

Thesis Title Perception of Uncertainty in Illness, Coping
and General Well-being of Parents with
Children Admitted in Intensive Care Unit

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ABSTRACT

The purpose of this descriptive study was to examine the relationships among duration of education and perception of uncertainty in illness, coping strategies and general well-being. Eighty parents whose children were admitted in intensive care unit at Ramathibody Hospital during October 1991 till January 1992, were purposively selected according to the predetermined criteria. Data was collected by using 3 questionnaires ; Parent's - Perception of uncertainty in illness (Mishel 1983), Coping strategies (Jalowiec 1988) and General Well-being (Dupuy 1977).

Results of the study indicated that duration of education was negatively correlated with perception of uncertainty in illness ($r=-.30$, $P<.01$) and positively correlated with general well-being ($r=.32$, $P<.01$), perception of uncertainty in illness was negatively correlated with general well-being ($r=-.55$, $P<.001$) whereas emotional-focused coping was negatively

correlated with general well-being ($r=-.46, P<.001$). When duration of education, perception of uncertainty in illness and coping strategies were entered into the regression model to predict general well-being, it was found that duration of education, perception of uncertainty in illness and emotional-focused coping were significant predictors and accounted for 38.81 % of variance in general well-being which was statistically significant. Duration of education seems to affect general well-being indirectly through uncertainty in illness.

The findings seem to support the validity of conceptualization of the relationships among duration of education, perception of uncertainty in illness and adaptational outcome. The limitations of this study, implications for practice and suggestion for further study were discussed.