

**THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND
RESILIENCE OF HIGH SCHOOL STUDENTS IN BANGKOK**

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ABSTRACT

The objective of this research was to study the relationship between personality traits and resilience of high school students in Bangkok. Participants consisted of 350 high school students that studied in secondary school who were under the supervision of the Secondary Education Service area 1 and 2 (Bangkok). The sample was obtained by random sampling method. There were 2 research instruments in this study: the Junior Temperament and Character Inventory (JTCI) and the Modified Resilience Scales. The relationship between 2 factors was analyzed by using Person's product moment coefficient.

The result reveals that Reward dependence, Self-directedness and Cooperativeness were significantly correlated with Resilience. Resilience was negatively correlated with Harm Avoidance and Novelty Seeking. These findings show that people who are more optimistic, energetic, quick-tempered, practical, self-confident, responsible and goal-oriented traits will be more resilient when they face the adversity situation. The result in this study can be used as a guideline to promote these traits in children or teenagers to be resilient people.

KEY WORDS: PERSONALITY TRAITS / RESILIENCE / HIGH SCHOOL
STUDENTS / JUNIOR TEMPERAMENT AND CHARACTER
INVENTORY / MODIFIED RESILIENCE SCALE

56 pages.

การศึกษาความสัมพันธ์ระหว่างลักษณะนิสัยและความยืดหยุ่นในการเผชิญปัญหาของนักเรียนระดับมัธยมศึกษาตอนปลายในเขตกรุงเทพมหานคร

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บทคัดย่อ

การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ลักษณะนิสัยและความยืดหยุ่นในการเผชิญปัญหาของนักเรียนระดับมัธยมศึกษาตอนปลายในเขตกรุงเทพมหานคร โดยกลุ่มตัวอย่างที่เข้าร่วมในการศึกษานี้ คือ นักเรียนที่กำลังศึกษาอยู่ในระดับชั้นมัธยมศึกษาตอนปลายในโรงเรียนซึ่งอยู่ภายใต้การดูแลของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา (สพม.) เขต 1 และเขต 2 จำนวน 350 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ประกอบด้วยแบบสอบถามจำนวน 2 ชุดคือแบบสอบถามลักษณะนิสัย The Junior Temperament and Character Inventory (JTCI) และแบบประเมินความยืดหยุ่นในการเผชิญปัญหา (The Modified Resilience Scale) ทำการวิเคราะห์ความสัมพันธ์ของทั้งสองปัจจัยโดยหาค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน จากผลการศึกษาพบว่า ลักษณะนิสัยด้านReward dependence Self-directedness และ Cooperativeness มีความสัมพันธ์กับความยืดหยุ่นในการเผชิญปัญหาอย่างมีนัยสำคัญที่ .01 ลักษณะนิสัยด้านHarm avoidance และ Novelty seeking มีความสัมพันธ์ทางลบกับความยืดหยุ่นในการเผชิญปัญหาอย่างมีนัยสำคัญที่ .01

จากการศึกษาวิจัยครั้งนี้แสดงให้เห็นว่า บุคคลที่มองโลกในแง่ดีมีความกระตือรือร้นใจร้อน ชอบการลงมือปฏิบัติมีความมั่นใจในตนเอง มีความรับผิดชอบ และทำสิ่งต่างๆ โดยยึดมั่นเป้าหมายจะมีความยืดหยุ่นในการเผชิญปัญหาเมื่อต้องพบเจอกับสถานการณ์ที่ยากลำบาก โดยเมื่อทราบถึงลักษณะนิสัยที่ทำให้เป็นบุคคลที่มีความยืดหยุ่นในการเผชิญปัญหาแล้ว อาจมีประโยชน์ในการนำไปส่งเสริมพัฒนาเพื่อให้บุคคลสามารถเผชิญกับสถานการณ์เลวร้ายต่างๆ ได้ดียิ่งขึ้นต่อไป

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CHAPTER I

INTRODUCTION

Background and Significance of Problems

As they live their lives, all humans face many obstacles. They may be obstacles in physical, mental, relationships, or even natural disasters. Each individual will have different reaction towards different circumstances or problems. Those who failed to adapt appropriately when face with an obstacle may express behavioral problems, such as drug usage, mental illness, or even suicide. However, there are those who can overcome adversarial circumstances and adapt themselves appropriately, this group of individuals is those with resilience.

Resilience develops along with humanity. The topic has gradually received more attention and is being studied more seriously. A study was conducted on children who lived on Kauai Island, an island in Hawaii, with the sampling group being 698 children born in 1995. Researchers followed the children's development for over 40 years. A portion of these children was those whose mothers were stressed while in pregnancy, those with familial conflicts, those with financial difficulties, as well as those with mentally ill parents. Researchers discovered that despite the high likelihood of these children growing up to be problematic, every 1 out of 3 grows up to be a competent and caring adult (Werner, 1993). The said research draws attention to the character of resilience, and there have been active researches on the topic continuously. Especially in the past 20 years, the topic of resilience has received even more attention. This is partially caused by the growth of Positive Psychology, a branch of psychology focuses on individuals' strengths over mental weaknesses (Saligman, 2002). Positive Psychology considers resilience to be a protective factor, more importantly, to prevent risky behaviors, such as drinking. It was discovered that high school students with high level of resilience has lower chance in starting to drink (Nittaya Takviriyant, 2006). Furthermore, the factor has also been discovered to affect the occurrence of psychological illnesses. Those with high resilience have lower

chance of falling into depression and anxiety disorder (Hjemdal, O., Vogel, P.A., Solem, S., Hagen, K. & Stiles, T. C., 2010). Further researches reveal that resilience does not come from any specific factors, but is created from a combination of many, such as personality, social status, economic standing, parenting style, and biological factors. It appears that neurotransmitter and hormones are related to a response towards stress, one's resilience and individual weaknesses (Charney, 2004).

Numerous researches point out the importance of being resilient as a deterring factor against many risky behaviors, as well as being related to an individual's quality of life. As such, the said factor draws attention from researchers of various countries, including Thailand; which has many researchers working in the field. Most researches focus on sampling groups with specific characteristics, such as juveniles in youth detention center (Ingkada Kotanara, 2010), teenagers who drink (Nittaya Takviriyant, 2006) or are drug-users (Busarin Lhimsuntorn, 2000). It is rare to find researches done with a non-specific sampling group. Researches on a non-specific sampling group can provide understanding on a general person's characters of resilience; said information can be used as a reference in further studies.

Personality traits are confirmed to be another factor relating to resilience. It was discovered that a positive personality type according to the Big-Five Personality evaluation is positively related to resilience (Friborg et al., 2005). Personality traits are created from interactions between body, mind and the environment; they combine together and create a unique individual. This results in each and every individual having different perspectives and mannerism (Srireun Kaewgangwan, 2008). Because of this, personality traits are one of the factors receiving the most attention in the field of psychology. This is illustrated through creations of many personality theories. Personality traits start taking form from the time of infancy; resulted from genetics and other biological factors affecting experience, learning process, as well as physical and mental changes of a person in different stages of development.

Teenage is the period connecting between childhood and adulthood; it is a time full of changes, both physically and mentally. The changes happened are something teenagers are not familiar with and have no experience in handling; thus, teenagers usually perceive the problem or circumstance they face to be difficult to overcome. Teenage is also full of risky behaviors, such as risky sexual behaviors, risky

drug-abuse behaviors. The reason teenagers have a higher rate of risky behaviors compares to those in other periods of life is because they feel they are safe from dangers (Fischhoff et al., 2001). Furthermore, Erikson (1968) hypothesized that developments during the time spent searching for individuality may result in teenagers conducting risky behaviors; as risk can be considered as a tool for teenagers in testing different types of individualities. Teenagers can overcome such period by adapting themselves appropriately and become a mentally and physically healthy adult by using individual factors, friends and family as supports.

Surveys from College of population studies, Chulalongkorn University (2009) reveal that Thailand's birth rate is decreasing, which will affect the proportion of working age population in the future. Teenagers, a very important human resource for Thailand's future, should be developed to become competent individuals in term of academics, as well as being mentally and physically strong, in order to become an important force in the development of Thailand. Nowadays, there are 1,100,876 students studying in high schools under the Secondary Education Service Area Offices (SESAO), with 121, 633 students studying in schools under SESA01 and SESA02, equivalent to 11.05% of all high school students (Office of The Basic Education Commission, 2012).

Because of the importance and rationale previously mentioned, there are many researchers interested in studying the relationship between personality and resilience in high school students within Bangkok. Results collected will provide learning opportunities and reveal the tendency of personality and resilience in teenagers, which can be used to develop and encourage personality and mental resilience for teenagers; allowing them to be mentally prepared when faced with obstacles and able to live in the society with good mental health.

Objectives

- 1) To study the personality of high school students in Bangkok
- 2) To study resilience of high school students in Bangkok

3) To study the relationship between the personality and resilience in high school students in Bangkok.

Hypothesis

There is a correlation between the personality and resilience.

Outcomes and Benefits

- 1) To comprehend the personality of high school students in Bangkok
- 2) To comprehend resilience of high school students in Bangkok.
- 3) To comprehend the relationship between the personality and resilience in high school students in Bangkok.
- 4) To be able to use the obtained result as a guideline for further studies.

Definition of Terms

1. Personality traits

The personality traits of each individual are a result from biological factors and experience of the said individual. Within this study, the personality traits is comprised of 2 parts, which are: Temperament and Character.

Temperament is a personality of emotional responses towards various factors; it happens naturally and is inherited (genetics, biological factors). There will be development in the early stages of life; afterwards it remains with the person. It comprises Harm Avoidance, Novelty Seeking and Reward Dependence.

Character is a personality resulted from learning processes through life experiences, cultures, societies and maturity according to age. It is comprised to Self-Directedness, Cooperativeness and Self-Transcendence.

2. Resilience

Resilience is the ability of an individual to manage and overcome adversarial circumstances. An individual's resilience comes from 3 sources, which are supports from external factor (I have), an individual strength (I am), and social and interactive skills (I can).

3. High school students in Bangkok

High school students in Bangkok refer to persons studying in Year 10 – 12 in schools operating under the Secondary Education Service Area Office 1 and 2.

CHAPTER II

LITERATURE REVIREW

For the study on ‘the correlations between personality and resilience in high school students within Bangkok’, the researchers use ideas and theories from documents, textbooks, articles and relevant research papers as a guideline in conducting the research. The details are as followed:

2.1 Cloninger’s Biosocial Theory of Personality

2.1.1 Ideological framework of Cloninger’s Biosocial Theory
of Personality

2.1.2 Components of Cloninger’s Biosocial Theory of
Personality

2.1.3 Tools and personality evaluation

2.2 Resilience

2.2.1 Definition of resilience

2.2.2 The importance of resilience

2.2.3 Components of resilience

2.2.4 Tools and methods of evaluating resilience

2.3 Teenagers

2.3.1 The definition of teenagers

2.3.2 The development of teenagers

2.3.3 Teenager and resilience

2.4 Relevant researches

2.1 Cloninger's Biosocial Theory of Personality

2.1.1 Ideological framework on Cloninger's Biosocial Theory of Personality

Claude Robert Cloninger, an American psychologist and geneticist, founder of Center for Well-Being of Washington University, St. Louis has been interested and conducted studies in biological factors and personality for a long time. In 1987, after having collected data from various observations and analyses, both from experiences and experiments, Cloninger hypothesized about 3 types of personalities; all having correlation with biological factors which can predict the pattern of adaptation towards stimulators in the environment. The 3 aforementioned factors are referred to as Temperament; it comprises Novelty Seeking, Harm Avoidance and Reward Dependence, and were used to create an evaluation form: Tridimensional Personality Questionnaire (TPQ). Cloninger pointed out that neurotransmitter has correlations with the 3 factors, as shown in Table 2.1

Table 2.1 Shown Three Major Brain Systems Influencing Stimulus-Response Characteristics.

Brain System (Related Personality Dimension)	Principal Monoamine Neuromodulator	Relevant Stimuli	Behavioral Response
Behavioral activation (Novelty seeking)	Dopamine	- Novelty - Potential reward - Potential relief of monotony or punishment	- Exploratory pursuit - Appetitive approach Active avoidance, escape
Behavioral inhibition (Harm avoidance)	Serotonin	Conditioned signals for punishment, novelty, or frustrative nonreward	Passive avoidance, extinction

Table 2.1 Shown Three Major Brain Systems Influencing Stimulus-Response Characteristics. (cont.)

Brain System (Related Personality Dimension)	Principal Monoamine Neuromodulator	Relevant Stimuli	Behavioral Response
Behavioral maintenance (Reward dependence)	Norepinephrine	Conditioned signals for reward or relief of punishment	Resistance to extinction

Source: Cloninger, 1987.

Afterwards, Cloninger discovered that many aspects of a personality could not be evaluated using TPQ, such as self-acceptance and self-respect, acceptance towards others, being a part of the community and nature eg. Also, the evaluation form of TPQ itself cannot reveal whether one has mental illness or not; therefore, Cloninger et al (1993) researched and presented another component in evaluating a personality: Character. Cloninger said Character is a component resulted from self-concept. Experiences and an individual's learning process are the results from biological factors; which are comprised of Self-Directedness, Cooperativeness and Self-Transcendence. He also created a personality evaluation form: Temperament and Character Inventory (TCI), which covers factors concerning personality as previously mentioned.

2.1.2 Components of Cloninger's Biosocial Theory of Personality.

2.1.2.1 Temperament is an automatic emotional response towards different circumstances. An individual may receive it genetically. Temperament may develop in the early period of life and last for the rest of one's life. Temperament is related to the processes of memory, the formation of personality, emotional responses and the processing of data. Temperament is comprised of:

1) Novelty Seeking – NS: Novelty Seeking is caused by genetics. It creates the behaviors of searching for novelty, spontaneity, award seeking and avoidance of dissatisfaction. Those who possess high score of NS are usually short-tempered, curious, easily bored, extravagant and untidy. The strengths of those

with high NS scores are their keenness to seek for novelty and unfamiliar things, and the ability to make discoveries. The weaknesses of those who scored high in this aspect are their easily bored nature, excessive spontaneity, and intense fury. The good points of those with low NS score are: their calmness, their tidiness and their meticulous nature. With their weak points being the lack of keenness and curiosity, high tolerance to things of status quo, all of these may lead to a repetitive daily lifestyle.

2) Harm Avoidance – HA: It is caused by genetics; it prevents behaviors leading to punishment. It can be recognized from anxiety towards problems, the fear of uncertainties, the shyness when faced with a strangers, and exhaustion which comes easily. Those with high HA score will be easily scared, unsociable, shy and pessimist even in circumstances where others do not feel anxious in; these are the disadvantages of those with high HA score. The advantages of those with high score in Harm Avoidance are their thoroughness, their well-planned nature when there is the tendency for danger, which may lead to preventions as well as inappropriate anxiety. Those who scores low in this aspect tends to be a relaxed, courageous and lively character; one that likes to meet up with people and remain optimistic even in circumstances others feel anxious in. All these make the said person able to confidently face threats and uncertainties. However, the lack of fear towards danger can cause extreme consequences if the threat becomes real.

3) Reward Dependence – RD: it is a result of genetics; it creates behaviors leading towards social rewards. It can be recognized from sympathy, social sensitivity, emotional and affirmation dependence from others. Those with high RD score will be gentle, emotionally sensitive, socially dependent, and able to easily get along with others. The significant characters of those who scores high in this aspect are: sensitivity towards social guidance that facilitates affectionate social relation, and true sympathy towards others. The weak points are that, those with excessive social dependence have the tendency to be guided and ended up losing their goals. Those with low score in this aspect will be realistic, tough-minded, cold, socially insensitive, indecisive and fine with living in solitude. The notable points of those with low RD scores are their individualistic, their loyalty towards their own

goal; their weaknesses are their tendency to avoid their society, the lack of emotional connection, and nonchalance towards social attitudes.

2.1.2.2 Character is a feature created from awareness of the self and of each individual's differences in terms of values and goals. It is influenced from choices made and experiences in one's life. The difference in characters is a result of learning process made socially, culturally and on the path towards maturity. Character, which is considered to be a personality development of an individual comprises:

1) Self-Directedness (SD: this indicates responsibility, reliability, initiative nature, loyalty towards the goal and self-confidence. The most notable character of those with high self-directedness is that they act in accordance to reality and possess efficiency, such as: they can modify their behaviors to fit in with each individual, their goal came after a scrutiny of reality. Those with low self-directedness score incline to blame others, incapable of surviving on their own, lack responsibility, incapable either of setting or reaching a goal. The lack of initiative nature and their behaviors neglecting of reality are these individuals' weak points.

2) Cooperativeness – CO: it is when individuals understand that they are a part of a human society. Those with high cooperativeness will be sympathetic and open to others' opinions, steadily support and adhere to ethics. These characters are advantageous for life in a collective or a society; but are not suitable for those who prefer solitude. Those with low CO score has the tendency to be self-centered, to be close minded to different ideas, to unfairly scrutinize others, to be uncooperative, to be vengeful, and to become a selfish person ignoring others' rights and feelings.

3) Self-Transcendence (ST): it is when individuals feel themselves to be a part of the universe, to worship holy entity or artifact, to be humble, self-sufficient and not yearning for anything else. These characters are advantageous when a person has to face pain, illness or death; all of which inevitable. By being idealistic, self-sufficient and at peace, it may obstruct the opportunity to gain wealth and power; these can be a disadvantage for those living in a modern society. Those with low ST score are realists, cautious, materialistic and like to be in control; these

characters, in turn, help such individuals to adapt well in western society, as such society prioritizes tangible and materialistic successes.

2.1.3 Tools and Personality Evaluations

Cloninger (1993) created a questionnaire, Temperament and Character Inventory (TCI); it was a questionnaire exploring the personalities in adults. The questionnaire was based from Biosocial Theory of Personality Cloninger himself found. TCI Personality Evaluation is a tool of interests by many researchers; it has also been popularly used. This is because the Personality Evaluation has little relations with biological factors. TCI Evaluation has been used to study various sample groups, such as normal sample groups, mentally ill sample groups, drug-abused sample groups, as well as being used to explore personalities in children and teenagers. However, it appeared that many contexts were inappropriate towards the latter groups, causing the evaluation in children and teenagers to be imprecise. Afterwards, Luby et al (1999) did a study and developed questions in TCI to become more suitable in evaluating children and teenagers, by conducting a study on 322 children, age 9-12 in United States. Later on, the Junior Temperament and Character Inventory (JTCI) Personality Evaluation has also been developed; it consists of 108 sentences. The evaluation has the format of self-evaluation by considered whether the content fits with one's self or not; one can choose to answer True or Fault. The result of the evaluation can be categorized into 2 categories: Temperament and Characteristics; each has its own components, as mentioned below:

1) Temperament consists of Novelty Seeking (NS), Harm Avoidance (HA) and Reward Dependence (RD)

2) Character consists of Self-Directedness (SD), Competence (C), and Self-Transcendence (ST).

JTCI has been translated and been through tools' quality check in numerous countries, such as South Korea (Lyoo et al, 2004), Italy (Andriola et al, 2012). However, even if there has been a translation of TCI into Thai in Thailand (Sangchan Wutiganon, 2542); as for JTCI, there appears to be no translation and usage of it in Thailand.

2.2 Resilience

2.2.1 The meaning of resilience.

The term, resilience itself can be used in various contexts, such as: physics, engineering, economics etc. But the meaning of the term, Resilience, in different contexts bears similarity, which is to return or to reverse its state. In psychology, the term has been used to explain a mindset. Resilience has been considered a factor receiving much interests; there has been various attempts in defining the term, 'resilience', such as:

Grotberg (1995, 2003) defined the term, resilience as an individual's capacity in facing, managing and overcoming an obstacle with strengths or changes from adversity or unfortunate circumstances in life.

Morten & Obradovic (2006) defined the term, resilience as a broad term for ideologies related to a form of adaptation suitable to an adversarial context. Masten (2010) concluded briefly about the factor influencing an individual to possess high resilience as:

1. To have a good relationship with their guardian.
2. To have a good relationship with others.
3. To have intellectual capacity.
4. To have the capacity to take care and control themselves.
5. To have positive self-awareness.
6. To have faith, hope and to feel there is a meaning to life.
7. To have friends or a partner providing constant support and care.
8. To have a good relationship with the school or an institution.
9. A community with good services and supports concerning family and children.
10. To lives in a cultural context with standards, ceremonies, good relationships or supports.

Rutter (2006) said that resilience is when a group of individuals experienced circumstances causing pain and extreme consequences, but these individuals can still maintain a good mental health afterwards.

Department of Mental health (2009) stated that resilience is the emotional and mental capacity in adapting and recovering towards the normal state after one faced with a crisis or circumstances causing misery in life.

2.2.2 The importance of resilience.

The confrontation with obstacles or circumstances may bring about some impacts, perhaps physically, mentally or both; such can happen to every individual with no exceptions. But in the same or similar circumstances, something causes people to react to or overcome circumstances using different methods; that is resilience. It appears that resilience is a protective factor; resilience itself did not reduce the problems' extremity or risks involved, but it helps individuals to handle these problems effectively (Rutter, 1987). In Canada, a group of researchers who recognized the importance of a study on resilience found The International Resilience Project (IRP). IRP is a research project that received financial assistances from the government of Canada and Dalhousie University; it has the aim of studying resilience in various cultural backgrounds around the world; whether youths living in different areas would have different methods in handling problems; whether the relationships within community and family in different areas have any influences towards how a youth confronts circumstances.

2.2.3 Components of resilience

Grotberg (1995) divided sources of resilience into 3 parts:

1. External supporting factor (I have)

Before one acknowledges what one is or what one is capable of, one needs external supports in order to continue developing; by having the feeling of security and stability as a foundation. Those with resilience would say:

I have....

at least one member in my household whom I trust, and loves me unconditionally.

another person outside my family whom I can trust without any limitations.

boundaries concerning my behaviors.
someone who encourages me to be myself.
a good role model.
an accessible health service.
education, safety and social services that I want.
a stable family and community.

2. Internal strength (I am) is a feeling, attitude and faith within an individual:

I am...

a person liked by the majority.
a peaceful and kind person.
a person with future plans.
a person who respect myself and others.
a person who sympathized and caring towards others.
a person responsible for their own actions and accept the following consequences.
a person with confidence, optimism, hope and faith.

3. Skills in interacting with others and in handling problems (I can); a person can learn these skills by communication with others and by being taught.

I can....

originate thoughts or devise methods to create things anew.
work until finished.
see humor in life and use it to relieve stresses.
express ideas and feelings while communicating with others.
handle problems in different circumstances: schools, works, personal or social issues.
control my behavior both in terms of feelings, expressions.
ask for helps when I need.

2.2.4 The tools and evaluation of resilience

The tool used to evaluate resilience in this research is The Modified Resilience Scale; it is a tool created according to an idea by Grotberg (1995). The idea separates the sources of resilience into 3 types: external support, internal strength, and the handling of problems; it was developed into The Modified Resilience Scale (Modified-RS) in Thai by Lhimsoonthorn (2000). There is an additional content to the original Grotberg (1995) from 21 questions, it now has 27 questions; they are separated into 3 parts: I have, I am and I can. The evaluation's format involves needing to choose an answer from 4 available scales: from Fault (0) to Absolutely True (4). The total score indicates the level of factors related to resilience; the higher the score, the more resilience. In the research by Nittaya Takviriyanan (2006), the said tool has a high level of reliability (alphas = .893), both in mock research (n=50) and actual research (n=638).

2.3 Teenagers

2.3.1 The Definition of Teenagers

The term, 'teenagers', refers to the age group between childhood and adulthood; containing physical, emotional and social changes; it is the age that requires adaptation and a change from childish behaviors to a more mature behavior socially accepted and fits into the cultural framework of each society. Teenagers will grow into maturity; physically, emotionally, mentally and socially (Santrock, 1998; Dusek, 1995).

2.3.2 The Development of Teenagers

For the past decade, adolescence is approximately from the age 12 to 18. However, it is presently accepted that the period of adolescence has been expanded; now approximately from the age of 12 to 25 years old. With the reason being that children nowadays have to stay in educational institutions for a longer period of time, thus the time one becomes economically independent is delayed.

Additionally, modern lifestyle causes the children to achieve mental maturity slower than in the past. The time of adolescence can be separated into 3 stages, being the time approximately from the age of 12-15; which is the time of puberty with many childish behaviors remain intact; the time approximately from the age of 16-17, which is the middle adolescence stage, possessing behaviors border lining between childishness and maturity; and the time approximately from the age of 18-25, which is the final adolescence stage possessing behaviors leaning towards adulthood. The development in teenagers are notable in all aspects, ex. physically, emotionally, socially and intellectually. There are many changes, all occur at a fast pace. It is the period when one is a sensitive, causing problem to easily occur. These cause the age group to face difficulties and much mental confusion. If teenagers can live smoothly through this period, they will enter adulthood successfully and will be able to handle their lives well as an adult.

The true stage of teenagers is approximately from the age of 15-18 and 19-25. An individual will become fully develop physically. It is the age full of life changes, in terms of social, emotion, mental, values and ideals eg. There are replications and role-plays to test out adulthood in different aspects, such as emotions, social, mental, dreams, desires eg. The changes and many possibilities happened during this time are their basis of interests, life goals, careers, characters of friends, characters of partners eg. in time of adulthood. If there is a determination or decision made to behave in one particular way, either good or bad, it will be difficult to change or revert back to the original state.

Biological Development

For biological development of a teenager, some are apparent: heights, weights, facial shape, body proportion eg.; whereas some internal development such as those of certain glands, bone structure, the production of gametes in males, the menstrual cycles in girls eg. The secondary sex characteristics are what segregate masculinity and feminine, such as the width of the hips, a female's breasts, a male's raspy voice and thickening of body hair. Teenagers will learn of these changes naturally or via learning processes. This awareness will influence their emotions,

social behaviors, dreams, their career of choice; their search for values and other interests that of a teenager.

Emotional Development

Physical changes can affect a teenager's emotion. It can be observed that teenagers have easily fluctuated emotions, are confused, sensitive, possess high intensity of emotions and are unstable. The intensity of emotion depends on the original personality of the individual and factors stimulating their emotions. Teenagers in this particular stage will start to exhibit clearly their individual emotional personality; such as being hot-tempered, paranoia, easily jealous and sensitive. They became aware of their own strengths and weaknesses. The emotional character within the teenage stage will have high intensity, will be easily sensitive, easily changed and lacks emotional control. These changes cause teenagers to have difficulties in approaching those of different age groups. Because of this, those in this age usually cluster together and do well as a group, more so than those in other ages; because there are understanding and a sense of acceptance towards one another.

Social Development

The time of teenager is the time in which an individual feels the need for connections with friends and groups, more so than those in other age groups. This resulted primarily from physical and emotional changes. Teenagers feel that a group of friends are those whom they can share their moments with, ones that understand and can help them out more effectively than those from different age group. They also feel them to be more responding to their social needs, such as the need to be an important person, and to rebel against authority. The group of teenagers will create their own rules, languages, and group culture. Members of groups are expected to comply; otherwise they must leave the group.

Teenagers' group selection occurs naturally. The group they choose might be ones fitting with their interest, their personality, their economical status, the family's character, their intelligence, their expectation in life etc. During the teenage years, family's influence will decrease. Therefore, the chosen group's character has importance towards the lifestyle taken from the years as teenagers up until the years as

an adult. For this age group, uniting together as a group is important to the mind, just like how family is important to the construction of individual's foundation of life during infancy and early childhood.

During the middle adolescence period, the relationship between friends became more than simply doing activities together. Especially for girls, there is a psychological close-knitted relationship among friends, more so than in family. The relationship between friends is different between males and females. Male teenagers have more tendencies to continue participating in various activities together, whereas female teenagers have an increased intensity in their relationship in terms of trust, and intimately connected through emotions. That is, female teenagers are more likely to share mutual emotions.

The relationship between females and males will differ from what they had in the final stage of their childhood. The growing secondary sex characteristics will stimulate females and males to become attracted to one another, to be interested to interact, play, work, talk and to exchange opinions. Teenagers' replication and learning of gender role during this period are not limited to only replicating specific individuals of the same gender they love and met in their house; but expand to replicating friends of the same age, historical figures, celebrities, singers or any other individuals they may have known and seen. How a teenager chose their example depends on their original personality. They will remain this way until the end of their teenage years; they will stop replicating gender roles from their parents or family members. Becoming a part of a group, apart from providing a channel for the child to receive responses to their fundamental social needs in various terms, such as status, position, praise, and having friends who understand them; it also creates opportunities for males and females to familiarize and understand more about the difference between genders, to learn to behave themselves according to their gender role, to know their expected behaviors towards friends of the same and opposite sexes.

Cognitive Development

During the teenage years, the brain's growth is at its maximum capacity. It can think in all ways possible, is able to learn difficult issues, and is able to comprehend complicated subjective issues. Although the quality of teenagers' ability

to think depends on the brain's quality, genetics, past learning experiences and academic lessons, as well as whether the environment facilitates the teenagers' ability to think or not. Piaget proposed a theory on the development of thinking ability within various age (Piaget's stages of cognitive development), as below:

1. Sensorimotor Stage (infantry – 2 years old)
2. Preoperational Stage (2 – 7 years old)
3. Concrete operation Stage (7- 11 years old)
4. Formal operational Stage (Teenage)

Teenagers are in Formal Operation stage, which is when an individual is capable of thinking critically in subjective terms, and has systematic thoughts which are as complex as those of an adult; is capable of learning by creating hypothesis and test them; is capable of understanding probability, able to rationalize inductively, and able to understand ideas gathered from various experiences. These subjective thoughts help teenagers plan their future life, even if the teenagers' development in their ability to think is that of a formal operation stage, there will still have thoughts differing from adults in terms of experiences, quality, and expertise.

Even if teenagers are able to process complicated and subjective issues, there are still some egocentric character: thinking that their own idea is the only right one. Egocentric thinking in teenagers refers to when teenagers became obsessed in pondering about who they are, when they are sensitive and give weights to others criticism on themselves, more so compares to other age groups; and when they are most concerned about their shape.

Moral Development

Teenagers are the age group that is in the process of creating norms for morality of their own and of their society. Kohlberg has given an explanation on a theory concerning development of morality, as such:

Level 1: Preconventional Level, age 2-10 years old

Stage 1: Punishment and obedience orientation, age 2-7 years old.

Stage 2: Instrumental relativistic orientation, age 7-10 years old.

Level 2: Conventional Morality, age 10-16 years old

Stage 3: Interpersonal concordance orientation, age 10-13 years old.

Stage 4: Law and order orientation, age 13-16 years old.

Level 3: Postconventional Morality, from 17 years old onwards

Stage 5: Autonomous and social contract orientation, from 17 years old onwards.

Stage 6: Universal ethical principle orientation, adulthood.

Teenagers will have their morale development in the stage of Conventional Morality, referring to being able to understand expectations from others in their family and society, to accept collective's norms and society's rules.

2.3.3 Teenager and resilience

Teenager is the period of identity searching which may affect adolescents' risky behaviors. Such hazard liken the teenager's tool for examine their identities (Erikson, 1968). The onset of habits such as nicotine dependence, alcohol and drug use, poor health habits, etc. initiate in this period and remain until adulthood. The objectives of living is not to live without problems but to reduce risks and enhance protection that can help minimize problems. Protective factors are conditions that buffer against the risk factors. Resilience is confirmed to be the significant factor that protect adolescence from risky behaviors. It is generally agreed that resilience is affected by the strengths of an individual, and of their family, as well as those of the community and the culture in which they live. Resources of resilience can be divided into two domains; intrinsic and extrinsic factors (Glover, 2009)

Table 2.2 Resources of resilience

Intrinsic factors	Extrinsic factors
<ul style="list-style-type: none"> - a secure base – the child feels a sense of belonging and security - a sense of self-efficacy 	<ul style="list-style-type: none"> - at least one secure attachment relationship
<ul style="list-style-type: none"> - a sense of mastery and control, along with an accurate understanding of personal strengths and limitations - self-esteem - an internal sense of worth and competence 	<ul style="list-style-type: none"> - positive nursery, school and/or community experiences. - access to wider supports such as extended family and friends

Dent (2008) provided the protective factors that enrich resilience in teenagers. There are increasing bondedness, learning life skills, establishing and maintaining clear boundaries, Providing care and support, Communicating high and positive expectations, Creating opportunities for participation and involvement.

2.4 Relevant researches

Domestic researches

Busarin Lhimsunthorn (2000) did a research on the correlations between factors of resilience and endurance, acknowledgement of life's obstacles, some individualistic characters, and drug use behaviors of slum's teenagers on children's playground. The study was conducted on 232 individuals from the age of 11 – 20 years old who wander on the playground from 15.00 – 19.00. It appears that factors of resilience and endurance in the terms of supports and external benefit providers ($t = -2.346, p < .05$) and acknowledgement of life's obstacles ($t = 4.156, p < .001$) between the teenager groups who have never used drugs and those who have are significantly

different statistically. Although there were no statistically significant differences in terms of good internal characteristics, social skills and interactive skills, and the overall total score of the 3 aspects of factors of resilience and endurance. Furthermore, it was shown that the age ($t=4.529$, $p<.001$), income ($t=3.016$, $p<.01$) and the level of education ($t=1.99$, $p<.05$) between the 2 groups of teenagers have statistically significant differences. Chi-Square tests reveals that genders has correlation with drug use behaviors ($\chi^2=13.02$, $p<.001$), though there is no indicators that genders, factors of resilience and endurance, and genders and acknowledgement of life's obstacles have any statistically significant correlations. An examination of some correlation coefficient disclosed that acknowledgement of life's obstacles has correlations with age ($r=.181$, $p<.01$) and the level of education ($r=-.152$, $p<.05$); factors of resilience and endurance has a correlation with the level of education ($r=.190$, $p<.01$).

Nittaya Takviriyant (2006) conducted a study on the roles environmental risk factors and prevention factors in terms of individuals have towards alcohol consumption behaviors in Thai teenagers in high school. The studied group was 638 high school students; it was revealed that risk factors in terms of family and friends, as well as preventive factors in term of individuals have direct influences towards Thai teenagers' drinking behaviors. That is, teenagers with higher risk factors have more tendencies to drinking more alcohol; but if the teenagers have higher preventive factors in terms of individuals, then there is less inclination to drink. Apart from direct influences, preventive factors in terms of individuals also co-operate with risk factors in terms of family in preventing drinking behaviors in Thai teenagers. The preventive factor in terms of individuals studied in this research was resilience.

International researches

Charney (2004) did a research on Psychobiological Mechanism of Resilience and Vulnerability: Implications for Successful Adaptation to Extreme Stress. The goal was to create psychobiological model of resilience against problems. From the research, Charney discovered that there are approximately 11 neurochemical, neuropeptide, and hormones related to extreme stress; it was also revealed that there is a relation between resilience and a weakness. Furthermore, it was disclosed that psychological mechanism is related to rewards and incentives, fears, responses, and

appropriate social adaptation; it can be said that the personality has correlations with resilience.

Friborg et al. (2005) did a research on Resilience in relation to personality and intelligence. The study was conducted using a sample group of 482 adults. It was discovered that resilience has a positive correlation with those who are adaptive. Resilience in terms of personal strengths has correlation with emotional stability; and resilience in terms of social capabilities has positive correlation with an open and friendly personality. Surprisingly, resilience concerning relationships in family and societies has correlation with personality as well; however, resilience has no correlation with intelligence.

CHAPTER III

MATERIALS AND METHODOLOGY

The study on, ‘the relationship between personality and resilience against problems of high school students in Bangkok’ is a descriptive research looking for the relationship. The research will be conducted using the methodology as followed:

Population and sample

Population

The population used in this research is students studying in co-educational secondary schools level (Year 10 – 12) in schools under Secondary Educational Service Areas 1 and Secondary Educational Service Areas 2 (Bangkok), totaling as 121,633 students (Office of The Basic Education Commission, 2012).

Sample groups

This research’s sample group is the students studying high school level (Year 10 – 12), in the academic year of 2013; by calculating the sample group using a formulae disclosing the number of population or approximating the number of population, but the proportions within population remain unknown.

The research approximate the number of population from the number of high school level students studying in schools under Office of The Secondary Educational Service Areas 1 and 2, in the academic year of 2012.

$$n = \frac{NZ^2}{4NE^2 + Z^2}$$

When	n	is	the sample group's size
	N	is	the total members in the aimed population
	Z	is	the value obtain from the normal distribution table; specifying the reliability to be 95%; Z=1.96
	E	is	the size of acceptable errors, specifying the value of errors = 0.05

Substituting

$$n = \frac{(121633)(1.96)^2}{4(121633)(0.05)^2 + (1.96)^2}$$

$$n = 382.6$$

$$n \approx 383$$

The sample group use in the research must contain 383 individuals.

Data Collecting Method

The process of data collection is as below:

1. The research was examined and approved by Human Research Protection Unit, Faculty of medicine, Siriraj Hospital.
2. Contacted and submitted a formal letter requesting for co-operation to the high school's director; to explain the objectives of the research and to request for permission in data collection.
3. The researcher proceeded to collect data. Participants can deny or stop answering the surveys at all time during the data collection.

4. The completeness of the data collected was examined; the research then bring the examined data in to be scored according to criterion, in order to analyze the data statistically afterwards.

Instruments

The tools used in this research are a set of survey; it can be separated into 3 parts. The survey has the details as followed:

Part 1: The general information survey, such as gender and age

Part 2: The personality traits questionnaire, consists of 108 multiple-choice questions. The researcher translated the Junior Temperament and Character Inventory (JTCI) survey, which was created by Cloninger (1987), into Thai; and had an expert translated the survey back to English to assess the content validity. The format of JTCI is one providing the options to answer either: True or Fault.

True	refers to	when the mentioned statement is true or befitting the participant's character.
Fault	refers to	when the mentioned statement is fault or does not befitting the participant's character.

The scoring evaluation was done according to JTCI handbook; the score of each question can be 1,0 or 0,1. For interpretation of scores, the scores of each aspect with be added up according to the survey's handbook; it can be separated into 2 parts:

1. Temperament consists of 3 parts: Novelty Seeking (NS), Harm Avoidance (HA) and Reward Dependence (RD)
2. Character consists of 3 parts: Self-directedness (SD) and Cooperativeness (C) Self-transcendence (ST).

The reliability of each scales in the translated tool are Novelty seeking (alphas =.551), Harm avoidance (alphas =.782), Reward dependence (alphas =.534),

Self-directedness ($\alpha = .607$), Cooperativeness ($\alpha = .556$) and self-transcendence ($\alpha = .542$).

Part 3: The Modified Resilience Scale; it was used as a tool evaluating resilience, created by basing on ideological framework of Grotberg (1995, 2003), it was developed and translated into Thai by Busarin Lhimsunthorn (2000).

It consists of 27 questions, which can be separated into 3 aspects, as followed:

1. I have ... for question 1-9
2. I am ... for question 10-19
3. I can ... for question 20-27

The way one answer the questions is proportionate into 4 levels, that is:

Absolutely true	refers to	when the statement concerning the character is true and befits you the most
True	refers to	when the statement concerning the character is true and quite befitting you.
Fault	refers to	when the statement concerning the character is fault and barely befits you.
Absolutely fault	refers to	when the statement concerning the character is fault and does not befit you at all.

Scoring criteria

Absolutely true	is equivalent to	4
True	is equivalent to	3
Fault	is equivalent to	2
Absolutely fault	is equivalent to	1

The score interpretation was done by totaling the overall score of the entire survey. The higher score indicates a higher level of resilience against problems.

Data Analysis

This research analyzed its data using computer software: Statistic package for the Social Science: SPSS.

1. Using descriptive statistics, frequency distribution, percentage, the mean, and the standard deviation of the data collected from general records and data from the evaluation form.
2. To find the relationship between the independent variables and dependent variables, by testing it with Pearson Product Moment Correlation Coefficient.

CHAPTER IV

RESEARCH RESULTS

The objectives of this survey research are 1) to study personality traits of high school students in Bangkok 2) to study resilience of high school students in Bangkok 3) to study the relationship between personality traits and resilience of high school students in Bangkok. The analytical results will be presented as follow:

Part 1 Demographic Data

Part 2 The analysis of personality traits resilience of high school students in Bangkok

Part 3 The analysis of resilience of high school students in Bangkok

Part 4 The analysis of relationship between personality traits and resilience of high school students in Bangkok

Part 1 Demographic Data

Table 4.1 Shown general characteristics of participants.

Generic data		Frequency	Percentage
Gender	Male	108	30.9
	Female	242	69.1
	total	350	100
Age	15	44	12.6
	16	51	14.6
	17	190	54.3
	18	64	18.3
	19	1	0.3
	Total	350	100

Table 4.1 demonstrates the demographic data of the participants as follows: the sample of this study are 108 males (30.9%) and 242 females (69.1%). The ratio of male to female is 1:2.2. Sampling group age between 15 -19 years old. Most of the respondents age 17 years old (54.3%), 18 years old (18.3%) and 16 years old (14.6%) respectively.

Part 2 The results of personality traits of high school students in Bangkok

Table 4.2 shown means and standard deviation of personality traits of high school students in Bangkok.

		\bar{X}	SD	Min-max	Level
Temperament	Harm Avoidance	11.89	3.706	2-20	Higher than average
	Novelty Seeking	6.46	2.053	2-12	Lower than average
	Reward Dependence	8.07	1.827	2-13	Higher than average
Character	Self-directedness	11.68	2.483	4-18	Higher than average
	Cooperativeness	15.16	2.234	7-19	Higher than average
	Self-transcendence	4.29	1.656	0-9	Lower than average

From table 4.2 by using mean and standard deviation to analyze personality traits of the sample found that the temperament scores in harm avoidance ($\bar{X} = 11.89$, $SD = \pm 3.706$) and reward dependence ($\bar{X} = 8.07$, $SD = \pm 1.827$) are higher than normality, but in novelty seeking ($\bar{X} = 6.46$, $SD = \pm 2.053$) is found lower than normality. The character scores of sample in self-directedness ($\bar{X} = 11.68$, $SD = \pm 2.4837$) and cooperativeness ($\bar{X} = 15.16$, $SD = \pm 2.234$) are higher than normality but lower in self-transcendence ($\bar{X} = 4.29$, $SD = \pm 1.656$).

Part 3 The results of resilience of high school students in Bangkok

Table 4.3 Shown means and standard deviation of Resilience of high school students in Bangkok.

	\bar{X}	SD	min-max
I have	29.93	3.214	15-36
I am	30.05	3.824	16-40
I can	24.12	3.143	15-32
Resilience	84.11	8.543	48-106

From table 4.3 The analytical result of resilience of high school students in Bangkok by using mean and standard deviation demonstrate that most of the sample has high scores in overall resilience (\bar{X} =84.11, SD = \pm 8.543). The mean scores in 'I have' (\bar{X} =29.93, SD = \pm 3.214) and 'I am' (\bar{X} =30.05, SD = \pm 3.824) are high, but in 'I can' (\bar{X} =24.12, SD = \pm 3.143) is moderate.

Part 4 The relationship between personality traits and resilience of high school students in Bangkok

Table 4.4 Shown Pearson's product moment coefficient of personality traits and resilience of high school students in Bangkok.

		I have	I am	I can	Resilience
Temperament	Harm Avoidance	-.163**	-.190**	-.393**	-.294**
	Novelty Seeking	-.059**	-.299**	-.015**	-.155**
	Reward Dependence	.237**	.131*	.158**	.215**

Table 4.4 Shown Pearson's product moment coefficient of personality traits and resilience of high school students in Bangkok. (cont.)

		I have	I am	I can	Resilience
Character	Self-directedness	.282**	.348**	.300**	.367**
	Cooperativeness	.278**	.342**	.113*	.313**
	Self-transcendence	-.024	.062	.010	.022

** $p < 0.01$, * $p < 0.05$

From table 4.4 represents the relationship between personality traits and resilience of the respondents. There are ten pairs of two factors that statistically significant related at .01 level as follow: Reward dependence relates to I have ($r = .237$), I can ($r = .158$) and overall resilience ($r = .215$). Self-directedness relates to I have ($r = .282$), I am ($r = .348$), I can ($r = .300$) and overall resilience ($r = .367$). Cooperativeness relates to I have ($r = .278$), I am ($r = .342$) overall resilience ($r = .313$).

Self-transcendence has non statistical significant relationship with I have ($r = .024$), I am ($r = .062$), I can ($r = .010$), and overall resilience ($r = .022$).

There are eight pairs of personality traits and resilience that negative statistically significant related at .01 level as follows: Harm avoidance relates to I have ($r = .163$), I am ($r = .190$), I can ($r = .393$) and overall resilience ($r = .294$). Novelty seeking relates to I have ($r = .059$), I am ($r = .299$), I can ($r = .015$) and overall resilience ($r = .155$).

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This survey research investigated personality traits, resilience, and their relationship among the high school students in Bangkok area.

The research focused on 121,633 high school students (Mattayomsuksa 4-6) from different co-educational secondary schools in the Secondary Educational Service Areas 1 and 2. 400 students were sampled using cluster random sampling technique. After checking the questionnaire data, only 350 cases, accounting for 87.5% of the sampled students, could be used for this study.

The questionnaire used to collect data was divided into 3 parts. Part 1 was general information and Part 2 consisted of 108 yes/no questions related to the Junior Temperament and Character Inventory (JTCI) developed by Lyoo et al. (2004) based on the concept of the Temperament and Character Inventory (TCI) that was in turn influenced by Cloninger's Biosocial Theory of Personality (Cloninger, 1987). Part 3 measured the Modified Resilience Scale and consisted of 27 questions divided into "I have, I am, and I can" headings developed by Nittaya Takkaviriyannun (2006), which were modified from Grotberg's (1995) resilience framework.

Descriptive statistics including percentage, mean, and standard deviation were employed to explore the characteristics of the sample group, personality traits, and resilience. Pearson's product-moment correlation coefficient was conducted using SPSS for Windows to analyze the relationship between personality traits and resilience.

Discussions

The discussion of the research results can be organized into 3 research objectives as follows:

1) To investigate the personality traits among the high school students in Bangkok area

The research investigated the personality traits among the sample group of students currently studying in co-educational schools in the Secondary Educational Service Office Areas 1 and 2. The score resulted from analyzing the Junior Temperament and Character Inventory (JTCI) questionnaire based on Cloninger's Biosocial Theory of Personality showed that:

Harm avoidance has higher score than average indicating personality that is cautious and carefully makes plans when facing problems. However, individuals may exhibit traits such as cowardice, being antisocial, shy, and negative, which may lead to inappropriate restraint and unhealthful anxiety.

The score for novelty seeking is lower than average indicating calm, orderly, and tidy individuals. Yet, they may lack enthusiasm, interest of their surroundings, and remain unchanged, which can lead to repeating daily routine.

Reward dependence has higher score than average, indicating kind, emotional, social, and friendly individuals.

Self-directedness has higher score than average, indicating individuals with responsibility, trust-worthy, intuitiveness, determination, and self-confidence. They can be reasonably adapted to others or in order to achieve specific goals.

The score for cooperativeness is lower than average, indicating individuals who are self-center, unable to accept different ideas, nit-picking, and uncooperative. Individuals with these traits are selfish and pay no respect to the right or feeling of other people.

The score for self-transcendence is lower than average, indicating realistic, controlling, self-conscious, and materialist individuals. In Western society, however, these traits allow them to be well adapted because materialism and material success are important in such society.

This result is consistent with the study by Raweewan Kittipulwongwanich (2004) who investigated personality traits among Thai adolescents aged between 15 and 19 years old in Bangkok. Her study showed that Thai adolescents were intuitive, imaginative, unique, but serious, straightforward, active, and their social behaviors varied. Kittipulwongwanich's study also found that adolescents liked to do group

activities and were able to follow rules. However, the present research discovered that the sample group exhibited antisocial and self-center traits and was not willing to cooperate. This difference may due to such factors as technological change. Heitner (2002) noted that communication such as online messaging through telecommunication devises significantly and negatively correlated with relationship between friends and may lead to introvert and asocial personality.

2) To investigate resilience among high school students in Bangkok

The research showed that the sample group had high score for “I have.” The “I have” resilience related to external factors such family, friends, and teachers, as well as other social supports including community and access to health service. Bangkok Poll Center, Bangkok University (2004) has surveyed mental support among adolescents and found that the majority of adolescents lived with their parents (47.4%) and when facing problems they tended to talk with their friends (30.9%) and parents (23.0%). This survey result showed that most high school students lived with their parents and were able to talk to their parents or relatives when they had problems. Additionally, adolescents tend to gather in groups of friends, particularly high schoolers who often have to work or do group activities, which would make them to become close and talk about various problems in their lives. This factor may affect the sample group to feel that they have relatively high external supports.

The score for “I am” resilience is also high. This kind of resilience relates to feeling, attitude, and belief in oneself. Individuals have positive view of themselves and of things around them. They believe that they are likeable and have respect for oneself and for others.

“I can” resilience relates to interpersonal skill, which can be developed in early childhood and learned through communication with other people. The sample group exhibited a moderate score for problem-solving skill. That adolescents have relatively poor problem-solving skill may partly due to biological factors. The part of the brain related to this skill is still growing and not fully developed, which may affect adolescents to behave rashly, to misunderstand the situation, and to often put themselves at risk or danger (American Academy of Child and Adolescent psychiatry, 2011). Lack of experience and knowledge and letting emotion to influence decision

making may also contribute to the poor problem-solving skill among adolescents (OMNI Institute, 2013).

The Modified Resilience Scale was used to explore the resilience among high school students currently studying in co-educational schools in the Secondary Educational Service Office Areas 1 and 2. The sample group exhibited a high score for general resilience, which is consistent with Nittaya Takkaviriyannun's study (2006). The result indicates that the sample group feels that they have external supports from parents and friends, positive view of themselves and the world, respect for oneself and for others, and interpersonal skill (Grotberg, 1995). These are important supports when adolescents face danger and risk.

3) To explore the relationship between personality traits and resilience among the high school students in Bangkok

Pearson's product-moment correlation coefficient was used to explore the relationship between personality traits and resilience and it is found that the two are significantly related. Being independent, intuitive, determined, confident, enthusiastic, positive thinking, curious, and adventurous are personality traits that are related to resilience.

The result of this study is consistent to those of Fayombo (2010), who found that conscientiousness, agreeableness, neuroticism, and openness to experience were related to resilience and could be used to predict resilience since the two were related. It is also because individual's personality traits influence the way he/she perceives and interprets, as well as how he/she reacts to, specific situation. (Grotberg, 2003) The correlation between personality traits and resilience is also consistent with the study by Meichenbaum (2007) who discovered that resilient persons were able to retrain themselves from incentives, calm, flexible, open to alternatives, sympathetic, considerate, independent, positive, and able to solve problems objectively.

Conclusions

The results of the analysis of the relationship between personality traits and resilience among the high school students in Bangkok area can be summarized as follows:

1. The Sample Group

The sample group used in this study consisted of high school students currently studying in co-educational schools in the Secondary Educational Service Areas 1 and 2. It consisted of 350 students, of which 242 were females (69.1%) and 108 were males (30.9%). Their ages ranged from 15 to 19 years old, with the majority being 17 years old (54.3%), followed by 18 (18.3%) and 16 (14.6%) years old respectively.

2. Personality Traits

The analysis of personality traits using mean and SD revealed that the average score of the temperament for harm avoidance ($\bar{X} = 11.89$, $SD = \pm 3.706$) and reward dependence ($\bar{X} = 8.07$, $SD = \pm 1.827$) was higher than average and that novelty seeking ($\bar{X} = 6.46$, $SD = \pm 2.053$) was lower than average. For character measure, self-directedness ($\bar{X} = 11.68$, $SD = \pm 2.4837$) and cooperativeness ($\bar{X} = 15.16$, $SD = \pm 2.234$) had higher average scores than average and the average score for self-transcendence ($\bar{X} = 4.29$, $SD = \pm 1.656$) was lower than average.

3. Resilience

The analysis of resilience using mean and SD showed that the sample group had generally high resilience score ($\bar{X} = 84.11$, $SD = \pm 8.543$), with the relatively high average score for “I have” ($\bar{X} = 29.93$, $SD = \pm 3.214$) and “I am” ($\bar{X} = 30.05$, $SD = \pm 3.824$) but moderate score for “I can” ($\bar{X} = 24.12$, $SD = \pm 3.143$).

4. The Relationship between Personality Traits and Resilience among the High School Students in Bangkok Area

The analysis of the relationship between personality traits and resilience revealed that the two were significantly correlated at .01 for 10 variables. The personality trait reward dependence significantly correlated with “I have” ($r = .237$), “I can” ($r = .158$), and general resilience ($r = .215$). The personality trait self-directedness significantly correlated with “I have” ($r = .282$), “I am” ($r = .348$), “I can” ($r = .300$), and general resilience ($r = .367$). The personality trait cooperativeness significantly correlated with “I have” ($r = .278$), “I am” ($r = .342$), and general resilience ($r = .313$).

The personality trait self-transcendence insignificantly correlated with “I have” ($r = .024$), “I am” ($r = .062$), “I can” ($r = .010$), and general resilience ($r = .022$).

There were also significant negative associations at .01 among 8 variables. The personality trait harm avoidance negatively correlated with “I have” ($r = .163$), “I am” ($r = .190$), “I can” ($r = .393$), and general resilience ($r = .294$). The personality trait novelty seeking negatively correlated with “I have” ($r = .059$), “I am” ($r = .299$), “I can” ($r = .015$), and general resilience ($r = .155$).

Benefits of the study

1) The present research provides an understanding of the sample group based on Cloninger’s Biosocial Theory of Personality. The sample group exhibits such personality traits as cautiousness, making good plans when facing problems, calmness, tidiness, independence, not pleasing others by changing their goals, being responsible, trustworthy, intuitive, determined, and self-confident. They may not be willing to cooperate but they are realistic, controlling, self-conscious, and materialistic.

2) The present research provides an understanding of resilience among the high school students in Bangkok. It shows that the general resilience of the sample group is high.

3) The present research indicates significant relationship between personality traits and resilience. The research result can be used to develop and promote those personality traits that are significantly related to resilience, which may

prevent adolescents from risk behaviors and develop them to be resilient individuals so that they can effectively handle problems or difficult situations.

Limitations of Research

1. The sample group used in this research was limited to high school students currently studying in co-educational schools in the Secondary Educational Service Office Areas 1 and 2. Therefore, the research result may not be fully explained sample groups from other contexts.

2. The number of samples used in this research was smaller than that derived statistically because of the limitation of data collecting and the incomplete questionnaire data. Further data collection from adequate samples is needed to make the relationship between personality traits and resilience clearer.

3. Although the Junior Temperament and Character Inventory has been used in many researches, but it had never been translated and validated in Thai. This research interpret the personality traits of the sampling group based on the foreign research which may affect the result since the culture factor.

Recommendations for researched application

1. This research only investigated personality traits and resilience among the high school students currently studying in co-educational schools in the Secondary Educational Service Office Areas 1 and 2. Research on students from other types of schools such as single-sex schools or schools that have different educational systems or from other educational service areas may be used for comparative study in order to gain a more complete understanding of the relationship between personality traits and resilience.

2. The present research focused on personality traits, which form only one of many personal aspects. Resilience can be influenced by other factors including the environment and early childhood that much research has argued to be related to resilience. Further research is needed and may be used to develop resilience among adolescents.

3. In this study, the 480 questionnaires are distributed to sampling groups. After verifying the data completeness, 350 questionnaires (72.92%) had been used in this study. This response rate may affect the results. Please be caution about non-response bias.

4. In further research, the JTCI should be validated and collected more information to provide norm among Thai adolescents.

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APPENDICES

APPENDIX A

แบบสำรวจลักษณะนิสัย

คำชี้แจง ข้อความต่อไปนี้ เป็นข้อความที่บรรยายถึงทัศนคติ ความคิดเห็น หรือความรู้สึกส่วนบุคคล กรุณาอ่านข้อความและเลือกตอบว่า ข้อความเหล่านั้นตรงกับตัวคุณหรือไม่ โดยพิจารณาจากสิ่งที่คุณทำหรือรู้สึกเป็นส่วนใหญ่ ไม่ใช่เพียงความรู้สึกที่เกิดขึ้นอยู่ในขณะนี้

ทำเครื่องหมาย ☐ ที่คำว่า จริง หากข้อความนั้นตรงกับคุณ

ทำเครื่องหมาย ☐ ที่คำว่า ไม่จริง หากข้อความนั้นไม่ตรงกับคุณ

*** กรุณาตอบแบบสำรวจให้ครบทุกข้อ ***

ข้อ ที่	ข้อความ		
1	ฉันมีพลังงานน้อยและเหนื่อยง่ายกว่าคนส่วนมาก	จริง	ไม่จริง
2	ฉันมักจะยอมรับในสิ่งที่คนอื่นเป็นได้แม้ว่าพวกเขาจะแตกต่างจากฉัน	จริง	ไม่จริง
3	ฉันอารมณ์เสี้ง่ายกว่าคนอื่น ๆ	จริง	ไม่จริง
4	ฉันไม่ค่อยเข้าใจประโยชน์ของการตั้งเป้าหมาย	จริง	ไม่จริง
5	ฉันมักจะพยายามแก้แค้นเมื่อมีคนมาทำร้ายฉัน	จริง	ไม่จริง
6	ฉันต้องใช้ความพยายามมากกว่าคนอื่น ๆ ในโรงเรียน (ใช้เวลาในการทำบ้าน, ฝึกซ้อมกีฬาหรือฝึกซ้อมดนตรีมากกว่า)	จริง	ไม่จริง
7	ฉันต้องการจับหรือช่วงเวลาพักผ่อนเพิ่มเติมเพราะฉันเหนื่อยง่าย	จริง	ไม่จริง
8	แม้ว่าฉันจะมีเงินมากมาย ฉันเลือกที่จะเก็บออมไว้มากกว่าใช้จ่ายในเรื่องของฉัน	จริง	ไม่จริง

ข้อ ที่	ข้อความ		
9	ฉันหวังว่าฉันจะอายุมากกว่านี้และฉันไม่ยอมรับอายุของฉันในขณะนี้	จริง	ไม่จริง
10	ฉันมักจะช่วยหาวิธีแก้ปัญหาก็ปัญหาที่ทุกคนได้รับประโยชน์	จริง	ไม่จริง
11	ฉันชอบที่จะวางแผนแม้กระทั่งเรื่องปกติทั่วไป	จริง	ไม่จริง
12	เมื่อฉันพยายามทำสิ่งใหม่ๆ ฉันมักจะรู้สึกประหม่า	จริง	ไม่จริง
13	ฉันทำแค่พอผ่านแม้ว่าฉันจะทำได้ดีกว่านั้น	จริง	ไม่จริง
14	ฉันหวังว่าฉันจะฉลาดกว่าคนอื่น ๆ	จริง	ไม่จริง
15	ฉันยอมทำสิ่งที่น่ารังเกียจหากมันจะทำให้ฉันเป็นที่สนใจ	จริง	ไม่จริง
16	ฉันเชื่อว่ามีปาฏิหาริย์เกิดขึ้น	จริง	ไม่จริง
17	ฉันรู้สึกเป็นอายกับคนที่ไม่คุ้นเคย	จริง	ไม่จริง
18	ฉันพอใจกับความสำเร็จของฉันและมีความต้องการจะทำได้ดีขึ้นอีก เพียงเล็กน้อย	จริง	ไม่จริง
19	บางครั้งฉันรู้สึกว่าฉันทำนายอนาคตได้	จริง	ไม่จริง
20	ฉันคิดอย่างถี่ถ้วนก่อนที่จะตัดสินใจ	จริง	ไม่จริง
21	ฉันเชื่อว่าเราไม่จำเป็นต้องทุจริตเพื่อให้ประสบความสำเร็จ	จริง	ไม่จริง
22	ฉันเขินมากเมื่อต้องพบเพื่อนใหม่	จริง	ไม่จริง
23	ฉันหวังว่าฉันจะแข็งแรงกว่าคนอื่น	จริง	ไม่จริง
24	ฉันเชื่อเรื่องโหราศาสตร์	จริง	ไม่จริง
25	ฉันไม่ค่อยแบ่งปันความรู้สึกกับคนอื่น ๆ	จริง	ไม่จริง
26	ฉันจะตัดสินใจต่อเมื่อฉันทบทวนทางเลือกต่างๆแล้ว	จริง	ไม่จริง
27	ฉันไม่กลัวที่จะลองเล่นเครื่องเล่นที่หนักล้นที่สุดในสวนสนุก	จริง	ไม่จริง
28	กรุณาวางคำว่า จริง	จริง	ไม่จริง
29	ฉันอ่อนไหวต่อความรู้สึกของคนอื่น	จริง	ไม่จริง
30	ฉันรู้สึกว่าฉันมีการเชื่อมโยงทางจิตวิญญาณกับคนอื่น	จริง	ไม่จริง
31	ฉันมักจะรอให้คนอื่นเสนอวิธีการแก้ปัญหาให้ฉัน	จริง	ไม่จริง
32	ฉันจะทำงานไม่เสร็จหากมันใช้เวลานานเกินไป	จริง	ไม่จริง
33	ฉันทำตามกฎเสมอ	จริง	ไม่จริง

ข้อ ที่	ข้อความ		
34	ฉันมีความกังวลมากกว่าคนอื่น ๆ ว่าสิ่งที่ไม่ดีจะเกิดขึ้น	จริง	ไม่จริง
35	ฉันชอบช่วยเหลือคนอื่น	จริง	ไม่จริง
36	ฉันหวังว่าฉันจะมีพลังกำลังมากกว่าคนอื่น ๆ	จริง	ไม่จริง
37	ฉันชอบการที่ไม่ต้องมีกฎระเบียบอะไรเลย	จริง	ไม่จริง
38	ฉันคิดว่าฉันหายจากการป่วยและความเครียดช้ากว่าคนอื่น ๆ	จริง	ไม่จริง
39	การอยู่คนเดียวตลอดเวลาไม่ได้รับกวนฉัน	จริง	ไม่จริง
40	ฉันจะหงุดหงิดเป็นเวลานานหากฉันปฏิบัติต่อคนอื่นแย่ ถึงแม้พวกเขาจะทำไม่ดีใส่ฉันก็ตาม	จริง	ไม่จริง
41	ฉันหวังว่าฉันจะมีพลังพิเศษเหมือนซูเปอร์แมน	จริง	ไม่จริง
42	ฉันเป็นคนเจ้ากี้เจ้าการมาก	จริง	ไม่จริง
43	ฉันรู้สึกสบายๆ ในการพบเจอคนใหม่ๆ	จริง	ไม่จริง
44	ฉันคิดถึงความรู้สึกของคนอื่น แม้กระทั่งคนที่เคยทำไม่ดีใส่ฉันมาก่อน	จริง	ไม่จริง
45	ฉันเชื่อว่าบางครั้งพลังสิ่งศักดิ์สิทธิ์คุ้มครองชีวิต	จริง	ไม่จริง
46	ฉันไม่รู้ว่าจะทำอย่างไรเมื่อเจอปัญหา	จริง	ไม่จริง
47	ฉันมักจะตรวจสอบกับคนอื่นก่อนจะเริ่มทำกิจกรรม	จริง	ไม่จริง
48	ฉันไม่ค่อยมีอารมณ์ร่วมไปกับเพลงหรือภาพยนตร์เศร้าๆ	จริง	ไม่จริง
49	ฉันกระฉับกระเฉงและเหนื่อยช้ากว่าคนอื่น ๆ ที่อายุเท่ากัน	จริง	ไม่จริง
50	ฉันชอบแบ่งปันสิ่งที่ฉันได้เรียนรู้มากับคนอื่น ๆ	จริง	ไม่จริง
51	ฉันผลักดันตัวเองจนถึงขีดจำกัดเมื่อฉันต้องการทำตามเป้าหมาย	จริง	ไม่จริง
52	ฉันมักจะแก้ปัญหาและสถานการณ์ที่ยุ่งยากได้	จริง	ไม่จริง
53	ฉันชอบที่จะเก็บออมเงินมากกว่าใช้จ่าย	จริง	ไม่จริง
54	ฉันคุยเรื่องส่วนตัวกับเพื่อนๆ ของฉัน	จริง	ไม่จริง
55	ฉันต้องการการเอาอกเอาใจและการทำให้มั่นใจอย่างมากเวลาฉันไม่สบาย	จริง	ไม่จริง

ข้อ ที่	ข้อความ		
56	ฉันเข้าใจว่าฉันสามารถเรียนรู้ได้จากคนอื่นเช่นกัน	จริง	ไม่จริง
57	ฉันเป็นคนมีความรับผิดชอบเมื่อเทียบกับคนอื่น	จริง	ไม่จริง
58	ฉันอยากให้ทุกอย่างเสร็จอย่างสมบูรณ์และเป็นไปตามขั้นตอน	จริง	ไม่จริง
59	ฉันใช้เวลานานในการผ่านพ้นความรู้สึกอับอาย	จริง	ไม่จริง
60	เมื่อฉันอารมณ์เสีย ฉันจะหลีกหนีแม้กระทั่งคนที่สนิทกับฉัน	จริง	ไม่จริง
61	ฉันเป็นคนรักษาสัญญา	จริง	ไม่จริง
62	กรุณาวางกลม ไม่จริง	จริง	ไม่จริง
63	ฉันยืนยันว่าคนอื่น ๆ ทำสิ่งต่าง ๆ ด้วยวิธีเดียวกันกับฉัน	จริง	ไม่จริง
64	ฉันฝันกลางวันตลอดเวลา	จริง	ไม่จริง
65	การทำให้สิ่งที่สนุกและแปลกใหม่จะง่ายขึ้น หากฉันได้อยู่กับคนที่สนิท	จริง	ไม่จริง
66	ฉันรู้สึกผ่อนคลายและไม่กังวล ถึงแม้ว่าคนส่วนมากจะหวาดกลัวหรือ อารมณ์เสีย	จริง	ไม่จริง
67	ฉันไม่มีอารมณ์ร่วมกับเพลงหรือภาพยนตร์ที่เศร้า	จริง	ไม่จริง
68	ฉันรู้สึกถูกบังคับโดยสถานการณ์หรือบุคคลในการทำสิ่งที่ไม่ตรงกับ ความต้องการของฉัน	จริง	ไม่จริง
69	ฉันเคารพคนที่แตกต่างจากฉัน	จริง	ไม่จริง
70	บางครั้งฉันรู้สึกว่าสิ่งมีชีวิตทุกอย่างมีการเชื่อมต่อกัน	จริง	ไม่จริง
71	ฉันตัดสินใจอย่างรวดเร็วเพราะฉันไม่ชอบการรอคอย	จริง	ไม่จริง
72	ฉันไม่โทษคนหรือสถานการณ์อื่น ๆ ในการเลือกของฉัน	จริง	ไม่จริง
73	ฉันกังวลล่วงหน้าก่อนที่จะลองสิ่งใหม่ๆ	จริง	ไม่จริง
74	ฉันไม่ค่อยเข้าใจความรู้สึกของคนอื่น	จริง	ไม่จริง
75	ฉันจะละเมียดกฎหากว่าฉันไม่ต้องโดนลงโทษ	จริง	ไม่จริง
76	ฉันเป็นคนชอบความสมบูรณ์แบบ	จริง	ไม่จริง
77	ฉันไม่ค่อยเข้าใจความสำคัญของการตั้งเป้าหมาย	จริง	ไม่จริง

ข้อ ที่	ข้อความ		
78	ฉันเข้าใจว่าเมื่อทุกคนช่วยเหลือกันและกันทุกคนจะได้ประโยชน์	จริง	ไม่จริง
79	ฉันไม่ค่อยฝันกลางวัน	จริง	ไม่จริง
80	ฉันมักจะกลัวที่จะลองสิ่งใหม่ๆ	จริง	ไม่จริง
81	ฉันไม่ค่อยเข้าใจว่าเพราะอะไรถึงต้องทำงานให้ดีขึ้น	จริง	ไม่จริง
82	ฉันมีน้ำใจและให้ความเคารพทุกคนไม่ว่าพวกเขาจะไม่สำคัญหรือแะ เพียงใด	จริง	ไม่จริง
83	เมื่อฉันอารมณ์ไม่ดี ฉันไม่ชอบอยู่คนเดียว	จริง	ไม่จริง
84	ในสถานการณ์ที่ไม่คุ้นเคย ฉันจะเครียดและประหม่า	จริง	ไม่จริง
85	ฉันโกหกไม่เก่ง ถึงแม้ว่ามันจะเป็นการรักษาความรู้สึกคนอื่นก็ตาม	จริง	ไม่จริง
86	เมื่อต้องทำอะไรให้สำเร็จ ฉันมักจะรอให้ผู้อื่นเป็นผู้นำ	จริง	ไม่จริง
87	ฉันคิดว่าฉันมีโทรจิต	จริง	ไม่จริง
88	ฉันหายจากการเจ็บป่วยและความเครียดอย่างรวดเร็ว	จริง	ไม่จริง
89	ฉันไม่ชอบให้ปัญหาของคนอื่นมารบกวนฉัน	จริง	ไม่จริง
90	ฉันมีอารมณ์ร่วมไปกับเพลงหรือภาพยนตร์เศร้าๆ	จริง	ไม่จริง
91	ดูเหมือนว่าฉันจะสามารถทำกิจกรรมต่างๆได้ทั้งวันทั้งคืนโดยไม่ต้อง พัก	จริง	ไม่จริง
92	ฉันมีปัญหาในการต้องตัดสินใจอย่างรวดเร็วมากกว่าคนส่วนมาก	จริง	ไม่จริง
93	ฉันเลือกที่จะไม่ช่วยเหลือคนอื่น	จริง	ไม่จริง
94	ฉันอายมากที่จะต้องเจอผู้คนใหม่ๆ	จริง	ไม่จริง
95	ฉันเข้าใจว่าการฝึกฝนจะช่วยให้ฉันประสบความสำเร็จ	จริง	ไม่จริง
96	ฉันโกหกหลายอย่างในการตอบแบบสอบถามนี้	จริง	ไม่จริง
97	ดูเหมือนว่าความยุติธรรมแล้วความซื่อสัตย์ไม่ค่อยมีบทบาทในมุมมอง การดำเนินชีวิตของฉันซักเท่าใด	จริง	ไม่จริง
98	ฉันมีความสามารถในการพูดกล่าวอ้างเกินจริงหรือพูดให้ดูดีกว่าความเป็นจริง	จริง	ไม่จริง

ข้อ ที่	ข้อความ		
99	ฉันไม่มีความเขินอายในการพบเจอคนแปลกหน้าเลย	จริง	ไม่จริง
100	ฉันมีความสุขในการช่วยเหลือคนอื่น ถึงแม้ว่าเขาจะปฏิบัติกับฉันไม่ดี	จริง	ไม่จริง
101	ฉันมักจะตั้งเป้าหมายและปฏิบัติตามนั้น (ได้รับทักษะใหม่, ผลการเรียนรู้ดี, พบเจอคนใหม่ๆ)	จริง	ไม่จริง
102	ฉันมักจะกังวลล่วงหน้าเมื่อต้องเจอคนที่ไม่เคยพบมาก่อน	จริง	ไม่จริง
103	ฉันยอมเสี่ยงถึงแม้ว่าจะรู้ถึงอันตรายที่สามารถเกิดขึ้นได้	จริง	ไม่จริง
104	ฉันไม่ประสบความสำเร็จอย่างที่ควรจะเป็นเพราะฉันฝึกฝนไม่มากพอ	จริง	ไม่จริง
105	ฉันไม่ชอบบอกความลับกับใคร	จริง	ไม่จริง
106	ฉันมักจะรู้สึกว่าคุณเองโชคดี	จริง	ไม่จริง
107	ฉันเคยมีประสบการณ์เกี่ยวกับเรื่องเหนือธรรมชาติ	จริง	ไม่จริง
108	ฉันหวังว่าฉันจะเป็นคนที่ดูดีที่สุดในโลก	จริง	ไม่จริง

APPENDIX B

แบบประเมินความยืดหยุ่นในการเผชิญปัญหา

เกณฑ์ในการตอบ

จริงอย่างยิ่ง หมายถึง ข้อความเกี่ยวกับคุณลักษณะดังกล่าว เป็นจริงและตรงกับตัวคุณมากที่สุด

จริง หมายถึง ข้อความเกี่ยวกับคุณลักษณะดังกล่าว เป็นจริงและตรงกับตัวคุณค่อนข้างมาก

ไม่จริง หมายถึง ข้อความเกี่ยวกับคุณลักษณะดังกล่าว เป็นไม่จริงหรือตรงกับตัวคุณเพียง

เล็กน้อย

ไม่จริงอย่างยิ่ง หมายถึง ข้อความเกี่ยวกับคุณลักษณะดังกล่าว ไม่จริงและไม่ตรงกับตัวคุณเลย

ข้อความต่อไปนี้ เป็นจริงสำหรับคุณมากน้อยเพียงใด

ข้อที่	ข้อความ	จริง อย่างยิ่ง	จริง	ไม่จริง	ไม่จริง อย่างยิ่ง
1	ฉันมีคนในครอบครัวของฉันอย่างน้อย 1 คนที่ฉันไว้วางใจและเขาเหล่านั้นรักฉันอย่างจริงใจ				
2	ฉันมีคนภายนอกครอบครัวของฉันอย่างน้อย 1 คนที่ฉันสามารถไว้วางใจได้ทุกเมื่อ				
3	ฉันมีขอบเขตของการขอความช่วยเหลือว่าเมื่อใดฉันควรพึ่งตนเอง เมื่อใดฉันควรขอความช่วยเหลือจากผู้อื่น และควรพึ่งพาเขามากน้อยเพียงใด				
4	ฉันมีแบบอย่างที่ดีในการเรียนรู้ว่าควรทำอะไรในภาวะการณ์คับขัน				

ข้อที่	ข้อความ	จริง อย่างยิ่ง	จริง	ไม่จริง	ไม่จริง อย่างยิ่ง
5	ฉันมีคนที่สนับสนุนให้ฉันเป็นตัวของตัวเอง ไม่พึ่งพาผู้อื่น มากจนเกินไป				
6	ฉันมีคนที่สนับสนุนให้กำลังใจเมื่อฉันมีปัญหาหรือเมื่อฉัน รู้สึกเครียด				
7	ฉันมีปัจจัยสนับสนุนที่พร้อมจะช่วยให้ฉันสามารถเข้าถึง บริการทางการแพทย์ การศึกษา สวัสดิการทางสังคมเมื่อ ฉันต้องการ				
8	ฉันมีครอบครัวและชุมชนแวดล้อมที่มั่นคง ปลอดภัย				
9	ฉันมีคนที่ชื่นชมฉันเมื่อฉันทำสิ่งที่ถูกต้อง				
10	ฉันเป็นคนที่ผู้คนส่วนใหญ่ชื่นชอบ				
11	ฉันเป็นคนที่เข้าใจและสนใจความรู้สึกของผู้อื่น ตลอดจน เอื้ออาทรต่อบุคคลอื่น				
12	ฉันเป็นคนที่เคารพตัวเองและผู้อื่นแม้ว่าจะถูกทำร้าย ร่างกายหรือจิตใจ หรือแม้ว่าเขาเหล่านั้นจะเป็นต้นเหตุ แห่งความทุกข์ยากที่เกิดขึ้นกับฉัน				
13	ฉันเป็นคนที่รับผิดชอบต่อสิ่งที่ฉันทำและยอมรับผลที่ ตามมา				
14	ฉันเป็นคนที่เชื่อมั่น มองโลกในแง่ดี และมีความหวังว่าสิ่ง ต่างๆจะจบลงด้วยดี				
15	ฉันเป็นคนใจเย็น และอดทนต่อการกระทำต่างๆของผู้คน				
16	ฉันเป็นคนที่วางแผนได้ดีว่าฉันควรทำอะไรเพื่อให้ไปถึง เป้าหมายที่ฉันต้องการจะเป็นในอนาคต				
17	ฉันเป็นคนที่เตรียมพร้อมที่จะเผชิญปัญหาหรืออุปสรรค ต่างๆที่อาจขัดขวางต่อการบรรลุเป้าหมายที่ฉันกำหนดไว้				
18	ฉันเป็นคนที่ซื่อสัตย์ แม้ว่าสิ่งที่ฉันทำอาจทำให้พ่อแม่หรือ ผู้ปกครองของฉันไม่พอใจ หรืออาจทำให้ฉันได้รับโทษ จากความซื่อสัตย์นั้น				
19	ฉันเป็นคนที่เชื่อมั่นต่อหลักศาสนาและรู้ว่าอะไรผิดอะไร ถูก				
20	ฉันสามารถแสดงความคิดเห็นและความรู้สึกกับผู้อื่นได้ โดยไม่ขัดใจหรือประหม่าจนเกินไป				

ข้อที่	ข้อความ	จริง อย่างยิ่ง	จริง	ไม่จริง	ไม่จริง อย่างยิ่ง
22	ฉันสามารถจดจ่ออยู่กับงานที่ฉันรับผิดชอบจนกระทั่งงานนั้นสำเร็จ				
23	ฉันสามารถแก้ไขปัญหาในสถานการณ์ต่างๆ (เช่น ปัญหาเกี่ยวกับการเรียน เพื่อน หรือปัญหาส่วนตัว) ได้				
24	ฉันสามารถควบคุมและจัดการกับความรู้สึกและความต้องการอย่างแรงกล้าของฉันไม่ให้ทำในสิ่งที่ผิดหรืออาจเกิดอันตรายได้				
25	ฉันสามารถขอความช่วยเหลือผู้อื่นได้โดยไม่รู้สึกว่าคุณเองอ่อนแอ				
26	ฉันสามารถมองเหตุการณ์ต่างๆ ที่เกิดขึ้นให้เป็นเรื่องซ้ำและเชื่อมั่นในการจัดการกับความเครียดที่เกิดขึ้น				
27	ฉันสามารถเจรจาต่อรองหรือปฏิเสธที่จะทำสิ่งที่ฉันคิดว่าผิดหรือไม่เหมาะสมได้				

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