pharmacy, Chulalongkorn University. She found that the scores of self-esteem and adjustment in the society were significantly correlated at a statistic level of .01. This showed that higher self-esteem made the adjustment in the society better.

In conclusion, most researches indicated that self-esteem was correlated with the adjustment. Individuals with high self-esteem helped them make the good adjustment either they might face problems or have defects. This result was consistent to Pope (12) that the children and adolescents with high level of self-esteem were related to their adjustment ability. But, the children and adolescents with low level of self-esteem would have worrisome and bad adjustment. The children and adolescents with high level of self-esteem would make the good adjustment and would not have stress in the situations shaking their feelings. These persons would not be influenced or worsened by the problems, but, in contrast, they handled them efficiently. These persons also viewed that the problems were challenges. Life was exciting and the problems were chance of success rather than loss. Mooney, Sherman and Lo Presto (35) found that adolescent students with high level of self-esteem would make the good adjustment in other aspects, including studying and social skills. This is the same

to Hickman (36) et al. who found that self-esteem could predict the academic achievement results and social adjustment in the adolescent students after controlling other factors.

## **2.12 Researches relating to other variables correlated to self-esteem**

From studying components affecting self-esteem as proposed by Coopersmith mentioned earlier, it could be concluded that both internal and external factors affected self-esteem were:

### **Gender**

Gender is one factor correlated to self-esteem. From local and international studies on the correlation between gender and self-esteem, most of them found that gender was correlated to self-esteem.

Susan (37) et al. studied the attributes of self-esteem as well as factors predicting self-esteem in 16,489 adolescents. The result showed that male adolescents had higher self-esteem than female adolescents at the statistic significance of .001.

Jongkolnee (34) studied the correlation between the relationship of adolescents and parents and self-esteem and the adjustment of early adolescents. The result showed that male students had higher means of self-esteem than female students.

Nuchlada (17) studied the correlation between family relationship and brining-up by parents and self-esteem in early adolescents. The result showed that gender was not correlated to self-esteem in early adolescents.

Mutha (38) conducted a comparative study on self-esteem in senior high-school students studying in co-education schools and boy or girl schools. The result showed that gender was not correlated to self-esteem.

### **Age**

Richard (8) et al. conducted a study on Global Self-esteem across The Life Span. He found that the different ranges of age, individuals had different self-esteem. Self-esteem during the childhood would be lower than that during late adolescents and early adults. Self-esteem would be lower if individuals become elderly.

### **Religion**

Vijitra (39) studied the correlation between faith in Buddhism and self-esteem of the elderly in the Elderly Club of Viharn Daeng District, Saraburi Province. She found that the faith in Buddhism was positively correlated to self-esteem at the statistic significance of .05 ( $r = .299$ ).

### **Level of Education**

Amporn (40) studied the factors influencing self-esteem of 147 teachers at the Community Learning Center, Bangkok Region Non-Formal Education Center, Semester 1, Educational Year of 2004. She found that the level of education was not correlated to self-esteem.

David (41) studied the differences between age, gender and self-esteem of Chinese boys and girls studying at junior and senior primary school levels. The result showed that girls at senior primary school level had lower self-esteem than boys and girls at the junior primary school level at the statistic significance of .01.

### **Average scores (Academic achievements)**

Nuchnapa (21) studied the correlation between academic achievements, relationship with the family, relationship with friends and self-esteem in ill-treated children. The result showed that the academic achievements were correlated to self-esteem at the statistic significance of .05 ( $r = .17$ ).

Brandy (42) studied academic achievement factors affecting self-esteem in 64 adolescent students. The result showed that the academic achievement factors were positively correlated to self-esteem.

Thomas and Betty (43) studied the correlation between self-esteem and the academic achievements of 150 students with different academic achievements. The result showed that self-esteem was positively correlated to their academic achievements.

### **Illness profile**

According to the literature review, there were no researches directly describing about the illness profile and self-esteem. But, there were other similar researches as follows:

Siriwan (18) studied self-esteem and correlation between self-esteem and social adjustment in students of the Faculty of Pharmacy, Chulalongkorn University. After the analysis of correlation between personal factors and self-esteem, the congenital disease was a factor mutually predicting self-esteem at the statistic significance of .05.

Mutha (38) conducted a comparative study on self-esteem in senior high-school students studying in co-education schools and boy or girl schools. The result showed the congenital disease could predict self-esteem in students at senior high-school level at girl schools at the statistic significance of .05.

Seigel (44) studied the correlation between depression, self-esteem and life situations in adolescents who had congenital diseases. The sample group included the adolescents at ages of 12-18, divided into a group of 20 adolescents who had sickle cell disease, a group of 40 adolescents who had Asthma and a group of 20 adolescents who had diabetes. Each adolescent diagnosed by the physicians that they have had such congenital diseases not less than 2 years. The control group covered 100 adolescents who had normal health condition. The results showed that the adolescents with those congenital diseases had high degree of depression and low degree of self-esteem if compared with the control group.

### **Body Mass Index (BMI)**

Sucheerapan (45) studied the correlation between the body image and self-esteem in senior secondary level in Bangkok. The result showed that BMI was not correlated to self-esteem.

Oksoo and Kyeha (46) studied weight, self-esteem and depression in Korean female adolescents. The sample group covered 303 persons. The researchers found that BMI was not the factor predicting self-esteem or depression. But, BMI could predict the adolescents' dissatisfaction in their appearance.

Nazrat (47) studied the correlation between dissatisfaction in body shape, self-esteem and over-weight in children and adolescents in Spain. The sample group covered 113 subjects. The result showed that BMI was correlated to dissatisfaction with their body shape and self-esteem.

### **Body Image**

Sucheerapan (45) studied the correlation between the body image and self-esteem in senior secondary level in Bangkok. The result showed that self-esteem affected the satisfaction in term of body image at the statistic significance of .01.

Thomas and Hmmon (cited in 45) studied the body image and self-esteem in contestants in the drama playing, which covered 131 female contestants. The result showed that about 57% of women in the sample group wanted to be slimmer. In addition, self-esteem dealt with the increase or decrease of weight.

Nazrat (47) studied the correlation between dissatisfaction in body shape, self-esteem and over-weight in children and adolescents in Spain. The sample group covered 113 subjects. The result showed that self-esteem was negatively correlated to dissatisfaction with their body shape.

### **Relationship with the guardian**

Sawitri (16) studied the family influence to self-esteem in the adolescents. She found that the intimacy with the family was correlated to self-esteem at the statistic significance.

Thapanee (48) studied the factors correlated to self-esteem and despair in children and youths in the Central Observation and Protection Center. She found that the factor related to self-esteem was: expression of intimacy between parents and children. The children receiving the parent's intimacy and having good relationship with their parents would have higher self-esteem than the children whose relationship with the parents was under conflicts.

Nuttakarn (11) compared self-esteem in the adolescents living in Khlong Toei slum with different relationship with the parents. She found that the adolescents having good relationship with their parents had higher self-esteem than the adolescents with bad relationship with their parents at the statistic significance of .05.



### **Relationship with the teacher**

School is a kind of important social systems in charge of providing the education to children and youths. It is a place that the children must stay and live after their home. For several years, the children must be attached to school and teachers. The expression, habits and everything shown out or treated by the teachers to the children are so influent towards children. The school not only takes ole in providing knowledge to children, it also develops the children in all aspects, including physical, psychological and social.

Nuttakarn (11) compared self-esteem in the adolescents living in Khlong Toei slum with different relationship with the class teachers. She found that the adolescents having good relationship with their class teachers had higher self-esteem than the adolescents with bad relationship with their class teachers at the statistic significance of .05.

Cogan (49) studied the relationship between teachers and students. It was found that friendship between teachers and students could improve the students' learning. The better the teachers and students had relationship, the higher the students could develop their learning abilities. The characteristics of relationship between teachers and students influenced the students' interest in the subjects they studied; so their learning results become better.

### **Relationship with friends**

Membership of the group of friends for the adolescents is an important adolescence development or it is a social development because the children take more emphasis on friends. Their group includes the friends in the same and opposite sexes. The children who could join the group and had the group of friends since the middle childhood would join the group and have the social life better than the children who did not have such development during the past age. The children had less interest in people at different ages, either older or younger. At this period, the children are actually at the gang age. The rapid and great physical changes stimulate the children to join the group because they could share the hardship and solve problems between people at different ages who have different frustration. (1)

Sakonwan (50) studied the linear structural relationship of factors influencing self-esteem in the students at M. 6 of schools under the supervision of Nakhon Si Thammarat Educational Zone Office, Region 2. The result showed that the relationship with friends positively influenced self-esteem at 0.59.

Keunho and Thomas (51) studied the relationship between the quality of relationship with friends and self-esteem in early adolescents. The sample group included 297 students. The result showed that the good and consistent relationship was correlated to self-esteem in the early adolescents and their self-esteem in the subsequent stages.

### **School environment**

According to the literature review, there were no researches regarding the direct correlation between residence environment and self-esteem. But, there were some documents stating the development and adjustment of adolescents. For example, Sakonwan and Somsri (50, 52) stated that the school location resulted to the mental health of children. The schools located in slums, air pollution, marsh, crowded areas or far from any community would cause some mental health problems. When the children go to school, they hope to meet a new environment that was better than that of their home or to feel happy. If the school was located in the air-polluted area, close to the cinema theater, or close to entertainment places, they would have mental problems.

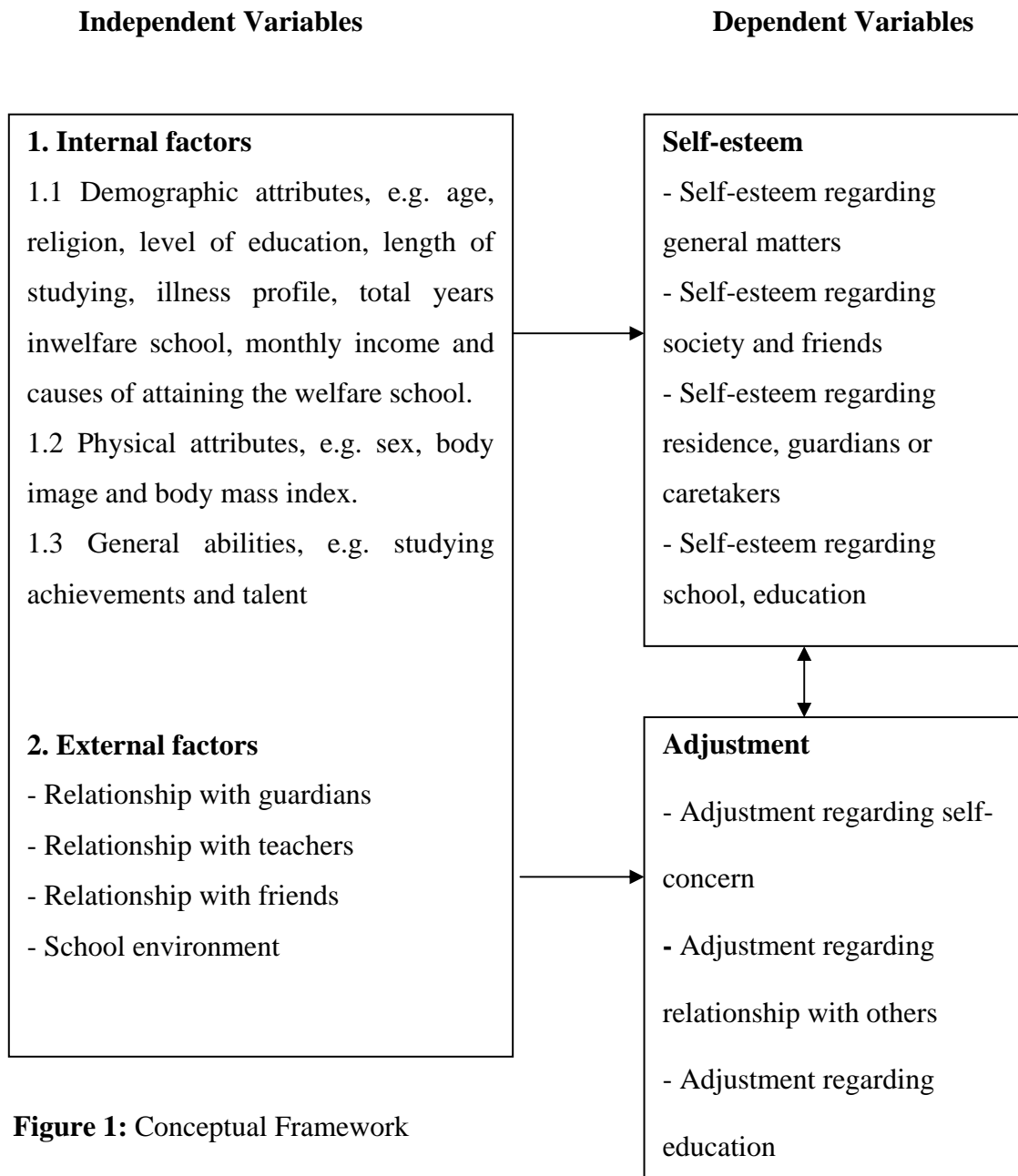
Sanit (53) conducted a comparative study between self-concept and school environment in aggressive students at the primary schools. The result showed that self-concept was positively correlated to the perception of school environment at the statistic significance of .01.

## **2.13 Conceptual framework**

Adolescence is an age facing difficulties in several aspects of adjustment due to many great changes, including physical body, intellect, personality and society. One important factor allowing the adolescents to make the good adjustment and to live in the society happily is the self-esteem. According to the study of Coopersmith (10), there were internal and external factors affecting self-esteem. The internal factors included the physical attributes, general abilities, emotional state, personal value, aspiration or desire, external environment that individuals have interactions such as relationship with the family or parents, school and educational institute, social status, society and friends.

This research aims at the factors affecting self-esteem and adjustment, and correlation between self-esteem and adjustment in the adolescents in the welfare schools. The factors affecting self-esteem, either internal or external factors, were used as variables of this research. The variables selected for this research consisted of the demographic attributes such as age, religion, level of education, length of studying, illness profile, monthly income and causes of attaining the welfare school. The physical attribute factors included gender, body image and body mass index. The general ability factors included the academic achievements. The external factors included the relationship with parents, relationship with friends, and relationship with teachers. The school environment was also used as a variable of this research.

## Conceptual Framework



**Figure 1:** Conceptual Framework

## **2.14 Research hypotheses**

According to the conceptual framework, the research hypotheses were as follows:

1. Self-esteem was positively correlated to the adjustment in adolescents in the welfare schools.
2. The factor regarding demographic attributes such as age, religion, level of education, length of studying, illness profile, monthly income and causes of attaining the welfare school; the factor regarding physical attribute such as gender, body image and body mass index; the factor regarding general ability such as academic achievements; the external factors such as relationship with guardians, relationship with teachers, relationship with friends; and the factor regarding school environment affected self-esteem and adjustment in adolescents in the southern welfare schools.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research design

This research was a cross-sectional survey research which aimed to study the self-esteem, adjustment, relationship between self-esteem and adjustment, and factors affecting self-esteem and adjustment of adolescence in southern welfare school. The data were collected by using the questionnaires. The research methodology was described below.

#### 3.2 Research population

The population of this research were students in southern secondary school year 1 to year 6 at ages of 12-18 and studying high school level in 2008 educational year. Number of students in 14 southern welfare schools in the total of 4,652 students which is boarder students.

#### 3.3 Sampling Method

The sample size was calculated using a Taro Yamene's statistical formula (54)

$$n = \frac{N}{1 + Ne^2}$$

n = Sample size

N = Population

e = Accepted Standard Error of the study, in this study setting, e = .05

$$n = \frac{4,652}{1 + 4,652(0.05)^2} = 368.33$$

Sample sizes = 369 students

### 3.4 Sampling Procedure

The researcher planed to capture 369 students for this study. By the Multi - Stage Random Sampling was applied under the following step:

1. There are 14 schools in southern welfare schools, which are 5 school inclusion criteria : have students year 1-6 which are boarder students.
2. Randomly sampling was performed to select 3 schools representative.
3. The number of samples were divided by each class and each school as shown by table 1.

**Table 1:** Number of sample size.

Welfare school	Number of all student	Number of students in each class		A sample size of student		Total of sample size
		M.1-3	M.4-6	M.1-3	M.4-6	
1	399	284	115	73	29	102
2	568	386	182	103	47	150
3	630	418	212	119	63	182
Total	1,597	1,088	509	295	139	434

4. Using random sampling one classroom from Mathayoumsuksa 1 - 6 of each school. The students who voluntarily were recruited as participants. Thus in this study all samples are 434 people who want to participants. However, because some of the questionnaires are not complete. The researcher selected out incomplete questionnaires. Finally, the analytic samples of this study are 401 students. (278 students year 1-3, and 123 students year 4-6).

### 3.5 Research Tools

In this research, there were 5 sets of questionnaire and assessment inventories:

**Set 1:** Questionnaire about personal characteristics of adolescence in southern welfare school, including sex, ages, religion, level of education, grade point average (GPA), talent, weight, height, history of illness, income, year enrolled, and reason that study in welfare school.

**Set 2:** Questionnaire factors affecting self-esteem and adjustment of adolescence in southern welfare school:

- **Part 1** : Body image questionnaire, which were developed from the body image questionnaire as constructed by Duangrat K.(55) which measures feelings about the body shape consists of 34 questions with nature is an estimated six-level scale. The researcher selected only 15 items and adjust to a query that is similar to a four-point scale estimate is actually quite a lot actually. The scales were divided into 4 point scale : strongly true, true, medium true and less true. The tryout of questionnaires with 40 students similar sample, the reliability of this questionnaire was 0.81.

The body image questionnaire consisted of 6 positive questions (5,8,10,12,13,14) and 9 negative questions (1,2,3,4,6,7,9,11,15). The scoring for each level was as follows:

Positive questions Scoring: strongly true = 4, true = 3, medium true = 2 and less true = 1

Negative questions: Scoring: strongly true = 1, true = 2, medium true = 3 and less true = 4

#### Interpretation

These responses were combined to get a summed index for each item.

- High level Body image satisfaction =  $(\text{Mean} + \text{S.D.}) = 42.27 + 7.65 = 49.92$  or higher.

- Moderate level Body image satisfaction =  $(\text{Mean} - \text{S.D. to Mean} + \text{S.D.}) = 42.27 - 7.65 \text{ to } 42.27 + 7.65 = 34.62 \text{ to } 49.92$  or between 34.62 to 49.92

- Low level Body image satisfaction =  $(\text{Mean} - \text{S.D.}) = 42.27 - 7.65 = 34.62$  or less



- **Part 2** The relationships with guardians questionnaire, which were developed from Sappaisal N. (11) It is a query that resembles a scale estimate of fourth level study be updated and removed the remaining 14 items, and update messages to suit the context of samples to study. The tryout to sample with similar samples for this research reliability of the questionnaire was 0.85

The relationships with guardians questionnaire consisted of 7 positive questions (1,2,3,4,8,13,14) and 7 negative questions (5,6,7,9,10,11,12). The scoring for each level was as follows:

Positive questions Scoring: strongly true = 4, true = 3, medium true = 2 and less true = 1

Negative questions: Scoring: strongly true = 1, true = 2, medium true = 3 and less true = 4

### **Interpretation**

These responses were combined to get a summed index for each item.

- Good level relationship with guardians:  $= (\text{Mean} + \text{S.D.}) = 46.78 + 7.30 = 54.08$  or higher.

- Moderate level relationship with guardians: scores between  $(\text{Mean} - \text{S.D. to Mean} + \text{S.D.}) = 46.78 - 7.30 \text{ to } 46.78 + 7.30 = 39.48 \text{ to } 54.08$

- Low level relationship with guardians  $= (\text{Mean} - \text{S.D.}) = 46.78 - 7.30 = 39.48$  or less

- **Part 3** The relationship with teachers questionnaire, were developed from Tongchan A. (56) 14 items school environment questionnaire of students' relationships with teachers in schools, nature of the query as a four-level. The tryout to sample with similar samples for this research reliability of the questionnaire was 0.80

The relationships with teachers questionnaire consisted of 10 positive questions (1,3,4,6,7,8,9,10,12,14) and 4 negative questions (2,5,11,13). The scoring for each level was as follows:

Positive questions Scoring: strongly true = 4, true = 3, medium true = 2 and less true = 1

Negative questions: Scoring: strongly true = 1, true = 2, medium true = 3 and less true = 4

### Interpretation

These responses were combined to get a summed index for each item.

- Good level relationship with teachers :  $= (\text{Mean} + \text{S.D.}) = 41.40 + 7.89 = 49.28$  or higher.
- Moderate level relationship with teachers : scores between  $(\text{Mean} - \text{S.D. to Mean} + \text{S.D.}) = 41.40 - 7.89 \text{ to } 41.40 + 7.89 = 33.52 \text{ to } 49.28$
- Low level relationship with teachers  $= (\text{Mean} - \text{S.D.}) = 41.40 - 7.89 = 33.52$  or less

- **Part 4** The relationship with friends questionnaire, were developed from Tongchan A. (56) 14 items school environment questionnaire of students' relationships with teachers in schools, nature of the query as a four-level. The tryout to sample with similar samples for this research reliability of the questionnaire was 0.84

The relationships with friends questionnaire consisted of 8 positive questions (1,3,5,7,10,11,12,13) and 6 negative questions (2,4,6,8,9,14). The scoring for each level was as follows:

Positive questions Scoring: strongly true = 4, true = 3, medium true = 2 and less true = 1

Negative questions: Scoring: strongly true = 1, true = 2, medium true = 3 and less true = 4

### Interpretation

These responses were combined to get a summed index for each item.

- Good level relationship with friends :  $= (\text{Mean} + \text{S.D.}) = 43.44 + 7.91 = 51.35$  or higher.
- Moderate level relationship with friends : scores between  $(\text{Mean} - \text{S.D. to Mean} + \text{S.D.}) = 43.44 - 7.91 \text{ to } 43.44 + 7.91 = 33.53 \text{ to } 51.35$
- Low level relationship with friends  $= (\text{Mean} - \text{S.D.}) = 43.44 - 7.91 = 33.53$  or less

- **Part 5** School environment questionnaire including internal and external classroom environment, activities within school were developed from Phudhom P. (57) , nature of the query as a four-level 17 items. The tryout to sample with similar samples for this research reliability of the questionnaire was 0.82

The school environment questionnaire consisted of 12 positive questions (1,4,5,6,8,9,10,11,13,15,16,17) and 5 negative questions (2,3,7,12,14). The scoring for each level was as follows:

- Positive questions Scoring: strongly true = 4, true = 3, medium true = 2 and less true = 1
- Negative questions: Scoring: strongly true = 1, true = 2, medium true = 3 and less true = 4

### **Interpretation**

These responses were combined to get a summed index for each item.

- Good level school environment :  $= (\text{Mean} + \text{S.D.}) = 50.38 + 8.11 = 58.49$  or higher.
- Moderate level school environment : scores between  $(\text{Mean} - \text{S.D. to mean} + \text{S.D.}) = 50.38 - 8.11$  to  $50.38 + 8.11 = 42.27$  to  $58.49$
- Low level school environment  $= (\text{Mean} - \text{S.D.}) = 50.38 - 8.11 = 42.27$  or less

### **Set 3 : Self esteem questionnaire**

The researcher used the Coopersmith self esteem questionnaire by Chaithep W.(58),which was translated by Phituksirikul J.(cite in 58),used for measuring self esteem. The researcher was developed message to match the sample and tryout this questionnaire. The reliability of this questionnaire was 0.84. There were 15 positive items, 29 negative items, and 8 lying items.

1. Self esteem regarding general matter: there were 7 positive items (1,3,25,35,36,38,41) and 18 negative items (5,6,9,11,12,14,17,22,23,28,29,31,32,42,45,49,50,51)
2. Self esteem regarding society and friends : there were 5 positive items (4,7,13,26,27) 4 negative items (13,19,43,46).

3. Self esteem regarding, guardians or caretakers : there were 2 positive item (8,18) 2 negative items (10,20).

4. Self esteem regarding school or education: there were there were 1 positive item (34) 5 negative items (2,15,16,21,48).

5. Lying items : they were 8 items which were not in line with the fact. These items were 24,30,33,37,40,44,47,52, of which the scores will not be counted. By comparison, the respondents to rate more than four Lie Scale score indicates that an answer does not match actual or respond to protect themselves.

### **Scoring criteria**

Positive items with yes answer got 1 score and with no answer got 0 score

Negative items with yes answer got 0 score and with no answer got 1 score

### **Interpretation**

The score of self esteem ranged from 0 – 44 item. The researcher divided 3 level with following scoring level:

1. Height level of self esteem : score (Mean + 1SD.)  $29.93 + 7.442 = 37.37$  or higher.
2. Medium level of self esteem : score (between Mean – 1 SD. To Mean + 1SD.)  $29.93 - 7.442$  To  $29.93 + 7.442 =$  between  $22.48 - 37.37$
3. Low level of self esteem : score (Mean - 1SD.)  $29.93 - 7.442 = 22.48$  or less.

### **Set 4 Adjustment questionnaire**

The adjustment questionnaire was developed from Luankatin J (23). There were negative 45 items. The researcher was developed message to match the sample and tryout this questionnaire. The reliability of this questionnaire was 0.94.

### **Adjustment**

- Concern : 1,2,3,4,5,6,7,8,9,10,11,12,13,14,25,45
- Relationship with others : 15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,42
- Study : 31,32,33,34,35,36,37,38,39,40,41,43,44

### **Interpretation**

The score of adjustment ranged from 45 – 180. The researcher divided 3 level with following scoring level:

1. Height level of adjustment (Mean + 1SD.)  $139.19 + 21.75 = 160.94$  or higher.
2. Medium level of adjustment : score (between Mean – 1 SD. To Mean + 1SD.)  $139.19 - 21.75$  To  $139.19 + 21.75 =$  between  $117.44 - 160.94$
3. Low level of adjustment: score (Mean - 1SD.)  $139.19 - 21.75 = 117.44$  or less.

### **Set 5 Body Mass Index Z (BMI)**

Body Mass Index was calculate by Garrow (59)

$$\text{BMI} = \text{Wt. (Kg.)} / \text{HT. (m)}^2$$

Underweight =  $<18.5$

Normal weight =  $18.5-24.9$

Overweight =  $25-29.9$

Obesity = BMI of 30 or greater

### **3.6 Quality of tools.**

All questionnaires were the standard test which improved both content validity and reliability test, however this study also tested the reliability of questionnaires with 40 students in Southern Welfare School. For the questionnaire on body image, relationship with parents, relationship with teachers, relationship with friends, school environment, and adjustment, the reliability value is from Cronbach Alpha Coefficient. For the reliability gained on self esteem the scoring was 0 and 1. The reliability value gained via the formula of Kuder-Richardson. Reliability value for all questionnaire is as follows:

1. Body image	= 0.81
2. Relationship with parents	= 0.85
3. Relationship with teacher	= 0.80
4. Relationship with friends	= 0.84
5. School environment	= 0.82
6. Self esteem	= 0.84
7. Adjustment	= 0.94

### 3.7 Variables and Measurement

**Table 2:** Summary of types and coding of all variables used in the analyses

Variables	Type of variable	Coding
<b>Internal factors</b>		
<b>Demographic attributes</b>		
Age	Interval	Range from 12 - 18
Religion	Categorical	1 = Buddhism 2 = Chris 3 = Islam
Level of education	Dichotomous	1 = M.1-3 0 = M.4-6
Length of studying	Dichotomous	1 = Primary 0 =Secondary
Total years in welfare school	Interval	Range from 1 - 12
Illness profile	Dichotomous	1 = Have 0 = No have
Monthly income	Interval	Range from 0 - 3000 1 = Poverty
Causes of attaining the welfare school	Categorical	2 = Orphan 3 = Natural disaster 4 = others

**Table 2:** Summary of types and coding of all variables used in the analyses (Cont.)

<b>Variables</b>	<b>Type of variable</b>	<b>Coding</b>
<b>Physical attributes</b>		
Gender	Dichotomous	0 = Male 1 = Female
Body image satisfaction	Interval	Range from 0 - 60 1 = Underweight 2 = Normal weight 3 = Overweight 4 = Obesity
Body Mass index (BMI)	Categorical	1 = Height 2 = Medium 3 = Low
<b>General abilities</b>		
Studying achievements	Categorical	1 = Have 0 = No have
Talent	Dichotomous	
<b>External factors</b>		
Relationship with guardians	Interval	Range from 0 - 56
Relationship with teachers	Interval	Range from 0 - 56
Relationship with friends	Interval	Range from 0 - 56
School environment	Interval	Range from 0 - 68

### **3.8 Data collection**

The data collection process was as follows:

3.8.1 Submit letter to the director of the southern welfare school for the permission to collect data.

3.8.2 The data would be collected from student who willing to be a sample.

3.8.3 The participants were informed about the purpose of the study and asked to signed a consent form and completed the self-administered questionnaire. To ensure participants' comfort ability, the questionnaires were distributed and collected by the researcher.

3.8.4 The 401 completed questionnaires were kept for the statistical analysis.

### **3.9 Protection of Human Subjects**

Following approval of the study by the Mahidol University Institutional Review Board (MU-IRB 2009/011.2402). The researcher informed the samples of their right to participate in this research. The researcher also explained to the samples that their participated or non participated had no effect on them. Their information would be kept confidential.

### **3.10 Data analysis**

1. Descriptive statistics are used to describe distributions of individual characteristics, self-esteem, and adjustment.

2. Pearson Product Moment Correlation are used to analyze the relationship between self esteem and adjustment.

3. The Multiple regression are used to analyze the factors affecting on self-esteem and adjustment. However, before testing influence of all factors on self-esteem and adjustment, Correlation between all those factors are presented to the examine their association.



## **CHAPTER IV**

### **RESULTS**

The results of factors affecting self-esteem and adjustment of adolescents as well as correlation between self-esteem and adjustment of adolescents in the southern welfare schools were divided into 5 sections as follows:

- 4.1 General information about students at the southern welfare schools;
- 4.2 Self-esteem of adolescents at the southern welfare schools;
- 4.3 Adjustment of adolescents at the southern welfare schools;
- 4.4 Correlation between self-esteem and adjustment of adolescents in the southern welfare schools in each aspect and as a whole; and
- 4.5 Factors affecting self-esteem and adjustment of adolescents in the southern welfare schools.

## 4.1 General information of the sample group

**Section 1:** General information about students at the southern welfare schools subject to the percentage

**Table 3:** Number and percentage of the sample group by general information. (N = 401)

General information		Male		Female		Total	
		N	%	N	%	N	%
Age (year)							
	12	2	1.6	0	0	2	0.5
	13	16	13.1	33	11.8	49	12.2
	14	44	36.1	113	72	157	39.2
	15	28	23	25	9	53	13.2
	16	11	9	51	18.3	62	15.5
	17	15	12.3	50	17.9	65	16.2
	18	18	4.9	7	2.5	13	3.2
	Total	122	100	279	100	401	100
	Mean	14.81		14.97		14.93	
Religion							
	Buddhism	107	87.7	257	92.1	364	90.8
	Chris	9	7.4	9	3.2	18	4.5
	Islam	5	4.1	13	4.7	18	4.5
	Other	1	0.2	0	0	1	0.2
	Total	122	100	279	100	401	100
Education level							
	Year 1- 3	88	72.1	190	68.1	278	69.3
	Year 4-6	34	27.9	89	31.9	123	30.7
	Total	122	100	279	100	401	100

**Table 3:** Number and percentage of the sample group by general information (N = 401)  
(Cont.)

General information	Male		Female		Total	
	N	%	N	%	N	%
First enrolled in welfare school						
Primary	40	32.8	97	34.8	137	34.2
Secondary	82	67.2	182	65.2	264	65.8
Total	122	100	279	100	401	100
Total year in welfare school						
More than 6 years	26	21.3	45	16.1	71	17.7
2 – 6 years	72	59	184	65.9	256	63.8
Less than 2 years	24	19.7	50	17.9	74	18.5
Total	122	100	279	100	401	100
Mean	3.63		3.49		3.54	
Main reason of enrollment at the welfare schools						
Poverty	80	65.6	221	79.2	301	75.1
Orphanage	14	11.5	30	10.8	44	11
Natural disasters	3	2.5	3	1.1	6	1.5
Other	25	20.5	25	9	50	12.5
Total	122	100	279	100	401	100

**Table 3:** Number and percentage of the sample group by general information (N = 401)  
(Cont.)

<b>General information</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	N	%	N	%	N	%
<b>Income per month</b>						
Less than 400 Baht	27	22.1	15	5.4	43	10.7
401 – 999 Baht	85	69.7	231	82.8	316	78.8
More than 1000 Baht	10	8.2	33	11.8	42	10.5
Total	122	100	279	100	401	100
Mean	643.85		713.8		692.52	

According to Table 3, the sample group of this research included 401 students from at the junior secondary level and senior secondary level at 3 southern welfare schools. The results showed that the sample group included both male and female students at ages of 12-18. The average age of all students was 14.93. Two fifths of students were at age of 14 (39.2%) and there were female students more than male students (72.0% and 36.1% respectively). Almost all of them were Buddhists (90.8%). In addition, the number of female and male students who were Buddhists was not different (92.1% and 87.7% respectively). Most students (69.3%) were studying at the junior secondary level while the remaining students (30.7%) were studying at the senior secondary level. At the junior and secondary levels, the number of male and female students was not so different (at 68.1% and 72.1% for the junior secondary level and 31.9% and 27.9% for the senior secondary level). Over a half of entire students (65.8%) first enrolled the welfare schools at the secondary level. The students of the sample group enrolled the welfare schools at the secondary level more than the primary level. This is consistent to the information about the main reason of enrollment at the welfare schools due to poverty of family (75.1%) whereas few students had other reasons such as parental orphanage, natural disaster and others like

broken home. In respect with the students' gender, male students enrolling the welfare schools due to other reasons; male students indicated their reason regarding the parents' divorce more than female students (20.5% and 9.0% respectively). Therefore, the sample group has been studying at the welfare schools for 2-6 years (63.8%) or, on average, the students have been studying at the welfare schools for 3.54 years. Almost a half of students (41.1%) had the monthly income in the range of baht 401 – 999 or they got the average income at baht 692.52 per month. If considering the income subject to the students' gender, there were more male students with the monthly income lower than baht 400 than female students (22.1% and 5.4% respectively). There were more female students with the monthly income in the range of baht 401 – 999 than male students (82.8% and 69.7% respectively).

**Table 4:** Number and percentage of the sample group by illness profile, body mass index and satisfaction with body image.

General data	male		Female		Total	
	N	%	N	%	N	%
<b>Illness profile</b>						
No have	74	60.7	203	72.8	277	69.1
Have	48	39.3	76	27.2	124	30.9
Total	122	100	279	100	401	100
<b>Body Mass Index</b>						
Under weight (<18.50)	70	57.4	115	41.2	185	46.1
Normal(18.50 – 24.99)	49	40.1	156	55.9	205	51.1
Overweight (25.00 – 29.99)	3	2.5	7	2.5	10	2.5
Obesity >30 or greater	0	0	1	0.4	1	0.2
Total	122	100	279	100	401	100

**Table 4:** Number and percentage of the sample group by illness profile, body mass index and satisfaction with body image. (Cont).

General data	male		Female		Total	
	N	%	N	%	N	%
<b>Body image satisfaction</b>						
High (>49.92)	15	12.3	47	16.9	62	15.5
Medium (34.62 – 49.92)	90	73.8	194	69.5	284	70.8
Low(< 34.62)	17	13.9	38	13.6	55	13.7
Total	122	100	279	100	401	100
Mean	41.79		42.48		42.27	

Table 4: Illness profile of the sample group – It was found that most students did not have the congenital diseases (69.1%). For the students of the sample group with congenital diseases (30.9%), they had gastritis, gastroenteritis and anemia. One of them indicated that he had leukemia. Male students had more illness profile than female students (39.3% and 27.2% respectively). Most male students reported that they had gastritis. Almost a half of students (46.1%) had under-standard nutrition (body mass index less than 8.5). There were more male students than female ones who had body mass index less than 18.5 (slim) (57.4% and 41.2% respectively). Most students of the sample group felt satisfied with their body image at the medium level (70.8%) with the average scores of 42.27 from 60 scores in total.

**Table 5:** Number and percentage of the sample group by academic achievement and talents.

<b>Capabilities</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	N	%	N	%	N	%
<b>Academic achievement</b>						
Low (< 2.00)	34	27.9	47	16.8	81	20.2
Medium (2.01 – 2.99)	59	48.4	103	36.9	162	40.4
High (3.00 – 4.00)	29	23.8	129	46.2	158	39.4
Total	122	100	279	100	401	100
<b>Talent</b>						
Have	56	45.9	116	41.6	172	42.9
No have	66	54.1	163	58.4	229	57.1
Total	122	100	279	100	401	100

Table 4 showed that the academic achievements of the sample group at the welfare schools were in the range of 2.01 – 2.99 and 3.00 – 4.00, which might be ranked at the medium and good level at the same proportion (40.4% and 39.4% respectively). But, the average scores of female students at 46.2% were in the range of 3.00 – 4.00 while only 23.8% of male students could get such average scores. Regarding the talents of the sample group, the number of students clarifying that they had no talents and the number of those clarifying that they had talents were slightly different (42.9% and 57.1%). The talents most reported by these students dealt with the status of school athletes and musicians.

**Table 6:** Number and percentage of the sample group by relationship with guardians, relationship with teachers, relationship with friends and school environment.

Relationship and school environment	Male		Female		Total	
	N	%	N	%	N	%
<b>Relationship with parents</b>						
High(>54.08)	7	5.7	46	16.5	53	13.2
Medium (39.48-54.08)	85	69.7	186	66.7	271	67.6
Low (< 39.48)	30	24.6	47	16.8	77	19.2
Total	122	100	279	100	401	100
	44.94		47.58		46.78	
<b>Relationship with teachers</b>						
High (> 49.28)	9	7.4	50	17.9	59	14.7
Medium(33.52-49.28)	88	72.1	187	67	275	68.6
Low(< 33.52)	25	20.5	42	15.1	67	16.7
Total	122	100	279	100	401	100
	44.94		42.19		41.4	
<b>Relationship with friends</b>						
High (> 51.35)	16	13.2	49	17.6	65	16.2
Medium(35.53-51.35)	73	59.8	196	70.3	269	67.1
Low(< 35.53)	33	27	34	12.2	67	16.7
Total	122	100	279	100	401	100
	41.66		44.23		43.44	



**Table 6:** Number and percentage of the sample group by relationship with guardians, relationship with teachers, relationship with friends and school environment. (Cont.)

<b>Relationship and school environment</b>	Male		Female		Total	
	N	%	N	%	N	%
<b>School environment</b>						
high(>58.49)	13	10.7	55	19.7	68	17
Medium (42.27-58.49)	86	70.5	184	65.9	270	67.3
Low (< 42.27)	23	18.9	40	14.3	63	15.7
Total	122	100	279	100	401	100
Mean	49.38		50.82		50.38	

Table 6 showed the students' relationship with others; namely, guardians, teachers and friends. Most students had relationship with their guardians, teachers and friends at the medium level or at 67.6%, 68.6% and 67.1% respectively. When comparing between the correlation between guardians, teachers and friends, it was found that the students had higher relationship, at the high level, with friends than that with teachers and guardians, but with no great different proportion (16.2%, 14.7% and 13.2% respectively). Regarding the school environment, most students (67.3%) felt that their school environment was good at the medium level.

## 4.2 Self-esteem of adolescents at the southern welfare schools.

This section presented the level of self-esteem, as a whole and by each aspect, as divided by the students' gender in Table 7 to Table 11.

**Table 7:** Number and percentage of the sample group by the level of total score of self-esteem.

Level of self esteem	Male		Female		Total	
	N	%	N	%	N	%
<b>Total score (0 -44)</b>						
High (>37.37)	15	12.3	52	18.6	67	16.7
Medium (22.48-37.37)	78	63.9	173	62	251	62.6
Low (< 22.48)	29	23.8	54	19.4	83	20.7
Total	122	100	279	100	401	100
Mean	29.15		30.27		29.93	

From Table 7 showing the analysis results of self-esteem of the sample group as a whole, most subjects of the sample group felt self-esteem at the medium level (62.6%) with the mean at 29.9, which may be interpreted that they had self-esteem at the high level. The female and male students did not have different self-esteem (18.6% and 12.3% respectively). This result was consistent to self-esteem of female students at the low level was lower than that of male students (19.4% and 23.8% respectively).

**Table 8:** Number and percentage of the sample group by the level of self-esteem regarding general matters.

Self esteem	Male		Female		Total	
	N	%	N	%	N	%
<b>Regarding general matter(0-25 score )</b>						
High (>21.32)	16	13.1	46	16.5	62	15.5
Medium (12.30-21.32)	84	68.9	185	66.3	269	67.1
Low (<12.30)	22	18	48	17.2	70	17.5
Total	122	100	279	100	401	100
Mean		16.52		16.93		15.89

According to the analysis results of self-esteem regarding general matter of the sample group, most subjects had self-esteem at the medium level (67.1%) with the mean at 15.89 scores. The levels of self-esteem between male and female students were not so different (68.9% and 66.3%). For self-esteem in respect with general lifestyle at the high level, it was found that female students had slightly higher self-esteem, at the high level, than male students (16.5% and 13.1% respectively). Regarding self-esteem in respect with general lifestyle at the high level, it was found that self-esteem between female and male students was almost the same (17.2% and 18.0% respectively).

**Table 9:** Number and percentage of the sample group by the level of self-esteem regarding society and friends.

Self esteem	Male		Female		Total	
	N	%	N	%	N	%
<b>Society and friends (0-9 score )</b>						
High (> 8.37)	13	10.7	48	17.2	61	15.2
Medium (4.48-8.37)	85	69.7	185	66.3	270	67.3
Low (< 4.48)	24	19.7	46	16.5	70	17.5
Total	122	100	279	100	401	100
Mean	6.2		6.54		6.73	

Regarding the analysis results of self-esteem regarding society and friends of the sample group, it was found that most subjects felt self-esteem regarding society and friends at the medium level (67.3%) with the mean at 6.43 scores. Self-esteem between male and female students was not so different (69.7% and 66.3%). Regarding self-esteem at the high level in regarding society and friends, the female students had more self-esteem at the high level than male students (17.2% and 10.7% respectively). For self-esteem at the low level in respect with association, female and male students had the same proportion of self-esteem (16.5% and 19.7% respectively).

**Table 10:** Number and percentage of the sample group by the level of self-esteem regarding education.

Self esteem	Male		Female		Total	
	N	%	N	%	N	%
<b>Education (0-6 score )</b>						
High (> 5.61)	19	15.6	70	25.1	99	24.7
Medium (2.58-5.61)	74	60.7	150	53.8	218	54.4
Low (< 2.58)	29	23.8	59	21.1	84	20.9
Total	122	100	279	100	401	100
Mean	3.8		4.23		4.1	

From the analysis results of self-esteem of the sample group in term of education, most subjects had self-esteem in term of studying at the medium level (54.4%) with the mean at 4.10 scores. Regarding self-esteem at the medium level in term of studying, female students had higher proportion of self-esteem at the high level than male students (25.1% and 15.6% respectively). For self-esteem at the medium level in term of studying, female and male students had no different self-esteem in term of association (21.1% and 23.8% respectively).

**Table 11:** Number and percentage of the sample group by the level of self-esteem regarding receipt of love and care from daily caretakers.

Self esteem	Male		Female		Total	
	N	%	N	%	N	%
<b>Love and care for daily caretakers</b>						
High (> 3.84)	29	23.8	51	18.3	70	17.5
Medium (1.32-3.84)	68	55.7	190	68.1	264	65.8
Low (< 1.32)	25	20.5	38	13.6	67	16.7
Total	122	100	279	100	401	100
Mean	2.56		2.63		2.58	

For the analysis results of self-esteem among the sample group in regarding the receipt of love and care from daily caretakers, it was found that most subjects felt self-esteem in respect with the receipt of love and care from daily caretakers at the medium level (65.8%) with the mean at 2.58 scores. The female students had higher self-esteem in respect with the receipt of love and care from daily caretakers at the medium level than male students (68.1% and 55.7% respectively). Meanwhile, for self-esteem in respect with the receipt of love and care from daily caretakers at the high level, female students had lower self-esteem in respect with the receipt of love and care from daily caretakers at the high level than male students (18.31% and 23.8% respectively). For self-esteem in respect with the receipt of love and care from daily caretakers at the low level, male students had higher self-esteem in respect with the receipt of love and care from daily caretakers at the low level than female students (20.5% and 13.6% respectively).

### 4.3 Adjustment of adolescents at the southern welfare schools

This section presented the adjustment as a whole and by each aspect as divided by students' gender as shown in Table 12 and Table 15.

**Table 12:** Number and percentage of the sample group as the level of total score of adjustment.

Adjustment	Male		Female		Total	
	N	%	N	%	N	%
<b>Total</b> (0 – 180 scores)						
High (> 160.94)	15	12.3	55	19.7	70	17.5
Medium (117.44-160.94)	78	63.9	182	65.2	260	64.8
Low (< 117.44)	29	23.8	42	15.1	71	17.7
Total	122	100	279	100	401	100
Mean	134.88		141.08		139.19	

From Table 12 illustrating the analysis results of adjustment of the sample group as a whole, it was found that most subjects had the adjustment at the medium level (64.8%) with the mean at 139.19 scores. The adjustment between male and female students was not so different (63.9% and 65.2%). Regarding the adjustment at the high level, it was found that female students had higher adjustment than male students (19.7% and 12.3% respectively). For the adjustment at the low level, the male students had more adjustment, as a whole, at the low level, than female students (23.8% and 15.1% respectively).

**Table 13:** Number and percentage of the sample group by adjustment regarding self-concern.

Adjustment	Male		Female		Total	
	N	%	N	%	N	%
<b>Self-concern(0-64)</b>						
High (> 38.27)	18	14.8	47	16.8	65	16.2
Medium (22.54-38.27)	79	64.8	187	67	266	66.3
Low (< 22.54)	25	20.5	45	16.1	70	17.5
Total	122	100	279	100	401	100
Mean	46.17		47.67		47.22	

According to the analysis results of adjustment regarding self-concern of the sample group, it was found that most subjects had the adjustment regarding self-concern at the medium level (66.3%) with the mean at 47.22 scores. The adjustment between male and female students was not so different (64.8% and 67.0%). Adjustment regarding self-concern at the high level, it was found that male and female students had the slightly different adjustment regarding self-concern at the high level (14.8% and 16.8% respectively). Adjustment regarding self-concern at the low level, it was found that male students had more adjustment regarding self-concern at the low level than female students (20.5% and 16.1% respectively).



**Table 14:** Number and percentage of the sample group by regarding relationship with others.

<b>Adjustment</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Relationship with others (0 –72 scores)</b>						
High (> 32.07)	18	14.8	51	18.3	69	17.2
Medium (16.13-32.07)	78	63.9	191	68.5	269	67.1
Low (< 16.13)	26	21.3	37	13.3	63	15.7
Total	122	100	279	100	401	100
Mean	56.39		59.01		58.21	

From the analysis results of the adjustment of the sample group in respect with relationship with others, most subjects had the adjustment in respect with relationship with others at the medium level (67.1%) with the mean at 58.21 scores. The adjustment between male and female students was not so different (63.9% and 68.5%). Meanwhile, the adjustment in respect with relationship with others at the high level between male and female students was slightly different (14.8% and 18.3% respectively). For the adjustment in respect with relationship with others at the low level, male students had, apparently, more adjustment in respect with relationship with others at the low level than female students (21.3% and 13.3% respectively).

**Table 15:** Number and percentage of the sample group by regarding education.

Adjustment	Male		Female		Total	
	N	%	N	%	N	%
<b>Education (0 –52 scores)</b>						
High (> 40.36)	20	16.4	49	17.6	69	17.2
Medium (22.63-40.36)	71	58.2	190	68.1	261	65.1
Low(< 22.63)	31	25.4	40	14.3	71	17.7
Total	122	100	279	100	401	100
Mean	38.16		40.26		39.62	

From the analysis results of adjustment of the sample group in respect with studying, it was found that most subjects had the adjustment group in respect with studying at the medium level (65.1%) with the mean at 39.62 scores; male and female students had the slightly different adjustment (58.2% and 68.1% respectively). Meanwhile, regarding the adjustment at the high level in respect with studying, male and female students had no difference of adjustment in respect with studying (16.4% and 17.6%). For the adjustment at the low level in respect with studying, male students had, apparently, more adjustment at the low level in respect with studying than female students (25.4% and 14.3% respectively).

#### 4.4 Correlation between self-esteem and adjustment

**Table 16:** Correlation between self-esteem and adjustment as a whole and in each aspect

Self-esteem	Adjustment			
	Total	self-concern	relationship with others	education
<b>Total</b>	0.605(**)	0.562(**)	0.468(**)	0.598(**)
<b>general matters</b>	0.576(**)	0.547(**)	0.455(**)	0.547(**)
<b>society and friend</b>	0.507(**)	0.481(**)	0.439(**)	0.436(**)
<b>education</b>	0.403(**)	0.335(**)	0.276(**)	0.475(**)
<b>love guardians or care taker</b>	0.247(**)	0.215(**)	0.128(*)	0.330(**)

\*\* p < 0.01, \* p < 0.05

From Table 16, it was found that self-esteem was apparently correlated to the adjustment of the sample group as a whole and in each aspect. It was found that self-esteem, as a whole, and the adjustment of the sample group was significantly correlated at a statistic level of .01 ( $r = 0.605$ ) and their correlation went in the same direction, that is, the more the scores of self-esteem increased, the more the adjustment rose. This meant that one who had high self-esteem would have a good adjustment as well.

When considering the correlation between each aspect of self-esteem and each aspect of adjustment, it was found that the correlation was significantly positive at the statistic level as described below.

##### Self-esteem regarding general matter

- Self-esteem regarding general matter and adjustment regarding self-concern were significantly correlated at a statistic level of .01 ( $r = 0.547$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding general matter increased, the more the adjustment regarding self-concern

rose. This meant that one who had high self-esteem regarding general matter would have a good adjustment in part of self-concern as well.

- Self-esteem regarding general matter and adjustment regarding relationship with others were significantly correlated at a statistic level of .01 ( $r = 0.455$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding general matter increased, the more the adjustment in part of relationship with others rose. This meant that one who had high self-esteem in part of general matter would have a good adjustment in part of relationship with others as well.

- Self-esteem regarding general matter and adjustment regarding education were significantly correlated at a statistic level of .01 ( $r = 0.547$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding general matter increased, the more the adjustment in part of education rose. This meant that one who had high self-esteem regarding general matter would have a good adjustment in part of education as well.

### **Self-esteem regarding society and friends**

- Self-esteem regarding society and friends and adjustment regarding self-concern were significantly correlated at a statistic level of .01 ( $r = 0.481$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding society increased, the more the adjustment in part of self-concern rose. This meant that one who had high self-esteem in part of association would have a good adjustment in part of self-concern as well.

- Self-esteem regarding society and friends and adjustment in regarding relationship with others were significantly correlated at a statistic level of .01 ( $r = 0.439$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding society and friends increased, the more the adjustment in part of relationship with others rose. This meant that one who had high self-esteem regarding society and friends would have a good adjustment in part of relationship with others as well.

- Self-esteem regarding society and friends and adjustment regarding education were significantly correlated at a statistic level of .01 ( $r = 0.436$ ) and their

correlation went at the same direction, that is, the more the scores of self-esteem regarding society and friends increased, the more the adjustment in part of education rose. This meant that one who had high self-esteem in part of association would have a good adjustment in part of education as well.

### **Self-esteem regarding education**

- Self-esteem regarding education and adjustment regarding self-concern were significantly correlated at a statistic level of .01 ( $r = 0.335$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem in part of education increased, the more the adjustment in part of self-concern rose. This meant that one who had high self-esteem in part of studying would have a good adjustment in part of self-concern as well.

- Self-esteem regarding education and adjustment regarding relationship with others were significantly correlated at a statistic level of .01 ( $r = 0.276$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem in part of studying increased, the more the adjustment in part of relationship with others rose. This meant that one who had high self-esteem in part of studying would have a good adjustment in part of relationship with others as well.

- Self-esteem regarding education and adjustment regarding education were significantly correlated at a statistic level of .01 ( $r = 0.475$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem in part of studying increased, the more the adjustment in part of studying rose. This meant that one who had high self-esteem in part of studying would have a good adjustment in part of studying as well.

### **Self-esteem regarding receipt of love and care from daily caretakers**

- Self-esteem regarding receipt of love and care from daily caretakers and adjustment regarding self-concern were significantly correlated at a statistic level of .01 ( $r = 0.215$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem regarding receipt of love and care from daily caretakers increased, the more the adjustment in part of self-concern rose. This meant that one

who had high self-esteem in part of receipt of love and care from daily caretakers would have a good adjustment in part of self-concern as well.

- Self-esteem regarding receipt of love and care from daily caretakers and adjustment regarding relationship with others were significantly correlated at a statistic level of .01 ( $r = 0.128$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem in part of receipt of love and care from daily caretakers increased, the more the adjustment in part of relationship with others rose. This meant that one who had high self-esteem in part of receipt of love and care from daily caretakers would have a good adjustment in part of relationship with others as well.

- Self-esteem regarding receipt of love and care from daily caretakers and adjustment regarding education were significantly correlated at a statistic level of .01 ( $r = 0.330$ ) and their correlation went at the same direction, that is, the more the scores of self-esteem in part of receipt of love and care from daily caretakers increased, the more the adjustment in part of studying rose. This meant that one who had high self-esteem in part of receipt of love and care from daily caretakers would have a good adjustment in part of studying as well.

#### **4.5 Factors affecting self-esteem and adjustment of adolescents in the southern welfare schools**

Before the analysis of factors affection self-esteem and adjustment as well as the Regression Analysis which is the main objective of this study, the researcher tested the multicollinearity between independent variables by correlation analysis in Table 17 as below. Table 17 showed that sex was significantly related to causes of attaining the welfare school ( $p\text{-value} < 0.01$ ,  $r = -0.15$ ), body mass index ( $p\text{-value} < 0.01$ ,  $r = -0.11$ ), relationship with teachers ( $p\text{-value} < 0.01$ ,  $r = -0.15$ ), and relationship with friend ( $p\text{-value} < 0.01$ ,  $r = -0.15$ ), age was significantly related to causes of attaining the welfare school ( $p\text{-value} < 0.05$ ,  $r = 0.09$ ), religion was significantly related to body image ( $p\text{-value} < 0.05$ ,  $r = 0.06$ ), talent () and relationship with teachers ( $p\text{-value} < 0.05$ ,  $r = -0.15$ )

Level of education was significantly related to body mass index (p-value  $< 0.05$ ,  $r = -.154$ ), body image (p-value  $< 0.05$ ,  $r = -.088$ ), and relationship with guardians (p-value  $< 0.05$ ,  $r = .023$ ).

Length of studying was significantly related to relationship with guardians (p-value  $< 0.05$ ,  $r = -0.7$ ) and relationship with teachers (p-value  $< 0.05$ ,  $r = -0.81$ ).

Total years in welfare school was significantly related to monthly income (p-value  $< 0.05$ ,  $r = -0.76$ ), body image (p-value  $< 0.05$ ,  $r = -0.22$ ) and relationship with guardians (p-value  $< 0.05$ ,  $r = -.125$ ).

Causes of attaining the welfare school was significantly related to studying achievement (p-value  $< 0.05$ ,  $r = -.05$ ) and relationship with guardians (p-value  $< 0.01$ ,  $r = .114$ ).

Body mass index was significantly related to illness profile (p-value  $< 0.05$ ,  $r = .049$ ), relationship with guardians (p-value  $< 0.05$ ,  $r = .048$ ) and relationship with teachers (p-value  $< 0.0$ ,  $r = .037$ ).

Illness profile was significantly related to talent (p-value  $< 0.05$ ,  $r = .205$ ) and relationship with teachers (p-value  $< 0.05$ ,  $r = -.044$ ).

Studying achievement was significantly related to relationship with friends (p-value  $< 0.05$ ,  $r = .178$ ).

Talent was significantly related to relationship with guardians (p-value  $< 0.01$ ,  $r = .068$ ), relationship with teachers (p-value  $< 0.01$ ,  $r = .09$ ) and relationship with friends (p-value  $< 0.01$ ,  $r = .01$ ).

Relationship with guardians was significantly related to relationship with teacher (p-value  $< 0.01$ ,  $r = .296$ ) and relationship with friends (p-value  $< 0.01$ ,  $r = .299$ ).

Relationship with teachers was significantly related to relationship with friends (p-value  $< 0.01$ ,  $r = .378$ ).

Conclusion, from the analysis of correlation between independent variables, it was found that independent variables were positively and negatively correlated (with non-significant) to the other independent variables which was correlation coefficient between .010 to .378. Thus, the results showed that non independent variables had the problem of multicollinearity.

**table 17:** The correlation between independent variable.

variables	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	self- esteem	adjustment
x1	1	-0.050	-0.070	0.040	-0.020	0.025	-0.145**	-0.070	-0.119**	-0.040	-0.120	0.126	-0.040	-0.170	-0.152**	-0.150**	-0.080	-0.070	-0.130
x2		1	-0.070	-0.710	-0.170	0.246	0.087*	0.097	0.215	0.128	0.219	-0.060	-0.020	-0.010	-0.100	0.056	-0.070	0.108*	0.198*
x3			1	0.068	-0.030	-0.070	0.015	0.062	-0.180	0.056*	-0.050	0.075	-0.015*	0.009	-0.150*	0.071	-0.030	0.076	0.033
x4				1	0.114	-0.130	-0.110	-0.030	-0.154*	-0.088*	-0.090	0.079	0.123	0.023*	0.094	-0.010	0.021	-0.050	0.125**
x5					1	0.603	-0.060	-0.200	-0.090	-0.140	-0.100	0.004	-0.060	-0.070*	-0.081*	-0.040	0.045	-0.157*	-0.060
x6						1	0.001	-0.076*	-0.020	-0.022*	0.112	-0.050	0.029	-0.125*	-0.110	-0.050	-0.070	-0.085*	-0.010
x7							1	-0.090	0.033	0.138	-0.020	-0.055*	-0.050	0.114**	0.074	-0.000	0.048	0.008	0.089
x8								1	0.061	-0.020	-0.030	0.101	-0.000	0.116	0.002	0.037	0.061	0.093*	0.067
x9									1	-0.050	0.049*	-0.040	0.052	0.048*	0.037*	0.021	0.004	-0.009**	0.033
x10										1	0.119	-0.160	-0.070	0.127	0.095	0.042	-0.060	0.286	0.539**
x11											1	-0.040	0.205*	0.001	-0.044*	-0.020	-0.050	-0.021**	0.074
x12												1	-0.090	-0.170	-0.120	0.178*	-0.050	-0.200	0.158*
x13													1	0.034	0.068**	0.090**	0.010**	0.105*	0.057
x14														1	0.296**	0.299**	0.365	0.310**	0.388**
x15															1	0.378**	0.485	0.278**	0.269**
x16																1	0.378	0.393**	0.436**
x17																	1	0.243	0.257**

\* P &lt; 0.01 \* P &lt; 0.05

**The variables mean:** X1 = sex, X2 = age, X3 = religion 1, X4 = level of education, X5 = length of studying, X6 = total years in welfare school, X7 = causes of attaining the welfare school, X8 = monthly income, X9 = body mass index, X10 = body image, X11 = illness profile, X12 = studying achievement, X13 = talent, X14 = relationship with guardians, X15 = relationship with teachers, X16 = relationship with friends, X17 = school environment



**Table 18:** Factors affecting self-esteem of adolescents in the southern welfare schools.

variables	Self-esteem		
	B	Beta	Sig
Sex	0.517	0.032	0.474
Age	0.635	0.121	0.069
Religion	1.476	0.057	0.186
Level of education	0.334	0.021	0.732
Length of studying	-1.057	-0.067	0.266
Total years in welfare school	-0.02	-0.007	0.911
Causes of attaining the welfare school	-1.009	-0.059	0.18
Monthly income	0.001	0.052	0.246
Body mass index	-0.05	-0.019	0.661
Body image	0.223	0.23	.000**
Illness profile	-1.253	-0.078	0.087
Academic achievements	1.624	0.088	.049*
Talent	1.336	0.089	.045*
Relationship with guardians	0.104	0.102	.039*
Relationship with teachers	0.208	0.221	.000**
Relationship with friends	0.196	0.208	.000**
School environment	0.038	0.041	0.43
	R=0.575 R <sup>2</sup> =0.331		
	constant = 12.598		

\*\* p &lt; 0.01, \* p &lt; 0.05

From Table 11, after the analysis of factors affecting self-esteem as well as the Regression Analysis, it was found that the factors positively affecting self-esteem of adolescents in the southern welfare schools at a statistic significance; namely, body image, academic achievement, talents, relationship with guardians, relationship with teachers and relationship with friends. That is, the adolescents viewing their image positively and accepting it with the high level of academic achievements, talents, relationship with guardians, relationship with teachers and relationship with friends would have high self-esteem as well. For the variables influencing self-esteem of adolescents in the sample group as mentioned earlier, it was found that the satisfaction in respect with body image (Beta = 0.230) was a variable most influencing self-esteem of adolescents. Other influencing variables were the relationship with teachers (Beta = 0.221), relationship with friends (Beta = 0.208), relationship with guardians (Beta = 0.102), talents (Beta = 0.089) and academic achievements (Beta = 0.088) respectively). All variables could mutually predict self-esteem of adolescents in the sample group at 33.1%.

From the Multiple Regression Coefficient of all variables, they could lead the prediction equation used to expect self-esteem among adolescents in the welfare school as shown below

### **Self-esteem**

$$Y = 12.598 + 0.233X_1 + 1.624X_2 + 1.336X_3 + 0.104X_4 + 0.208X_5 + 0.196X_6$$

Y = Self-esteem

X<sub>1</sub> = body image

X<sub>2</sub> = studying achievement

X<sub>3</sub> = talent

X<sub>4</sub> = relationship with guardians

X<sub>5</sub> = relationship with teachers

X<sub>6</sub> = relationship with friends

**Table 12:** Factors affecting adjustment of adolescents in the southern welfare schools.

variable	Adjustment		
	B	Beta	Sig
Sex	-1.307	-0.028	0.412
Age	1.59	0.104	0.04*
Religion	-1.987	-0.026	0.421
Level of education	-0.55	-0.012	0.798
Length of studying	5.374	0.117	0.051
Total years in welfare school	-0.317	-0.036	0.426
Causes of attaining the welfare school	0.607	0.012	0.715
Monthly income	0.001	0.019	0.575
Body mass index	0.155	0.021	0.537
Body image	1.225	0.431	0.001**
Illness profile	0.83	0.018	0.608
Academic achievements	3.064	0.057	0.093
Talent	1.754	0.04	0.234
Relationship with guardians	0.36	0.121	0.001**
Relationship with teachers	-0.158	-0.057	0.149
Relationship with friends	0.577	0.21	0.000**
School environment	0.255	0.095	0.016*
Self-esteem	1.082	0.37	0.000**
R=.787 R <sup>2</sup> =.602			
constant = 21.27			

\*\* p &lt; 0.01, \* p &lt; 0.05

The variables positively affecting the adjustment of adolescents at the southern welfare schools at statistic significance were age, satisfaction with body image, talents, relationship with guardians, relationship with friends, school environment, and self-esteem. These variables gave positive influence to self-esteem of adolescents in the sample group. To elaborate, the adolescents who were older, had the high level of body image, had good relationship with guardians and friends, studied in a good school environment and had self-esteem would have a good adjustment. Among these variable, the satisfaction with body image (Beta = 0.431) was the variable most influencing the adolescents' adjustment. Other influencing variables were self-esteem (Beta = 0.370), relationship with friends (Beta = 0.210), relationship with guardians (Beta = 0.121), age (Beta = 0.104) and school environment (Beta = 0.095). These variables could mutually predict the adolescents' adjustment at 60.2%.

From the Multiple Regression Coefficient of all variables, they could lead to the prediction equation used to expect problems of adjustment among adolescents in the welfare schools as shown below.

### **Adjustment**

$$Y = 21.27 + 1.590X_1 + 1.225X_2 + 0.360X_3 + 0.577X_4 + 0.255X_5 + 1.082X_6$$

Y = Adjustment

X<sub>1</sub> = age

X<sub>2</sub> = body image

X<sub>3</sub> = relationship with guardians

X<sub>4</sub> = relationship with friends

X<sub>5</sub> = school environment

X<sub>6</sub> = self-esteem

## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This research aimed to examine the characteristics of self-esteem, adjustment, and correlation between self-esteem and adjustment as well as factors affecting self-esteem and adjustment of adolescents in the Southern welfare schools. This research covered 401 adolescents at ages of 12-18 and studying at M. 1-6 at the Southern welfare schools. The results of this research would indicate the characteristics of this studied group only; they did not represent other general adolescents.

The instrument for data collection of this research was the questionnaire constructed by the researcher, which was revised from the questionnaire constructed by other researchers. The questionnaire constructed by the researcher was checked by some qualified experts. The questionnaire consisted of 7 sections: questionnaire about general information, self-esteem inventory, questionnaire about adjustment, questionnaire about body image, inventory on relationship with guardians, inventory on relationship with teachers, inventory on relationship with friends, and questionnaire about school environment. The constructed questionnaire was tested with 40 students who were similar to the sample group in order to check the understanding about questions, language usage and reliability of the questionnaire.

For the data collection, it has been done in the southern welfare schools located in 3 provinces; namely, Phatthalung, Krabi and Surat Thani. The data collection took one week. The Researcher prepared the letter asking permission for data collection in those selected schools, which was issued by the National Institute for Child and Family Development, Mahidol University. This letter was submitted to the schools selected as the sample group. After receiving permission, the Researcher coordinated with the related school officers to make the appointment. Then, the researcher met each school director or deputy school director to explain the objectives of this research, and to collect the data. The researcher met the students at each class

as calculated earlier in order to explain objectives of this research. The explanation letter was submitted to the sample group to make understanding and put signature in the consent letter for participation in the research. The class teachers or assigned teachers were duly representatives. After signing, the students in the sample group would answer the questionnaire by themselves. They were given 1 hour to complete the questionnaire for each classroom. The Researcher would finally check for the completeness of each questionnaire.

In this research, the data was analyzed by the descriptive statistics, including frequency, percentage, means and Standard Deviation to explain the general information, degree of self-esteem, degree of adjustment. The analytic statistics included the analysis of correlation between self-esteem and adjustment by using Pearson Correlation. The correlation between variables affecting self-esteem and adjustment was analyzed by the Multiple Regression. The statistics used in the research was able to answer the research questions completely and reliably pursuant to the objectives of this research.

## **5.1 Conclusion**

### **5.1.1 General attributes of the sample group**

The sample group consisted of 401 adolescents. It consisted of female adolescents at 69.6% aged 12-18. Two fifths were at the age of 14 (39.2%). Almost adolescents were Buddhists (90.8%). Most adolescents or at 69.3% were studying at the junior secondary level while 30.7% were studying at the senior secondary level. Over a half of adolescents (65.8%) attended the welfare schools for the first time at the secondary level. The main reason of enrollment in the welfare schools was the family poverty (75.1%). Most adolescents have studied in the welfare schools for 2-6 years (63.8%). Almost a half of adolescents (41.1%) had the monthly income in the range of baht 401 – 999 or the average income at baht 692.52.

Regarding the illness profile, most adolescents did not have congenital diseases (69.1%). But, when considering the sample group who had the congenital diseases (30.9%), almost a half of them (46.1%) had the nutritional condition lower than the standard criteria (BMI less than 18.5). Male adolescents had more nutritional

deficiency than female adolescents (57.4% and 41.2%). Most subjects of the sample group had satisfaction in their body image at the medium level (73.6%) with the average scores at 32.74% from 60 full scores.

The average academic scores of the sample group of adolescents at the welfare schools were at the range of 2.01 – 2.99 and 3.00 – 4.00, which were at the medium level and good level (40.4% and 39.4% respectively). According to the talents of the sample group, the proportion between the adolescents indicating that they had no talents and those indicating that they had talents was slightly different (42.9% and 57.1%).

For the students' relationship with other persons, e.g. guardians, teachers and friends, it was found that most students had relationship with guardians, teachers and friends at the medium level or at 67.6%, 68.8% and 67.1% respectively. When considering the students' relationship with others at the high level, the number of students who had high relationship with guardians, teachers and friends did not reach 20% or at 13.2%, 14.7% and 16.2% respectively. It was apparent that the students had the relationship with friends higher than the relationship with guardians or teachers. Regarding the school environment, most students (67.3%) felt that their school environment was good at the medium level.

### **5.1.2 Self-esteem of adolescents in the southern welfare schools**

Most adolescents of the sample group had self-esteem, either general self-esteem or specific aspect of self-esteem, at the medium level. The adolescents in the sample group had self-esteem in respect of learning at the highest level. This result was consistent to the academic achievements of most students of the sample group that were at the medium level and high level. When considering self-esteem between male and female adolescents, it was found that female adolescents had higher self-esteem than male adolescents in most aspects, except self-esteem in respect with love and care from their caretakers in the daily life.

### **5.1.3 Adjustment of adolescents in the southern welfare schools**

Most adolescents in the sample group had the adjustment, either in general or each specific aspect, at the medium level. The adolescents in the sample group had

the highest adjustment in term of relationship with others and learning at the same amount. Female adolescents had higher adjustment than male adolescents at all aspects, especially the adjustment in term of relationship with others, that is, female adolescents had so higher adjustment in this aspect than male adolescents.

#### **5.1.4 Correlation between self-esteem and adjustment of adolescents in the southern welfare schools**

According to the analysis of correlation between self-esteem and adjustment, both in general and each specific aspect, of adolescents, it was found that self-esteem was positively correlated to the adjustment of adolescents in the sample group, either in general and specific aspect, at the statistic significance. In particular, the correlation between self-esteem in term of general living and adjustment in term of anxiety and learning gained the coefficient correlation at 0.547. In the meantime, self-esteem in term of love and care from caretakers in the daily life and adjustment in term of relationship were correlated at the lowest level with the value of coefficient correlation at 0.128.

#### **5.1.5 Variables affecting self-esteem and adjustment of adolescents in the southern welfare schools**

##### **5.1.5.1 Variables affecting self-esteem of adolescents in the southern welfare schools**

From the analysis of variables affecting self-esteem of adolescents in the southern welfare schools, it was found that the body image, academic achievements, talents, relationship with guardians, relationship with teachers and relationship with friends, etc. were the variables positively influencing self-esteem of the sample group at the statistic significance.

##### **5.1.5.2 Variables affecting and adjustment of adolescents in the southern welfare schools**

From the analysis of variables affecting adjustment of adolescents in the southern welfare schools, it was found that age, body image, talents, relationship with



guardians, relationship with friends and school environment were the variables positively influencing adjustment of the sample group at the statistic significance.

## **5.2 Discussion**

### **5.2.1 General attributes of the sample group**

There were total 401 students in the sample group; 122 male students and 279 female students. The average age of students was 15. Almost students were Buddhist. Most students were studying in the junior secondary level. Over a half of students (65.8%) attended the welfare schools for the first time at the secondary level because the study at this level needed high expenses. Most children came from the families confronting several limitations such as economic and family problems. As a result, the students in the sample group enrolled in the welfare schools at the secondary level more than at the primary level. This result was consistent to the information about the main reason of enrolling in the welfare schools due to family poverty (75.1%) while the orphanage of parents, natural disaster and other reasons such as broken home were minor reasons. Most students in the sample group have been studying at the welfare schools for 2-6 years (63.8%). For their monthly income, almost a half of students (41.1%) gained the monthly income in the range of baht 401 – 999 or their average income was at baht 692.52 given by their guardians as monthly allowances. For the students who could not contact their guardians, they would gain the monthly income from doing school activities; for example, being the school athletes. The schools also helped generate some special income for these students by encouraging the students to create local handicraft products for sales, which is relevant to the objectives of establishing the welfare schools by promoting the students to earn the income while studying. By this regard, the students could practice their occupations and develop them after completing the education.

Regarding the illness profile, most students had no congenital diseases (69.1%). But, if considering the students indicating that they had the congenital diseases (30.9%), their diseases included the peptic ulcer, enteritis and anemia and one student answered that they had leukemia. The students in the sample group at the welfare schools were the boarders. However, there was a limitation on giving the

budget for food to these students although the lunch project or school agricultural project have been established. The students who had congenital diseases that were also their chronic diseases arising out before enrolling in the welfare schools resulted by economic limitation of their family. As a result, almost a half of students in the sample group (46.1%) had the nutritional deficiency (BMI less than 18.5). Male adolescents had more nutritional deficiency than female adolescents (57.4% and 41.2%). Most subjects of the sample group had satisfaction in their body image at the medium level (73.6%) with the average scores at 32.74% from 60 full scores.

The average academic scores of adolescents in the sample group at the welfare schools were at the range of 2.01 – 2.99 and 3.00 – 4.00, which were at the medium level and good level (40.4% and 39.4% respectively). According to the talents of the sample group, the proportion between the adolescents indicating that they had no talents and those indicating that they had talents was slightly different (42.9% and 57.1%). Most talents of the sample group were the sport and music talents.

For the students' relationship with other persons, e.g. guardians, teachers and friends, it was found that most students had relationship with guardians, teachers and friends at the medium level or at 67.6%, 68.8% and 67.1% respectively. When considering the students' relationship with others at the high level, the number of students who had high relationship with guardians, teachers and friends did not reach 20% or at 13.2%, 14.7% and 16.2% respectively. It was apparent that the students had the relationship with friends higher than the relationship with guardians or teachers because the students at the welfare schools at the secondary level were the adolescents valuing the good relationship with their friends at the same age rather than guardians or teachers when they have stayed at the boarding school and have been far from the parents or guardians. In addition, in the adolescence development, the adolescents think that their friends at the same age were so important. The attachment occurs among friends in the same or opposite sex and this is the real gang age. The group is the process greatly responding the adolescents' social needs such as being VIP, protest powerful persons, running away from boring rules and regulations. The children would feel happy and pleasant to eat, travel, study, sleep and work with friends at the same age rather than the adults. The children not only form the group, they also want to create the attachment between members like the adults because they recognize that

they have grown up already (1). In addition, there were few teachers or caretakers in the schools if compared with the total of students to be cared. Regarding the school environment, most students (67.3%) felt that their school environment was good at the medium level such as wide area, shady climate and sufficient recreation corners. But, there were some shortages, e.g. readiness of classrooms and learning materials like computer, table, chair, which did not match to the number of students.

### **5.2.2 Self-esteem of adolescents in the southern welfare schools**

From studying the characteristics of self-esteem of adolescents in the southern welfare schools, it is apparent that most adolescents of the sample group had general and specific self-esteem at the medium level for three fifths of the sample group. Only few adolescents had self-esteem at the high level and low level at the similar portion. This was consistent to the actual characteristics of general people, that is, most people would have self-esteem at the normal level or close to other similar people. Only few people would have their specific or special attributes (16). When considering self-esteem subject to the number and percent of the sample group as divided by gender, it is apparent that male and female adolescents had similar general and specific self-esteem at the similar portion. For general and specific self-esteem at the high level, the female adolescents had general self-esteem in respect with general life spending, society and learning higher than male adolescents. To elaborate, female adolescents had the satisfaction in life, communications with others, good academic achievements. Because most adolescents in the sample group who have studied in the southern welfare schools were female; thus, associating with friends or group forming of female adolescents was one important factor causing higher self-esteem than male adolescents. The reason is that group forming of female adolescents is stronger than that of male adolescents. That is, the social development or associating with friends of female adolescents is serious; they have close friends who they could share hardship and assistance more than male adolescents, either in personal matters, learning or daily life. As a result, female adolescents have confidence and trust in self-esteem (60, 61), except self-esteem in respect with love and care from their caretakers in the daily life. That is, male adolescents felt that they were well cared in the daily life although the teachers and caretakers have treated male and female adolescents identically.

However, due to the different emotional development of female and male adolescents, female ones especially disadvantaged ones who lacked appropriate love and attention. Regardless how much they were responded, these female adolescents felt that they have not been cared appropriately and wanted more and unlimited love and care. This behavior may be developed from needs of love and warmth from the parents, guardians, teachers, and opposite sex (7).

### **5.2.3 Adjustment of adolescents in the southern welfare schools**

From studying the characteristics of adjustment of adolescents in the southern welfare schools, it was found that the adolescents in the sample group had the adjustment at the medium level. The proportion of adjustment between male and female adolescents was close. This may be explained that the adolescents in the welfare schools had similar disadvantages, that is, the family was quite poor. Besides, most of them have stayed at the welfare schools so long (4 years on average); so they felt familiar with and were able to make the adjustment like other friends. This means that when the adolescents of the welfare schools had similar lifestyles, the living quality there was likely to be the same. This is consistent to the research of Kanchanaporn Uamsam-ang (61) studying the quality of life of adolescents in the welfare schools at the central region. She found that the adolescents in the welfare schools at the central region had the general quality of life at a good level because they stayed under the same rules and regulations, educational administration system, environment and practice. Thus, these adolescents had the similar familiarity and adjustment. For the adjustment in each aspect, the proportion of female adolescents with high adjustment in term of self-concern, relationship with others and learning was higher than that of male adolescents. This reason may be that there were more female adolescents than male ones; so the former formed the group, had confidence in life and learning, felt self-esteem and respect of others, dared to think and express in binding relationship with others. Associating with friends in the group of female adolescents was serious and they shared hardship; so female adolescents had strong mind and were ready to make the adjustment to various situations (61, 62).

According to the results of examining self-esteem and adjustment of adolescents in the southern welfare schools, their self-esteem and adjustment were at

the medium level. This may be explained that the adolescents of the southern welfare schools did not have different self-esteem than other adolescents in other general or welfare schools. Like the research of Uthaiwan Pitakvorapan (cited in 20) about self-esteem of 428 adolescents in the sample group who were specifically selected from every class at the secondary level from 3 co-education governmental schools at Tak Province. She found that most adolescents studied had self-esteem at the medium level. The research of Jaroonrat Rodnium (63) regarding the correlation between situations in life, social supports and self-esteem of adolescents of Rajaprachanugroh 19 School, Tung Song District, Nakhon Si Thammarat Province. The results showed that most adolescents had self-esteem at the medium level as well. This is the same to the adjustment, that is, the adolescents of welfare schools had the adjustment at the medium level, which was not different from other general adolescents. Like the research of Chakkrit Lueankathin (24) about the general and specific adjustment of M. 1 students at Princess Chulabhorn College. He found that the students had the adjustment at the medium and strong levels. This may be said that although the adolescents of welfare schools had daily environment different from other general adolescents, adolescence attributes with indifferent changes and development, the adolescents of the southern welfare schools had indifferent self-esteem and adjustment from other adolescents.

Meanwhile, this research showed that the adolescents of welfare schools had the general and specific self-esteem and adjustment at the low level and high levels at the similar proportion. Although the number of adolescents with general and specific self-esteem and adjustment at the low level and high levels was quite close, such number may cause some problems to the adolescents of the southern welfare schools. That is, there were few adolescents with low self-esteem and adjustment, they may cause subsequent and more severe problems because those who have low self-esteem and adjustment usually express some problematic behaviors such as aggression, request for attention, bullying, quarrels or anti-society behavior, which lead to problems and block any good development.

#### **5.2.4 Correlation between self-esteem and adjustment of adolescents in the southern welfare schools**

The results showed that self-esteem was correlated to the adjustment of adolescents in the sample group. The adolescents with good self-esteem would make the good adjustment. This result was consistent to Siriwan Taveewatanapreecha (18). She found that there was the correlation between self-esteem and adjustment in the society in university students of the Faculty of Pharmacy, Chulalongkorn University. This means that the individuals with high level of self-esteem would have high adjustment as well. This is the same to David (31) studying 213 adolescents and found that those who had a high degree of self-esteem would have better adjustment than those with low self-esteem. Jongkolnee Tuicharoen (34) compared the adjustment scores based on the degree of self-esteem. She found that the adolescents who had a high degree of self-esteem had the highest adjustment means at 84.4. The adolescents with the middle degree of self-esteem had the adjustment means at 80.0. But, the adolescents who had the low self-esteem had the lowest adjustment means at 72.3. According to the paired test, the means of adjustment for each group were different at a statistic significance of .001. Most researches about the correlation between self-esteem and adjustment of adolescents showed that self-esteem was correlated to the adjustment; persons with high self-esteem would have the good adjustment, either they might face problems or have defects. This result was consistent to Pope (12) that the children and adolescents with high level of self-esteem were related to their adjustment ability. But, the children and adolescents with low level of self-esteem would have worrisome and bad adjustment. The children and adolescents with high level of self-esteem would make the good adjustment and would not have stress in the situations shaking their feelings. These persons would not be influenced or worsened by the problems, but, in contrast, they handled them efficiently. These persons also viewed that the problems were challenges. Life was exciting and the problems were chance of success rather than loss. Mooney, Sherman and Lo Presto (35) found that adolescent students with high level of self-esteem would make the good adjustment in other aspects, including studying and social skills. This is the same to Hickman (36) et al. who found that self-esteem could predict the academic achievement results and social adjustment in the adolescent students after controlling other factors.

## **5.2.5 Variables affecting self-esteem and adjustment of adolescents in the southern welfare schools**

### **5.2.5.1 Variables affecting self-esteem of adolescents in the southern welfare schools**

The results showed that the variables enabling to predict self-esteem of adolescents in the welfare schools at the statistic significance were the body image, academic achievements, talents, relationship with guardians, relationship with teachers and relationship with friends as per the following details.

#### **1. Body image**

The results showed that satisfaction in the body image gave positive influence on self-esteem at the statistic significance. That is, the adolescents with high satisfaction in body image would have high self-esteem as well. This result was consistent to Sucheerapan (45) studying the correlation between the body image and self-esteem in senior secondary level in Bangkok. The result showed that self-esteem affected the satisfaction in body image at the statistic significance. The students with high self-esteem would gain more satisfaction scores in the body image than those with low self-esteem. The satisfaction in one's body image is judged from his own thought and value. Accepting to all kinds of his own image shows that he has self-confidence, self-respect and self-esteem. The result of this research showed that the satisfaction in body image dealt with self-esteem of adolescents of the sample group in the southern welfare schools, that is, regardless how they judged their body and shape, if they could accept them; their self-esteem would occur.

#### **2. Academic achievements**

The result showed that the academic achievements put influence on self-esteem of adolescents in the sample group. The adolescents with academic achievements at low level and medium level were likely to have lower self-esteem than those with high academic achievements. This result was consistent to the result of research conducted by Nuchnapa Wongsasana (21) who studied the correlation between academic achievements, relationship with the family, relationship with

friends and self-esteem in ill-treated children. The result showed that the academic achievements were correlated to self-esteem at the statistic significance of .05 ( $r = .17$ ). Besides, Brandy M. (42) studied academic achievement factors affecting self-esteem in 64 adolescent students. The result showed that the academic achievement factors were positively correlated to self-esteem. Thomas and Betty (43) studied the correlation between self-esteem and the academic achievements of 150 students with different academic achievements. The result showed that self-esteem was positively correlated to their academic achievements. To elaborate, the academic achievement is one factor leading to self-esteem of adolescents in the educational system. Because, generally, the students with good academic achievements would be accepted and admired by teachers and friends; so they are usually selected as school representatives to do academic activities such as academic contests, etc. When these adolescents are accepted, they would feel self-esteem as capable persons.

### **3. Talents**

The result showed that the talent was positively correlated to self-esteem at the statistic significance. The adolescents in the sample group who had talents were likely to have higher self-esteem than those with no talents. Adolescence is at age of seeking for personal attributes. Talent deems one of identities of adolescents. When an adolescent finds out what he is keen on, he will devote for it he is successful and accepted. He will continue doing that because it originates his self-esteem. Howard Gardner (cited in 64), a psychologist, found that the gifts or human quotients may be divided into 7 types: language quotient, reasoning and mathematic quotient, dimension and relation with surroundings quotient, musical quotient, physical quotient, communication quotient and being oneself quotient. These quotients could drive individuals to meet success in life. For this research, most adolescents in the welfare schools indicating that they had talents had the physical quotient that would be shown out by way of physical movements and their emotions could be expressed through body movements such as being the school athletes or school shows on art and culture, etc. The physical quotient may be shown out without needs of special equipment or promotions like other quotients that must rely on many other factors or environment supporting the child learning, either teaching and learning



materials, toys or love and care of guardians, which have not been extended to the adolescents at the welfare schools sufficiently.

#### **4. Relationship with guardians**

The result showed that the relationship with guardians put positive influence on self-esteem of adolescents in the sample group. This means that if the adolescents have good relationship with their guardians, receive acceptance, love and care, and show concerns to each other, these adolescents would feel that they are needed by the guardians. This result was consistent to the research of Savitree (16) about the family influence to self-esteem in the adolescents. She found that the intimacy with the family was correlated to self-esteem at the statistic significance. Thapanee Tangjitpakdeekul (48) studied the factors correlated to self-esteem and despair in children and youths in the Central Observation and Protection Center. She found that the factor related to self-esteem was the expression of intimacy between parents and children. The children receiving the parent's intimacy and having good relationship with their parents would have higher self-esteem than the children whose relationship with the parents was under conflicts.

#### **5. Relationship with teachers**

The result showed that the relationship with teachers put positive influence on self-esteem of adolescents in the sample group. This means that the adolescents with good relationship with teachers would have good self-esteem as well. The reason is that the adolescents in the sample group who were studying at the welfare schools, where are boarding schools, had to stay at school throughout each semester. During the summer, some adolescents might have to stay with the teachers at school due to some limitations that they could not go back home. The setting of teaching and learning environment done by teachers, intimate staying with students, expression of sincere attention to students, as well as teachers' personalities in term of physical appearance, emotional attributes and attitude to students all affect the students' self-esteem. This result was consistent to the research of Cogan (49) about the relationship between teachers and students. It was found that friendship between teachers and students could improve the students' learning. The better the teachers and

students had relationship, the higher the students could develop their learning abilities. The characteristics of relationship between teachers and students influenced the students' interest in the subjects they studied; so their learning results become better. This is the same to the research of Piyada Damkhaew (65) about the factors affecting self-esteem of students at Range 4 at Na Tavee Vitayakom School, Na Tavee District, Songkhla Province. She found that the factor regarding relationship with teachers was positively correlated to self-esteem of students at the statistic significance of .01.

## **6. Relationship with friends**

The result showed that the relationship with friends put positive influence on self-esteem of adolescents in the sample group. This means that the adolescents with good relationship with friends would have good self-esteem as well. This result was consistent to knowledge about human development that humans deem that friends take an important role and influence the adolescents most. Particularly, for the adolescents in the welfare schools, the friends are so important for life because each adolescent must live and do activities with his/her friends almost all time. These adolescents also have similar backgrounds; so they have the sympathy, which results to comprehensive and respectful expression and interactions leading to good relation with each other finally. This result was the same to the research of Piyada Damkhaew (65) that the student's relationship with friends affected self-esteem of students at Range 4 at Na Tavee Vitayakom School, Na Tavee District, Songkhla Province at the statistic significance of .01.

### **5.2.5.2 Variables affecting adjustment of adolescents in the southern welfare schools**

The results showed that the variables enabling to predict the adjustment of adolescents in the welfare schools included age, body image, talents, relationship with guardians, relationship with friends, school environment and self-esteem.

### **1. Age**

The result showed that age put influence on the adjustment of adolescents in the sample group, that is, when the adolescents become older, their adjustment would be higher because when one becomes older, his maturity will be higher, particularly emotional maturity, which directly deals with the brain development of adolescents although all human brain sections will be growing fully at ages of 20-25. In this research, the adolescents in the sample group at age of 15 on average had the complete limbic system. This brain section usually grows completely at age of 13. This brain section deals with various basic instincts in human such as eating, sleeping, fighting, running away for survival, reproduction, control of emotions, memory and all kinds of learning in humans (66).

### **2. Body image**

The results showed that the body image gave positive influence on the adjustment of adolescents in the sample group at the statistic significance. That is, the adolescents with high satisfaction in body image would have high adjustment as well. The result indicated that if the adolescents in the sample group had optimism, satisfaction with themselves and happiness would have good adjustment. The body image is very important for individuals' psychological security; it deems the center of experience in individuals. If one is optimist, he will be self-respect and self-confident and is able to make the adjustment to any situations in his life (56). This is the same to the research of Chakkrit Lueankathin (24) about the factors affecting the adjustment of M. 1 students at Princess Chulabhorn College. When all variables were analyzed by Canonical Method, the result showed that self-image was a variable influencing all aspects of adjustment of the sample group at the statistic significance.

### **3. Relationship with guardians**

The result showed that the relationship with guardians put positive influence on the adjustment of adolescents in the sample group at the statistic significance. This means that the adolescents who have good relationship with guardians would have good adjustment as well, although they may not be staying with

their guardians or parents. Not staying with guardians or parents does not mean that their relationship will be bad, but, in the contrary, both sides have good wishes to each other because these adolescents understand the restriction blocking them to live together. According to Dr. Suriyadevatiripati (67), the development of good relationship between adolescents and guardians start when the adolescents are young or when they are brought up with acceptance and love. Thus, the children feel firmly attached to good relationship between themselves and guardians. No one can replace their guardians.

#### **4. Relationship with friends**

The result showed that the relationship with friends put positive influence on the adjustment of adolescents in the sample group at the statistic significance. This means that the adolescents who have good relationship with friends would have good adjustment as well. This was consistent to the research of Kamonpan Chanpayom (68) that the relationship with friends put positive influence on the adjustment of adolescent students. According to the development of adolescence, the group of friends deems the most important factor because the friends of adolescents hold the same social position, equitable relationship and roles clearer than friends in childhood (1). Especially, the sample group of this research included the adolescents who had to live together, solve problems together and have similar backgrounds; so they had good understanding, sympathy and relationship until they are able to make the adjustment to various situations well.

#### **5. School environment**

According to the research, the school environment put positive influence on the adjustment of adolescents in the welfare schools at the statistic significance. Good physical environment in the school helped the adolescents make the good adjustment. Good physical environment means the environment in the school where is shady, have facilities and utilities, pleasant teaching and learning environment and recreation activities to be participated by the students. The school environment is a factor affecting the adjustment of adolescents in the welfare schools, which is not different from other normal schools. It is apparent in the research of

Arisra Jarurat (69) that the internal and external classroom environment affected the academic adjustment of M. 1 students at the Nonthaburi Educational Zone at the statistic significance because the good internal and external environment made the students have good mind and adjustment. The research of Arisra Viriyapramote (70) also dealt with the adjustment problems of junior secondary students at the welfare schools for hill tribes. She found that the location of welfare schools at undeveloped areas where there was little water, no shady school environment, insufficient services for the students could make them face all aspects of adjustment problems.

### **6. Self-esteem**

The result showed that self-esteem put positive influence on the adjustment of adolescents in the sample group at the statistic significance. This means that the adolescents who have good self-esteem would have good adjustment as well. Individuals with high self-esteem helped them make the good adjustment either they might face problems or have defects. The children and adolescents with high level of self-esteem would make the good adjustment and would not have stress in the situations shaking their feelings. These persons would not be influenced or worsened by the problems, but, in contrast, they handled them efficiently. These persons also viewed that the problems were challenges. Life was exciting and the problems were chance of success rather than loss. Mooney, Sherman and Lo Presto (35) found that adolescent students with high level of self-esteem would make the good adjustment in other aspects, including studying and social skills.

In conclusion, the variables affecting self-esteem and adjustment of adolescents in the welfare schools include the body image, relationship with guardians and relationship with friends.

## **5.3 Recommendations**

### **5.3.1. Policy recommendations**

This research indicates that self-esteem was correlated to the adjustment of adolescents in the welfare schools. The variables affecting self-esteem and adjustment of adolescents in the welfare schools included the body image, relationship with guardians, and relationship with friends. All these variables may be promoted or improved, which will consequently affect the development of self-esteem and adjustment of adolescents in the future. The following are the recommendations of this research.

5.3.1.1 The result showed that the body image affected self-esteem and adjustment of adolescents in the welfare schools. Thus, the adolescents should be cultivated to have the value that they should accept their physical appearance whatever it becomes. In the welfare schools, the consultant teachers or teachers involving the development activities should arrange the activities promoting the adolescents to feel satisfied with their own face, shape and personalities. Those activities may be a group activity or individual one to promote the adolescents to know how to develop their personalities, self-care so that they have good health and hygiene. The adolescents should have the value in being satisfied with their body image, except being beautiful, handsome, fat, slim or different skin color.

5.3.1.2 Although the adolescents in the welfare schools have spent most life there, they miss for and concern about and want to interact with their own guardians. Thus, the factor regarding relationship with guardians should be promoted always. The school should arrange the school activities allowing the adolescents to meet their guardians and to do the activities together in key days.

5.3.1.4 Relationship with friends is one factor allowing the adolescents to meet life success. The class teachers, instructors, consulting teachers and dorm teachers should arrange the activities promoting the adolescents in the sample group to have good relationship with their friends, either group relation activity, sport activity, group consultation activity, etc. These activities should place emphasis on relationship rather than quality. In addition, the students should be

promoted to form the relationship with friends in other schools such as camp activity with other school, community relation activity, etc. to prepare the adolescents to make the adjustment when they must spend their life outside the welfare school.

### **5.3.2 Recommendations for further studies**

5.3.2.1 There should be experimental studies on programs or innovations that can promote self-esteem, and reduce the adjustment problems of adolescents in the welfare schools so that the results enable the consulting teachers or teachers involving learner-based development activities to further have the guideline of promoting self-esteem and adjustment of adolescents in the welfare schools.

5.3.2.1 There should be some studies on factors affecting self-esteem and adjustment of adolescents in the other organization about disadvantage children to find out the factors actually enabling to promote self-esteem and adjustment.

5.3.2.2 Since this research is the quantitative research and the data is the extensiveness, there should be further qualitative studies on the lifestyle of adolescents in the welfare schools, which can encourage them to have self-esteem and good adjustment.

## REFERENCE

1. ศรีเรือน แก้วกังวาล, จิตวิทยาพัฒนาการชีวิตทุกช่วงวัย. พิมพ์ครั้งที่ 9. กรุงเทพฯ : มหาวิทยาลัยธรรมศาสตร์; 2549.
2. สำนักส่งเสริมและพิทักษ์เยาวชน กระทรวงการพัฒนาสังคมและความมั่นคงของมนุษย์.รายงานสรุปสถานการณ์เด็กและเยาวชนประจำปี 2548 – 2550. [online], Available from : <http://www.thaihealth.or.th/node/6071> (8 /9/2551).
3. วรากร ทรัพย์วิระประกรณ์.วิธีการดำเนินชีวิตของเยาวชนในสถานสงเคราะห์. วารสารศึกษาศาสตร์มหาวิทยาลัยบูรพา 19(1), 2551.
4. สำนักบริหารงานการศึกษาพิเศษ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ. ข้อมูลโรงเรียนศึกษาสงเคราะห์ประจำปี2548 – 2551. [online]. Available from : [http://special.obec.go.th/special\\_it/sp\\_ss50.html](http://special.obec.go.th/special_it/sp_ss50.html)(15 /9/2551).
5. ผู้จัดการรายวัน 3773(3771) [page 9] 14/1/2546.
6. อุษา ศรีนวล. ผลของการจัดโปรแกรมฝึกความกล้าแสดงออกที่มีต่อการพัฒนาการความรู้สึกมีคุณค่าในตนเองของวัยรุ่นในสถานสงเคราะห์เด็กหญิงสระบุรี. [วิทยานิพนธ์ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาจิตวิทยาชุมชน] กรุงเทพฯ: บัณฑิตวิทยาลัยมหาวิทยาลัยศิลปากร; 2545.
7. สรรพสิทธิ์ คุ้มประพันธ์, พยงค์ศรี ชันธิกุล. คู่มือปฏิบัติงานในการฟื้นฟูหญิงและเด็กที่ตกเป็นเหยื่อหายจากการค้ามนุษย์. นนทบุรี: โรงพิมพ์อินเพรส; 2546.
8. Richard W. Robins, Kali H. Trzesniewski, Jessica L. Tracy, Jeff Potter and Samuel D. Gosling. Global Self-esteem Across the Life Span. American Psychological Association. 17 (3)2002.
9. พรณทิพย์ ศิริวรรณบุญย์. ทฤษฎีจิตวิทยาพัฒนาการ. กรุงเทพฯ : สำนักพิมพ์จุฬาฯ, 2548.
10. Coppersmith, S. The antecedents of Self-esteem. Palo Alto : California Consulting Psychologists Press Inc, 1981.



11. ณัฐกานต์ ทรัพย์ไพศาล. ความรู้สึกลีคุณค่าในตนเองของวัยรุ่นในชุมชนคลองเตย [วิทยานิพนธ์  
ปริญญาการศึกษามหาบัณฑิต สาขาจิตวิทยาพัฒนาการ]. กรุงเทพฯ: บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ; 2547.
12. Pope A. W., Michale S.M., and Craighead W.E. Self – Esteem enhancement with  
children and adolescents.: New York : Pergamon Press Inc,1988.
13. Taff L.R. Self-esteem in later life: A nursing perspective. Advance in Nursing  
Science;1980.
14. Maslow AH. Motivation and personality. New York: Haper & Row  
Publishers,1970.
15. Department of Sociology at University of Maryland, College Park. Self – esteem-  
:What is it?[online].Available from :[http://www.bsos.umd.edu/socygrad.sochsy\\_rosenberg.html](http://www.bsos.umd.edu/socygrad.sochsy_rosenberg.html). (28/4/2008)
16. สาวิตรี ทยานศิลป์. อิทธิพลของครอบครัวต่อความภาคภูมิใจในตนเองของวัยรุ่น. [วิทยานิพนธ์  
ปริญญาสังคมศาสตรมหาบัณฑิต สาขาวิจัยประชากรและสังคม] กรุงเทพฯ: บัณฑิต  
วิทยาลัยมหาวิทยาลัยมหิดล;2541
17. นุชลดา โรจนประพันธ์. ความสัมพันธ์ระหว่างสัมพันธภาพภายในครอบครัว การอบรมเลี้ยงดู  
ของบิดามารดา กับความรู้สึกลีคุณค่าในตนเองของวัยรุ่นตอนต้น. [วิทยานิพนธ์  
ปริญญาวิทยาศาสตรมหาบัณฑิต สาขาวิชาเอกอนามัยครอบครัว]. กรุงเทพฯ: บัณฑิต  
วิทยาลัย มหาวิทยาลัยมหิดล; 2541.
18. ศิริวรรณ ทวีวัฒนปรีชา. การเห็นคุณค่าในตนเองและความสัมพันธ์กับการปรับตัวทางสังคมของ  
นิสิต คณะเภสัชศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย. [วิทยานิพนธ์ปริญญาวิทยาศาสตร  
มหาบัณฑิต สาขาสุขภาพจิต ภาควิชาจิตเวชศาสตร์ คณะแพทยศาสตร์]. กรุงเทพฯ:  
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย; 2549.
19. Lahey Benjamin B. Psychology and Introduction. Steven Rutter. Quebecor World  
Dubuque Inc ; 2004.
20. ทวีพร พานิชย์พงษ์. ผลของการจัดกิจกรรมกลุ่มส่งเสริมความรู้สึกลีคุณค่าในตนเองของวัยรุ่น  
ในสถานสงเคราะห์เด็กหญิงบ้านราชวิถี.[วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต  
สาขาวิชาเอกอนามัยครอบครัว]. กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล; 2550

21. นุชนภา วงศาสนธิ์. ความสัมพันธ์ระหว่าง ผลสัมฤทธิ์ทางการเรียน สัมพันธภาพในครอบครัว และกลุ่มเพื่อน กับความรู้สึกลึกมีคุณค่าในตนเองของเด็กที่ถูกกระทำรุนแรง. [วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต สาขาวิชาพยาบาลจิตเวช]. กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล; 2548
22. Lazarus Richard S. Emotion and adaptation. Oxford University, 1991
23. สมบัติ ตาปัญญา. กระบวนการปรับตัว. Available from Beh.251.2549 [http://www.med.cmu.-ac.th/dept/psychiatry/Cocument/beh251/Adjustment Profess.pdf](http://www.med.cmu.-ac.th/dept/psychiatry/Cocument/beh251/Adjustment%20Profess.pdf) (11/6/2551)
24. จักฤษ เลื่อนกลิ่น. การศึกษาปัจจัยบางประการที่ส่งผลต่อความสามารถในการปรับตัวของนักเรียน ระดับชั้นมัธยมศึกษาปีที่ 1 โรงเรียนจุฬาภรณราชวิทยาลัย. [วิทยานิพนธ์ กศ.ม. การวิจัยและสถิติทางการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.;2549
25. ชาตรี ลักษณ์ศิริ. การศึกษาลักษณะมุ่งอนาคต ความเครียด และการเผชิญความเครียด ปัญหาการปรับตัวของนักเรียนโรงเรียนกีฬาจังหวัดสุพรรณบุรี.[วิทยานิพนธ์ กศ.ม. การศึกษาพิเศษ]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ;2546.
26. กันยา สุวรรณแสง, การพัฒนาบุคลิกภาพและการปรับตัว. กรุงเทพฯ : สำนักพิมพ์บำรุงสาส์น; 2533.
27. นิภา นิธยาชน, การปรับตัวและบุคลิกภาพ : จิตวิทยาเพื่อการศึกษาชีวิต. กรุงเทพฯ :สารศึกษการพิมพ์;2530.
28. Roy, Sister Callista. The roy adaptation model ; Stamford Appleton and Lange ;1999.
29. Kaplan, Louis. Mental Health and Human Relation in Education. New York: Haper and Brother; 1959.
30. Daskalopoulou1,E.G., D.G., Papadimitriou, G.N. et al., Self-esteem, social adjustment and suicidality in affective disorders. University Mental Health Research Institute; 2002.
31. David L. Dubois, Catherine A.Bull., Michelle D. Sherman., Magic Roberts. Self-esteem and adjustment in Early Adolescence: A Social-Contestual Perspective. Journal of Youth and adolescence,Vol.27; 1998.

32. B. Ann Bettencourt, Kelly Charlton, Janie Eubanks, and Cyndi Kernahan; Development of Collective Self-Esteem Among Students: Predicting Adjustment to College University of Missouri, Columbia.1999
33. Barbara Shaw-Sirt, Leelawatte Po;ali-Lehane, William Chaplin and Andrea Bergman. Adjustment, Social Skills, and Self-Esteem in College Students With Symptoms of ADHD St.John's University [online],Available from:htt/www.questia.com/gooleScholar.qst;jsessionid (3/5/2551)
34. จงกลณี ต้อยเจริญ. ความสัมพันธ์ระหว่างสัมพันธภาพของวัยรุ่นกับบิดามารดา การเห็นคุณค่าในตนเองกับการปรับตัวของวัยรุ่น. [วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต สาขาวิชาเอกอนามัยครอบครัว]. กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล; 2540.
35. Mooney, S. P., Sherman, M. E, & Lo Presto, C. T. Academic locus of control, self-esteem, and perceived distance from home as predictors of college adjustment. Journal of Counseling Development, 69, 1991.
36. Hickman, G. P., Bartholomae, S., & McKenry, P. C. Influence of parenting styles on the adjustment and academic achievement of traditional college freshmen. Journal of College Student Development, 41(1), 2000.
37. Susan Birndorf, D.O., Sheryl Ryan, Peggy Auinger, , and Marilyn Aten, R.N. High self-esteem among adolescents: Longitudinal trends, sex differences, and protective factors . Journal of Adolescent Health 37 (2005).
38. มุทธา วัฒนจิตต์. การเปรียบเทียบความรู้สึกภาคภูมิใจในตนเองของนักเรียนในระดับชั้นมัธยมศึกษาตอนปลายในโรงเรียนแบบสหศึกษา และชายล้วนหรือหญิงล้วน ที่สังกัดกรมสามัญศึกษา กระทรวงศึกษาธิการในเขต กรุงเทพมหานคร. [วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต สาขาสุขภาพจิต ภาควิชาจิตเวชศาสตร์ คณะแพทยศาสตร์]. กรุงเทพฯ: บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย; 2541.
39. วิจิตรา เปรมปรี. ความศรัทธาในพุทธศาสนากับความรู้สึกเห็นคุณค่าในตนเองของผู้สูงอายุ ในชมรมผู้สูงอายุ อำเภอวิหารแดง จังหวัดสระบุรี. [สารนิพนธ์ กศ.ม. จิตวิทยาพัฒนาการ]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ; 2550
40. อัมพร ทองจรรยา. ปัจจัยที่ส่งผลต่อความภาคภูมิใจในตนเองของครูศูนย์การเรียนรู้ชุมชนศูนย์การศึกษานอกโรงเรียน เขตกรุงเทพมหานคร. [สารนิพนธ์ กศ.ม. การวิจัยและสถิติทางการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรี นครินทรวิโรฒ; 2547.

41. David Watkins ; Qi Dong . Assessing the Self-esteem of Chinese School Children Education Department, University of Hong Kong, Hong Kong;1994
42. Brandy M. Bray; The Influence of Academic Achievement on a college student's self-esteem. Missouri Western State University; 2008.[online] Available from:<http://clearinghouse.missouriwestern.edu/manuscripts/225.asp> (23/3/2551).
43. Thomas-Brantley, Betty J. The Relationship between Self-esteem and Academic Achievement in Group of High, Medium, and Low Secondary Public High School Achievers [online] 2005; Available from :[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_&ERICExtSearch\\_SearchValue\\_0=ED323486&ERICExtSearch\\_SearchType\\_0=no&accno=ED323486](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED323486&ERICExtSearch_SearchType_0=no&accno=ED323486) ERICWebP (23/3/2551).
44. Seigel WM, Golden NH, Gough JW, Lashley Ms, Sacker IM. Depression, self-esteem, and life events in adolescents with chronic diseases.Department of Pediatrics,Brookdale Hospital Medical Center, Brooklyn, NewYork. [online]; Available from:<http://www.ncbi.nlm.nih.gov/pubmed/2262397> (23/3/2551).
45. สุชีราพันธ์ ศรีสินทิพย์. ปัจจัยที่เกี่ยวข้องกับภาพลักษณ์ด้านรูปร่าง และความสัมพันธ์กับความรู้สึกภาคภูมิใจในตนเองของนักเรียนมัธยมปลาย สังกัดกรมสามัญศึกษา กระทรวงศึกษาธิการ ในเขตกรุงเทพมหานคร. [วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต สาขาสุขภาพจิต ภาควิชาจิตเวชศาสตร์ คณะแพทยศาสตร์]. กรุงเทพฯ: บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย; 2549.
46. Oksoo Kim; Kyeha Kim. Body weight, self-esteem, and depression in Korean female aAdolescence; Libra Publishers, Roslyn Heights, NY, ETATS-UNIS (1966-2009) (Revue). 2001.
47. Nazrat M. Mirza, Body dissatisfaction, self-esteem and overweight among inner-city Hispanic children and adolescent. The Journal of adolescents health. 36 (3) 2005.

48. ฐปณีย์ ตั้งจิตภักดีสกุล. ปัจจัยที่สัมพันธ์กับการเห็นคุณค่าในตนเองและความรู้สึกสิ้นหวังในเด็กและเยาวชนที่กระทำผิดในสถานพินิจและคุ้มครองเด็กและเยาวชนกลาง. ในวารสารจิตวิทยาคลินิก; 2545.
49. Cogan, Morris L. "Studies of Teacher Behavior." The Journal of Experimental Education. 12 (2) : 1975.
50. ศกลวรรณ กาญจนภักดิ์. การศึกษาความสัมพันธ์โครงสร้างเชิงเส้นของปัจจัยที่มีอิทธิพลต่อการเห็นคุณค่าในตนเอง ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษานครศรีธรรมราช เขต 2. [ปริญญาณิพนธ์ กศ.ม. การวิจัยและสถิติทางการศึกษา]. กรุงเทพฯ: บัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ; 2549.
51. Keunho Keefe ,Thomas J. Berndt; Relations of Friendship Quality to Self-Esteem in Early Adolescence. The Journal of Early Adolescence, [online] Available from :<http://jea.sagepub.com/cgi/content/abstract/16/1/2008>.
52. สมศรี สักดิ์รุ่งพงสากุล. การจัดสิ่งแวดล้อมของโรงเรียนประถมศึกษา ในสังกัดสำนักงานประถมศึกษา จังหวัดนนทบุรี. [วิทยานิพนธ์ปริญญาศึกษาศาสตรมหาบัณฑิต สาขาบริหารการศึกษา คณะศึกษาศาสตร์]. กรุงเทพฯ: บัณฑิตวิทยาลัยมหาวิทยาลัยเกษตรศาสตร์; 2541.
53. สานิต รัตตัญญู. การเปรียบเทียบมโนภาพแห่งตนและสภาพแวดล้อมของโรงเรียนตามการรับรู้ของนักเรียนที่มีพฤติกรรมก้าวร้าวและไม่ก้าวร้าวในโรงเรียนประถมศึกษา สังกัดกรุงเทพมหานคร. [ปริญญาณิพนธ์ กศ.ม. จิตวิทยาการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ; 2533.
54. พวงรัตน์ ทวีรัตน์. วิธีการวิจัยทางพฤติกรรมศาสตร์และสังคมศาสตร์. กรุงเทพฯ: ศูนย์หนังสือจุฬาลงกรณ์มหาวิทยาลัย; 2543.
55. กรวัณธ์ ดวงรัตน์. ภาพลักษณ์เกี่ยวกับรูปร่างและปัจจัยที่เกี่ยวข้องของนักเรียนหญิงชั้นมัธยมศึกษาตอนปลาย สังกัดกรมสามัญศึกษา กระทรวงศึกษาธิการในเขตกรุงเทพมหานคร. วิทยานิพนธ์ปริญญาวิทยาศาสตรมหาบัณฑิต, บัณฑิตวิทยาลัยจุฬาลงกรณ์มหาวิทยาลัย; 2546.
56. อัญชลี ทองจันทร์. การศึกษาความสัมพันธ์ระหว่างปัจจัยบางประการกับการปรับตัว ทางสังคมของนักเรียนมัธยมศึกษาปีที่ 2 ในจังหวัดเพชรบุรี โดยการวิเคราะห์เส้นทาง. [ปริญญาณิพนธ์ กศ.ม. การวิจัยและสถิติทางการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ; 2546.

57. พระมหาเดชจำลอง พุฒหอม. ปัจจัยที่ส่งผลต่อปัญหาในการเรียนของนักเรียนช่วงชั้นที่ 4 โรงเรียนวัดนวนรดิศ เขตภาษีเจริญ กรุงเทพมหานคร. ปรินิพนธ์ กศ.ม. (จิตวิทยาการศึกษา). กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ;2550
58. วิชญา ไชยเทพ. กิจกรรมกลุ่มฝึกการแสดงออกที่ส่งเสริมการเห็นคุณค่าในตนเองของเยาวชนในสถานสงเคราะห์เด็กชายบ้านเชียงใหม่. [วิทยานิพนธ์ปริญญาศึกษาศาสตรมหาบัณฑิต สาขาการส่งเสริมสุขภาพ]. เชียงใหม่: บัณฑิตวิทยาลัย มหาวิทยาลัยเชียงใหม่; 2544.
59. Garrow,JS. Obesity and related disease. London: Churchill Living Stone;1981
60. นพ. พนม เกตุมาน. สุขใจกับลูกวัยรุ่น. กรุงเทพฯ: บริษัทแปลน แพ็บลิชชิง จำกัด; 2535.
61. กัญจนพร อ่วมสำอางค์.การศึกษาคุณภาพชีวิตของนักเรียนระดับมัธยมศึกษาสังกัดกองการศึกษาสงเคราะห์ กรมสามัญศึกษาในเขตภาคกลาง. [ปรินิพนธ์ กศ.ม. การวิจัยและสถิติทางการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ; 2550.
62. John S.Dacey and John F.Traver. Human Development Across The Lifespan. New York : MacGraw-Hill, Inc; 2004.
63. Jaronrat Rodniam. The Relationships Among Life Events, Social Support, and Self – Esteem of Adolescents in A Charity Boarding School. (M.S. Thesis in Nursing Science Community Health Nursing). Bankok : Faculty of Graduate Studies Mahidol University; 2000.
64. Smith, Mark K. Howard Gardner and multiple intelligences', the encyclopedia of informal education, [online] Available from <http://www.infed.org/thinkers/gardner.html>. (10/09/2009).
65. ปิยะดา คำแก้ว. ปัจจัยที่ส่งผลต่อความภาคภูมิใจในตนเอง ของนักเรียนระดับช่วงชั้นที่ 4 โรงเรียนนาทวีวิทยาคม อำเภอนาทวี จังหวัดสงขลา. [สารนิพนธ์ กศ.ม.จิตวิทยาการศึกษา]. กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ; 2550.
66. สิริอร วิชาวุธ,จิราภา เต็งไตรรัตน์,นพมาศ อึ้งพระ,รัชจิ นพเกตุ,รัตนา ศิริพานิช,วารุณี ภูวสรกุล ,และคณะ.จิตวิทยาทั่วไป. พิมพ์ครั้งที่ 5. กรุงเทพฯ : สำนักพิมพ์มหาวิทยาลัยธรรมศาสตร์; 2550.
67. สุริยเดว ทรีปาตี.พัฒนาการเด็กและวัยรุ่น: การปรับตัวในวัยรุ่น. [online] Available from <http://www.thaihealth.or.th/node/5756> (18/11/2009).

68. กมลพรรณ จันทร์พยอม. สภาพแวดล้อมทางครอบครัว โรงเรียน และบุคลิกภาพที่เกี่ยวข้องกับการปรับตัวของนักเรียนวัยรุ่น. [ปริญญาณิพนธ์ วท.ม. การวิจัยพฤติกรรมศาสตร์ประยุกต์]. กรุงเทพฯ : บัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ; 2550.
69. อริศรา จารุรัตน์. ตัวแปรที่เกี่ยวข้องกับการปรับตัวด้านการเรียนในหลักสูตรการศึกษาศาสน์พื้นฐาน พุทธศักราช 2544 ของนักเรียนชั้นมัธยมศึกษาปีที่ 1ในพื้นที่การศึกษานนทบุรี เขต 1.[ปริญญาณิพนธ์ กสม.จิตวิทยาการศึกษา]กรุงเทพฯ : บัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ; 2547.
70. อริศรา วิริยะปราโมทย์.ปัญหาการปรับตัวของนักเรียนระดับมัธยมศึกษาตอนต้นในโรงเรียนศึกษาสงเคราะห์สำหรับชาวเขา. [ศึกษาศาสตร์ มหาบัณฑิต ประชากรศึกษา].กรุงเทพฯ : บัณฑิตวิทยาลัยมหิดล ;2539

## **APPENDICES**



## APPENDIX A



COA. No. MU-IRB 2009/011.2402

### Documentary Proof of Mahidol University Institutional Review Board

**Title of Project.** Self Esteem, and Related Factors Affect on Adjustment of Adolescence in Southern Welfare School  
(Thesis for Master Degree)

**Principle Investigator.** Miss Sujinda Youngjeen

**Name of Institution.** National Institute for Child and Family Development

**Approval includes.** 1) MU-IRB Submission form version received date 23 February 2009  
2) Participant Information sheet version date 23 February 2009  
3) Informed Consent form version date 23 February 2009  
4) Questionnaire version received date 23 February 2009

Mahidol University Institutional Review Board is in full compliance with International Guidelines for Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

**Date of Approval.** 24 February 2009

**Date of Expiration.** 23 February 2010

**Signature of Chairman.**   
(Professor Shusee Visulyaputra)

**Signature of Head of the Institute.**   
(Associate Professor Sansanee Chaiyaroj)  
Vice President for Research and Academic Affairs

Office of the President, Mahidol University, 999 Phuttamonthon 4 Rd., Salaya, Phuttamonthon District, Nakhon Pathom 73170. Tel. (662) 8496223-5 Fax. (662) 8496223

**เอกสารชี้แจงผู้เข้าร่วมการวิจัย**  
(Participant Information Sheet)

การวิจัยเรื่อง “ความรู้สึกรู้สึกมีคุณค่าในตนเองและปัจจัยที่เกี่ยวข้องที่ส่งผลต่อการปรับตัวของวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ภาคใต้”

เขียน นักเรียนผู้เข้าร่วมวิจัยทุกท่าน

นักเรียนเป็นผู้นำที่ได้รับเชิญจากผู้วิจัยให้เข้าร่วมเป็นผู้ให้ข้อมูลในการวิจัยเรื่อง “ความรู้สึกรู้สึกมีคุณค่าในตนเองและปัจจัยที่เกี่ยวข้องที่ส่งผลต่อการปรับตัวของวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ภาคใต้” ก่อนที่นักเรียนจะตกลงเพื่อเข้าร่วมการวิจัยในครั้งนี้ ผู้วิจัยขอเรียนให้นักเรียนทราบถึงเหตุผลและรายละเอียดของการศึกษาวิจัยในครั้งนี้ การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาลักษณะของความรู้สึกรู้สึกมีคุณค่าในตนเอง ลักษณะของการปรับตัว รวมทั้งปัจจัยที่เกี่ยวข้อง และความสัมพันธ์ระหว่างความรู้สึกรู้สึกมีคุณค่าในตนเองกับการปรับตัวของวัยรุ่นใน โรงเรียนศึกษาสงเคราะห์ภาคใต้ ผลที่ได้จากการศึกษาจะนำไปใช้ประโยชน์ในการสร้างความเข้าใจที่ถูกต้องเกี่ยวกับความรู้สึกรู้สึกมีคุณค่าในตนเอง และการปรับตัว อันจะเป็นประโยชน์ทางด้านการวิชาการต่อไป หากนักเรียน คลงที่จะเข้าร่วมการวิจัย จะมีขั้นตอนดังต่อไปนี้

วิธีการที่ใช้ในการเก็บรวบรวมข้อมูลในครั้งนี้คือการสอบถามแบบสอบถาม ซึ่งประกอบไปด้วย แบบสอบถาม 4 ตอน ตอนแรกคือ แบบสอบถามข้อมูลส่วนบุคคล ตอนที่ 2 แบบวัดความรู้สึกรู้สึกมีคุณค่าในตนเองจำนวน 52 ข้อ ตอนที่ 3 แบบสอบถามการปรับตัว จำนวน 45 ข้อ ตอนที่ 4 แบบสอบถามปัจจัยที่เกี่ยวข้องกับความรู้สึกรู้สึกมีคุณค่าในตนเองและการปรับตัวจำนวน 5 ชุด ได้แก่ 1. แบบวัดการศึกษาค้นคว้ารูปร่างลักษณะ 15 ข้อ 2. แบบวัดสัมพันธภาพกับผู้ปกครองจำนวน 14 ข้อ 3. แบบวัดความสัมพันธ์กับครูจำนวน 14 ข้อ 4. แบบวัดสัมพันธภาพกับเพื่อน 14 ข้อ 5. แบบสอบถามสิ่งแวดล้อมภายในโรงเรียน จำนวน 17 ข้อ ผู้วิจัยคาดว่าจะใช้เวลาทั้งหมด ประมาณ 1 ชั่วโมง 20 นาที และเพื่อไม่ให้เกิดความเบื่อหน่ายแก่นักเรียน ผู้วิจัยจะแบ่งเวลาในการสอบถาม สดถามลลกเป็นสองช่วงๆ ละประมาณ 45 นาที โดยเว้นระยะห่างตามความเหมาะสม และความสะดวกของนักเรียน

การเข้าร่วมการศึกษานี้ครั้งนี้หากเรียนจะไม่ได้รับผลกระทบและสิทธิประโยชน์ใดๆ และเพื่อให้การเข้าร่วมการวิจัยในครั้งนี้เป็นไปโดยสมัครใจ นักเรียนอาจปฏิเสธที่จะเข้าร่วมการวิจัยเมื่อใดก็ได้ ผู้วิจัยจะเก็บข้อมูลของนักเรียนเป็นความลับ และจะไม่เปิดเผยเฉพาะการสรุปผลการวิจัยในภาพรวมเท่านั้น หากผู้เข้าร่วมวิจัยมีข้อสงสัยเกี่ยวกับการวิจัย สามารถติดต่อกับผู้วิจัยคือ นางสาวนุจิณดา ย่องสิน นักศึกษาคณะศึกษาศาสตร์มหาวิทยาลัยราชภัฏสงขลาพัฒนาการมนุษย์ สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว มหาวิทยาลัยมหิดล หมายเลขโทรศัพท์ 086-6932997 ได้ตลอดเวลา

โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคนของมหาวิทยาลัยมหิดล ซึ่งมีสำนักงานอยู่ที่ สำนักงานอธิการบดีมหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 02-849-6223-5 โทรสาร 02-849-6223 หากนักเรียนได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ นักเขียนสามารถติดต่อกับประธานคณะกรรมการฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น ขอขอบพระคุณในความร่วมมือของนักเรียนมา ณ ที่นี้

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารนี้ครบถ้วนแล้ว

ลงชื่อ.....ผู้เข้าร่วมวิจัย

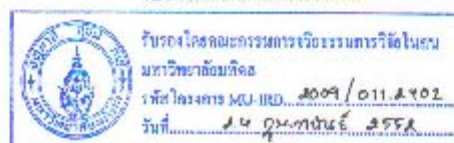
(.....)

วันที่.....

ลงชื่อ.....ผู้แทนโรงเรียน

(.....)

วันที่.....





**หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยที่ได้รับการบอกกล่าวและเต็มใจ**

วันที่..... เดือน..... พ.ศ.....

ข้าพเจ้า..... อายุ..... ปี อาศัยอยู่บ้านเลขที่.....

ถนน..... ตำบล..... อำเภอ.....

จังหวัด..... รหัสไปรษณีย์..... โทรศัพท์.....

ข้าพเจ้าแสดงเจตนายินยอมเข้าร่วมการวิจัยเรื่อง “ความรู้สึกรู้สึกมีคุณค่าในตนเอง และปัจจัยที่เกี่ยวข้องที่ส่งผลต่อปรับตัวของ วัยรุ่นในโรงเรียนศึกษาสงเคราะห์ภาคใต้” ในฐานะผู้ให้ข้อมูลที่จำเป็นต่อการวิจัยในครั้งนี้ ทั้งนี้ก่อนที่ข้าพเจ้าจะลงนามในยินยอมนี้ ข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจจะเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้

หากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดเหตุการณ์ที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าสามารถติดต่อกับผู้วิจัย คือนางสาวสุจินดา ย่องอิน หมายเลขโทรศัพท์ 086-6932997 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าสามารถติดต่อกับประธานคณะกรรมการจริยธรรมการวิจัยในคนหรือผู้แทน ใต้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน สำนักงานอธิการบดีมหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 02-849-6223-5 โทรสาร 02-849-6223

ผู้วิจัยได้รับรองว่าข้าพเจ้าสามารถปฏิเสธหรือหยุดการให้ความร่วมมือในขั้นตอนใดก็ได้ และผู้วิจัยได้รับรองว่าการนำเสนอผลงานวิจัย จะนำเสนอเฉพาะเนื้อหาสาระที่เป็นประเด็นสำคัญของการศึกษาโดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น ไม่นำเสนอข้อมูลส่วนตัวของข้าพเจ้า

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงนามในใบยินยอมนี้ด้วยความเต็มใจ

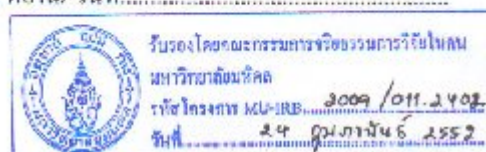
ลงชื่อ.....ผู้เข้าร่วมการวิจัย / วันที่.....  
(.....)

ลงชื่อ.....ผู้แทนโดยชอบธรรม / วันที่.....  
(.....)

ลงชื่อ.....ผู้ให้ข้อมูลและขอความยินยอม/หัวหน้าโครงการวิจัย  
(.....) วันที่.....

ในกรณีผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้เข้าร่วมการวิจัยคือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ..... พยาน/ วันที่.....  
(.....)



## Questionnaires

## แบบสอบถามเพื่อการวิจัยเรื่อง

ความรู้สึกลึกซึ้งค่าในตนเอง และปัจจัยที่เกี่ยวข้องที่ส่งผลต่อการปรับตัวของวัยรุ่น  
ในโรงเรียนศึกษาสงเคราะห์ภาคใต้

คำชี้แจง

1. แบบสอบถามนี้เป็นแบบสอบถามเพื่อการวิจัยเรื่องความรู้สึที่มีคุณค่าในตนเอง และปัจจัยที่เกี่ยวข้องที่ส่งผลต่อการปรับตัวของวัยรุ่นในโรงเรียนศึกษาสงเคราะห์ภาคใต้ แบบสอบถาม แบ่งออกเป็น 4 ตอน ได้แก่

ตอนที่ 1	ข้อมูลส่วนตัว	จำนวน	13	ข้อ
----------	---------------	-------	----	-----

**ตอนที่ 2** แบบวัดความรู้สึกมีคุณค่าในตนเอง จำนวน 52 ข้อ

**ตอนที่ 3 แบบสอบถามการปรับตัว**

#### ตอนที่ 4 แบบสอบถามปัจจัยที่เกี่ยวข้องกับความรู้สึกมีคุณค่าในตนเองและการปรับตัว

4.1 ภาพลักษณ์ด้านรูปร่าง จำนวน 15 ข้อ

## 4.2 สัมพันธภาพกับบิดามารดา จำนวน 14 ข้อ

4.3 สัมพันธภาพกับครู	จำนวน	14	ข้อ
----------------------	-------	----	-----

4.4 สัมพันธภาพกับเพื่อน	จำนวน 14	ข้อ
-------------------------	----------	-----

4.5 สิ่งแวดล้อมภายในโรงเรียน จำนวน 17 ข้อ

2. ในการตอบแบบสอบถามนี้ ให้นักเรียนเลือกคำตอบในข้อที่ตรงกับความรู้สึกของ นักเรียนมากที่สุด คำตอบของนักเรียนจะนำไปใช้ประโยชน์ในทางวิชาการต่อไป และข้อมูลเหล่านี้จะถูกเก็บเป็นความลับ

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้

## ตอนที่ 1

## แบบสอบถามข้อมูลทั่วไปของนักเรียน

คำชี้แจง โปรดใส่เครื่องหมาย ✓ ลงในกรอบ และเติมคำลงในช่องว่างตามความเป็นจริงมากที่สุด

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ.....ปี
3. น้ำหนักปัจจุบัน.....กิโลกรัม
4. ส่วนสูง.....เซนติเมตร
5. ศาสนา ☐ พุทธ ☐ คริสต์ ☐ อิสลาม ☐ อื่นๆ ระบุ.....
6. ระดับการศึกษา มัธยมศึกษาปีที่.....
7. คะแนนเฉลี่ย (GPA) ในเทอมล่าสุด.....
8. ความสามารถพิเศษ ☐ ไม่มี ☐ มี ระบุ.....
9. นักเรียนมีประวัติการเจ็บป่วย หรือเป็น โรคประจำตัวหรือไม่  
☐ ไม่มี ☐ มี ระบุ.....
10. นักเรียนเข้าเรียนในโรงเรียนนี้ตั้งแต่ชั้น.....
11. สาเหตุที่นักเรียนเข้ามาเรียนในโรงเรียนนี้  
☐ ทางบ้านมีฐานะยากจน  
☐ กำพร้า  
☐ ได้รับผลกระทบจากภัยธรรมชาติ  
☐ อื่นๆ
12. รวมจำนวนปีที่เข้าเรียนในโรงเรียนนี้.....ปี
13. นักเรียนมีการใช้จ่ายเงินเดือนละประมาณ.....บาท

## ตอนที่ 2 แบบวัดความรู้สึกมีคุณค่าในตนเอง

**คำชี้แจง** ขอให้ตอบแบบสอบถาม ฉบับนี้ ซึ่งประกอบด้วย ข้อความทั้งหมด 52 ข้อ โดยพิจารณาข้อความแต่ละข้อว่าเหมือน หรือไม่เหมือนตนเอง ตามความเป็นจริง แล้วทำเครื่องหมาย ✓ ลงในช่องคำตอบ “ใช่” หรือในช่องคำตอบ “ไม่ใช่” หากไม่เหมือนตนเอง

แบบสอบถามนี้เป็นการสำรวจความรู้สึกของนักเรียนตามความเป็นจริง ไม่มีคำตอบถูกผิด ผู้วิจัยและเก็บข้อมูลของนักเรียนไว้เป็นความลับ ขอความกรุณาตอบตามความเป็นจริง

ข้อความ	ใช่	ไม่ใช่
1. ฉันไม่ค่อยหวั่นไหวต่อเหตุการณ์ต่างๆ		
2. ฉันรู้สึกลำบากใจในการพูดหน้าชั้นเรียน		
3. ฉันสามารถตัดสินใจกระทำการต่างๆได้โดยไม่รู้สึกลำบากใจจนเกินไป		
4. ฉันรู้สึกว่าใครๆรู้สึกสนุกเมื่ออยู่กับฉัน		
5. ฉันรู้สึกหงุดหงิดและอารมณ์เสียบ่อย		
6. ฉันต้องใช้เวลา นานกว่าจะคุ้นเคยกับสิ่งใหม่ๆ		
7. ฉันเป็นที่นิยม หรือเป็นขวัญใจในหมู่เพื่อนวัยเดียวกัน		
8. ฉันรู้สึกว่าครูผู้ดูแลเข้าใจความรู้สึกของฉัน		
9. ฉันล้มเลิกความตั้งใจ หรือยอมแพ้ต่อสิ่งต่างๆได้ง่ายมาก		
10. ฉันรู้สึกว่า ตนเองทำไม่ได้ตามที่ครูผู้ดูแลคาดหวัง		
11. ฉันรู้สึกว่าคนอื่นดีกว่าฉัน		
12. บ่อยครั้ง ชีวิตของฉันเต็มไปด้วยความสับสนวุ่นวาย		
13. ฉันรู้สึกว่าเพื่อนๆมักล้อตามความคิดของฉัน		

ข้อความ	ใช่	ไม่ใช่
14. ฉันรู้สึกว่ตนเองต่ำต้อย		
15. ฉันมักถูกครุคว่าบ่อยๆเมื่ออยู่ในห้องเรียน		
16. บ่อยครั้งทีฉันไม่อยากรเรียนหนังสือ		
17. เมื่อเทียบกับคนส่วนใหญ่แล้วฉันหน้าตาไม่ดี		
18. ฉันรู้สึกว่ครุในโรงเรียนให้ความรักต่อนัน		
19. ฉันรู้สึกว่คนอื่นๆได้รับการชื่นชมมากกว่าตัวฉัน		
20. ฉันรู้สึกว่ ครุที่ดูแลฉันตั้งกฎเกณฑ์และเข้มงวดกับฉันมากเกินไป		
21. ฉันรู้สึกว่ผลการเรียนของฉันไม่ดี		
22. ฉันรู้สึกว่ฉันอยากรเป็นคนอื่นทีดีกว่านี้		
23. ฉันไม่สามารถเป็นที่พึ่งของใครได้		
24. ฉันไม่เคยวิตกกังวลกับเรื่องใดๆเลย		
25. ฉันมีความมั่นใจในตนเอง		
26. ฉันเป็นที่รักใคร่ของผู้อื่น		
27. ฉันมีความสุขทีได้อยู่ร่วมกับผู้อื่น		
28. ฉันมักนั่งใจลอย		
29. ฉันอยากรเป็นเด็กกว่านี้		
30. ฉันทำในสิ่งทีถูกต้องเสมอ		

ข้อความ	ใช่	ไม่ใช่
31. ฉันไม่กล้าตัดสินใจในการทำสิ่งต่างๆด้วยตนเอง		
32. ที่ผ่านมามักทำผิดอยู่เสมอ		
33. ฉันไม่เคยมีความสุขเลย		
34. เวลาทำอะไรฉันจะทำได้เต็มความสามารถ		
35. โดยปกติฉันสามารถดูแลตนเองได้		
36. ฉันเป็นคนที่ค่อนข้างมีความสุข		
37. ฉันชอบทุกคนที่ฉันรู้จัก		
38. ฉันรู้จักตัวเองดี		
39. ไม่มีใครใส่ใจในตัวฉันเลย		
40. ฉันไม่เคยถูกรังแกเลย		
41. ถ้าฉันมั่นใจว่า สิ่งที่ทำอยู่นั้นถูกต้อง ฉันก็จะไม่เปลี่ยนความตั้งใจ		
42. ฉันรู้สึกที่อดอยกับทุกสิ่ง		
43. ฉันไม่ชอบอยู่กับผู้อื่น		
44. ฉันไม่เคยประหม่าเลย		
45. บ่อยครั้งที่ฉันรู้สึกอายตัวเอง		
46. เพื่อนวิพากษ์วิจารณ์ฉันในการทำงานไม่ดีบ่อยๆ		



ข้อความ	ใช่	ไม่ใช่
47. ฉันพูดความจริงเสมอ		
48. ฉันรู้สึกว่าคุณส่วนใหญ่ไม่ชอบฉัน		
49. ฉันปล่อยชีวิตให้เป็นไปตามดวง		
50. ฉันไม่เคยทำอะไรประสบความสำเร็จ		
51. ฉันอารมณ์เสียง่ายเมื่อถูกดู		
52. ฉันรู้อยู่เสมอว่า ฉันควรพูดอะไรกับผู้อื่น		

### ตอนที่ 3 แบบสอบถามการปรับตัว

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่นักเรียนคิดว่าเหมาะสมกับนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด

จริงค่อนข้างมาก            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความมาก

จริงค่อนข้างน้อย            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อย

จริงน้อย                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	โรงเรียนนี้ไม่เหมาะกับฉัน				
2	ฉันชอบคิดแต่เรื่องอยากกลับบ้าน				
3	ฉันคิดว่าการทำตามกฎระเบียบของโรงเรียนเป็นเรื่องยาก				
4	ฉันกลัวการลงโทษจากครูหรือพัก				
5	ฉันรู้สึกจริงจังกับสิ่งต่างๆ มากเกินไป				
6	ฉันกลัวการตัดสินใจทำสิ่งต่างๆ ด้วยตนเอง				
7	ฉันคิดว่าได้รับการดูแลจากโรงเรียนในเรื่องต่างๆ น้อยเกินไป				
8	ฉันลำบากใจในการอยู่ร่วมกับคนอื่น				
9	ฉันรู้สึกไม่สนุกเหมือนคนอื่นๆ				
10	ฉันคิดว่าไม่สามารถดูแลตนเองได้ดี				
11	ฉันวิตกกังวลกับการเปลี่ยนแปลงของร่างกาย				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
12	ฉันมักจะนอนฝันร้าย				
13	ฉันนอนหลับน้อยเกินไป				
14	ฉันรู้สึกปวดศีรษะบ่อยครั้ง				
15	ฉันไม่ชอบการนอนร่วมกับคนอื่น				
16	ฉันเข้ากับคนอื่น ๆ ไม่ได้				
17	เพื่อนไม่ช่วยกันทำความสะอาดห้องพัก				
18	ฉันไม่สามารถเข้ากับกลุ่มเพื่อน ได้ดี				
19	ฉันมักจะถูกเพื่อน ๆ หรือรุ่นพี่รังแก				
20	ฉันไม่กล้าพูดคุยกับคนอื่น ๆ				
21	ฉันมักจะโดนใช้ให้ไปตักอาหารเสมอ				
22	ฉันรู้สึกถูกเอาเปรียบจากคนอื่น ๆ				
23	เพื่อน ไม่อยากให้ฉันร่วมกลุ่มด้วย				
24	ฉันรู้สึกถูกจ้องจับผิดจากเพื่อนและครู				
25	ฉันวิตกกังวลกับการเปลี่ยนแปลงของ ร่างกาย				
26	เมื่อมีปัญหา กับเพื่อนฉัน ไม่กล้าบอกครู				
27	ฉันไม่ยอมรับประทานอาหารร่วมกับคน อื่น				
28	ฉันไม่ยอมทำกิจกรรมต่างๆร่วมกับคน อื่น				
29	ฉันลำบากใจที่ต้องใช้ของร่วมกับคนอื่น				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
30	ฉันไม่พอใจเมื่อคนอื่นมาข่มขู่ของใช้ส่วนตัวของฉัน				
31	ฉันไม่ค่อยมีสมาธิในการเรียน				
32	ฉันรู้สึกทำสิ่งต่างๆ ได้ช้า และขี้ลืม				
33	ฉันมักจะรู้สึกกลัวว่าจะทำการบ้านไม่ทัน				
34	ฉันรู้สึกเบื่อกับการเรียน				
35	ฉันไม่ชอบเรียนหนังสือ				
36	ฉันไม่สนใจวิชาที่เรียน				
37	ฉันไม่ชอบทำงานกลุ่ม				
38	ฉันรู้สึกอายนเมื่อต้องออกไปรายงานหน้าชั้น				
39	ฉันคิดว่ากิจกรรมต่างๆ ในเวลาเรียนเป็นกิจกรรมที่น่าเบื่อ				
40	ฉันมักใจลอยในเวลาเรียน				
41	ฉันมักทำงานไม่เสร็จภายในเวลาที่กำหนด				
42	ฉันรู้สึกโกรธคนอื่นได้ง่าย				
43	ฉันมักจะเข้ากับครูผู้สอนในรายวิชาต่างๆ ไม่ได้				
44	ฉันกลัวเรียนไม่ทันเพื่อน				
45	ฉันมักจะตัดสินใจผิดพลาด				

## ตอนที่ 4 แบบสอบถามปัจจัยที่เกี่ยวข้องกับความรู้สึกมีคุณค่าในตนเองและการปรับตัว

### ชุดที่ 1 แบบวัดภาพลักษณ์ด้านรูปร่าง

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่นักเรียนคิดว่าตรงหรือใกล้เคียงกับความรู้สึกของนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า    นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด  
 จริงค่อนข้างมาก        ถ้านักเรียนคิดว่า    นักเรียนมีความรู้สึกตามข้อความมาก  
 จริงค่อนข้างน้อย        ถ้านักเรียนคิดว่า    นักเรียนมีความรู้สึกตามข้อความนั้นน้อย  
 จริงน้อย                    ถ้านักเรียนคิดว่า    นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

ซึ่งความรู้สึกเกี่ยวกับภาพลักษณ์ด้านรูปร่างเกิดขึ้นกับนักเรียนอย่างน้อย 4 สัปดาห์

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	ความรู้สึกเบื่อหน่ายทำให้ฉันคิดมากเกี่ยวกับรูปร่างของตนเอง				
2	ฉันรู้สึกกังวลเกี่ยวกับรูปร่างของฉันมากจนคิดว่าจะควบคุมน้ำหนัก				
3	ฉันกลัวว่าฉันจะกลายเป็นคนรูปร่างน่าเกลียด				
4	ฉันรู้สึกแย่มากเกี่ยวกับรูปร่างของฉันจนร้องไห้				
5	ฉันรู้สึกว่ารูปร่างของฉันมีความสมบูรณ์แบบ				
6	ฉันมักจะเปรียบเทียบรูปร่างของตนเองกับคนอื่นเสมอๆ				
7	ความคิดเกี่ยวกับรูปร่างเข้ามารบกวนสมาธิของฉันเสมอๆ				
8	เมื่อฉันเห็นภาพของตัวเองในกระจก ฉันรู้สึกพอใจกับรูปร่างของฉัน				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
9	ฉันไม่ชอบร่วมกิจกรรมกับเพื่อนๆเพราะรู้สึก ว่ารูปร่างฉันไม่ดีเหมือนคนอื่น				
10	ฉันรู้สึกภูมิใจกับรูปร่างของฉัน				
11	ฉันรู้สึกว่าตนเองสูงหรือเตี้ยมากจนน่าเกลียด เมื่ออยู่กับเพื่อนๆ				
12	ฉันรู้สึกว่าฉันเป็นคนหน้าตาดีเมื่อเทียบกับ เพื่อนๆ				
13	ฉันรู้สึกพอใจกับน้ำหนักส่วนสูงในปัจจุบัน				
14	ฉันรู้สึกพอใจกับสีผิวของฉัน				
15	ฉันกังวลกับรูปร่างหน้าตาของตัวเองจนนอน ไม่หลับ				

## ชุดที่2 แบบสอบถามสัมพันธภาพกับผู้ปกครอง

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่นักเรียนตรงหรือใกล้เคียงกับความรู้สึกของนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด  
 จริงค่อนข้างมาก        ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความมาก  
 จริงค่อนข้างน้อย        ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อย  
 จริงน้อย                    ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

ผู้ปกครองหมายถึง พ่อแม่ ญาติพี่น้อง หรือผู้อุปการะเลี้ยงดู

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	ผู้ปกครอง ห่วงใยเรื่องความปลอดภัยของฉัน				
2	ผู้ปกครองติดต่อกับฉันอยู่เสมอๆ				
3	ผู้ปกครองส่งของขวัญมาให้ฉันเนื่องในโอกาสพิเศษ เช่น วันเด็ก วันเกิดเป็นประจำ				
4	ผู้ปกครอง มาเยี่ยมฉันทุกเดือน				
5	ผู้ปกครองไม่เคยเขียนจดหมายหรือโทรศัพท์มาหาฉันเลย				
6	ผู้ปกครองพูดจาไม่ดีกับฉัน				
7	ผู้ปกครองไม่เคยแสดงความรักต่อฉันเช่นการกอด ลูบหัว หอมแก้ม เป็นต้น				
8	ผู้ปกครองมาเยี่ยมฉันเมื่อฉันไม่สบาย				
9	ผู้ปกครองไม่เคยสนใจเรื่องการเรียนของฉันเลย				
10	ฉันเชื่อฟังคำสั่งสอนของผู้ปกครอง				
11	ฉันไม่ชอบพูดคุยเรื่องต่างๆกับผู้ปกครอง				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
12	ฉันไม่ชอบให้ผู้ปกครองมาร่วมกิจกรรมที่โรงเรียน				
13	ฉันดีใจทุกครั้งที่คุณปกครองมาเยี่ยม				
14	ฉันยิ้มแย้มแจ่มใสทุกครั้งที่ได้เจอกับผู้ปกครอง				



### ชุดที่ 3 แบบสอบถามสัมพันธภาพกับครู

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่นักเรียนตรงหรือใกล้เคียงกับความรู้สึกของนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด  
 จริงค่อนข้างมาก            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความมาก  
 จริงค่อนข้างน้อย            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อย  
 จริงน้อย                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

ครูหมายถึง ครูโดยส่วนใหญ่ในโรงเรียน

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	ครูใส่ใจทุกข์สุขของฉัน				
2	ครูไม่เคยให้โอกาสชี้แจงเมื่อฉันทำผิดพลาด				
3	ครูพูดกับฉันด้วยคำพูดที่ไพเราะน่าฟัง				
4	ครูตักเตือนฉันอย่างมีเหตุผล				
5	ครูไม่เคยปล่อยให้ฉันมีความทุกข์				
6	ครูเป็นมิตรที่ดีกับนักเรียน				
7	ครูให้กำลังใจฉันในการปรับปรุงตนเอง				
8	ฉันและเพื่อนๆ ได้รับความช่วยเหลือจากครูเสมอๆ				
9	ฉันยิ้มแย้มและแสดงความเคารพทุกครั้งที่พบกับครู				
10	ฉันเต็มใจช่วยเหลือครูทุกครั้งที่มีโอกาส				
11	ฉันไม่ชอบคุยกับครู				
12	ฉันมีความตั้งใจเรียนเวลาครูสอน				
13	ฉันไม่เคยปรับปรุงตนเองตามคำแนะนำของครู				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
14	ฉันปฏิบัติตามกฎระเบียบของครูด้วยความเต็มใจ				

#### ชุดที่ 4 แบบสอบถามสัมพันธภาพกับเพื่อน

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่ตรงหรือใกล้เคียงกับความรู้สึกของนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด

จริงค่อนข้างมาก            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความมาก

จริงค่อนข้างน้อย            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อย

จริงน้อย                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

#### เพื่อนหมายถึง เพื่อนในห้องเรียนของนักเรียน

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	ฉันคิดว่าเพื่อนๆมีความสามัคคีกัน				
2	คำพูดของฉันมักทำให้เพื่อนโกรธ				
3	ฉันมีเพื่อนสนิทในห้องเรียน				
4	เพื่อนๆมักแสดงอารมณ์หงุดหงิดใส่ฉัน				
5	เพื่อนๆเปิดโอกาสให้ฉันแสดงความคิดเห็นได้เต็มที่				
6	ฉันมักถูกละเลยจากเพื่อนๆในการเข้าร่วมกิจกรรมต่างๆ				
7	เพื่อนๆให้ความเป็นกันเองกับฉัน				
8	เพื่อนส่วนใหญ่ชอบนิทานา และประชดประชันกัน				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
9	เพื่อนไม่ยอมรับความคิดเห็นของฉัน ในขณะที่ทำงานร่วมกัน				
10	เพื่อนๆมักจะชวนฉันเข้าร่วมกลุ่มด้วย				
11	เมื่อฉันมีปัญหา เพื่อนๆจะให้คำแนะนำ				
12	ฉันและเพื่อนให้กำลังใจซึ่งกันและกัน				
13	ฉันและเพื่อนช่วยกันทบทวนบทเรียน				
14	เพื่อนรังเกียจและไม่ค่อยให้ความช่วยเหลือ ฉัน				

### ชุดที่ 5 แบบสอบถามสิ่งแวดล้อมภายในโรงเรียน

**คำชี้แจง** ขอให้นักเรียนอ่านข้อคำถามแต่ละข้ออย่างละเอียด แล้วพิจารณาว่าข้อคำถามใดบ้างที่  
ตรงหรือใกล้เคียงกับความรู้สึกของนักเรียนมากที่สุด โดยให้นักเรียนทำเครื่องหมาย ✓  
ลงในช่องทางขวามือ ช่องใดช่องหนึ่ง โดยแต่ละช่องมีความหมายดังต่อไปนี้

จริงมาก                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นมากที่สุด

จริงค่อนข้างมาก            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความมาก

จริงค่อนข้างน้อย            ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อย

จริงน้อย                      ถ้านักเรียนคิดว่า นักเรียนมีความรู้สึกตามข้อความนั้นน้อยที่สุด

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
1	สภาพห้องเรียนมีอากาศถ่ายเทสะดวก				
2	ภายในห้องเรียนมีสภาพไม่เรียบร้อย				
3	ห้องเรียนมีขนาดเล็กเมื่อเทียบกับจำนวน นักเรียน				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
4	ภายในห้องเรียนมีมุมให้นักเรียนแสดงผลงานของตนเอง				
5	บริเวณโรงเรียนมีสนามกีฬาให้นักเรียนออกกำลังกาย				
6	บริเวณอาคารเรียนมีสถานที่พักผ่อนที่ร่มรื่น				
7	โรงเรียนมีลานกิจกรรมไม่เพียงพอกับความต้องการของนักเรียน				
8	โรงเรียนมีการจัดกิจกรรมให้นักเรียนแสดงความสามารถของตนเองเป็นประจำ				
9	โรงเรียนมีสถานที่อ่านหนังสือเพียงพอสำหรับนักเรียน				
10	โรงเรียนมีสื่อการเรียนการสอนที่ทันสมัย เช่นคอมพิวเตอร์ ที่สามารถใช้งานได้ดี				
11	บริเวณอาคารเรียนมีการจัดสื่อการเรียนรู้ที่ช่วยส่งเสริมการเรียนรู้				
12	โรงเรียนมีอุปกรณ์การเรียนไม่เพียงพอกับจำนวนนักเรียน				
13	โรงเรียนมีการจัดกิจกรรมพัฒนาบริเวณโรงเรียนเป็นประจำ				
14	โรงเรียนขาดแคลนห้องกิจกรรมชมรมต่างๆ				
15	มีครูคอยแนะนำสนับสนุนให้นักเรียนได้ทำกิจกรรมตามความสนใจของนักเรียน				

ข้อ	ข้อความ	จริงมาก	จริง ค่อนข้าง มาก	จริง ค่อนข้าง น้อย	จริงน้อย
16	โรงเรียนจัดกิจกรรมตามความสนใจของ นักเรียนเป็นประจำ				
17	โรงเรียนมีระบบรักษาความปลอดภัยที่ดี				

ขอขอบคุณนักเรียนทุกคนที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้

## **BIOGRAPHY**

<b>NAME</b>	Sujinda Younjeen
<b>DATE OF BIRTH</b>	04 May 1983
<b>PLACE OF BIRTH</b>	Trang, Thailand
<b>INSTITUTIONS ATTENDED</b>	Thaksin University, 2006: Bachelor of education (Guidance Psychology) Mahidol University, 2010 Master of Science (Human Development)
<b>RESEARCH-GRANT</b>	This thesis is partially supported by Graduate Studies of Mahidol University Alumni Association