

**THE INFLUENCE OF PERSONAL FACTORS  
AND TEMPERAMENT ON ADVERSITY QUOTIENT  
IN COLLEGE STUDENT OF DRAMATIC ART  
IN CENTRAL AREA**

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Thesis  
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# THE INFLUENCE OF PERSONAL FACTORS AND TEMPERAMENT ON ADVERSITY QUOTIENT IN COLLEGE STUDENT OF DRAMATIC ART IN CENTRAL AREA

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## ABSTRACT

The purpose of this research was to study the temperament and adversity quotient of grade 7-9 students and to verify the influence of temperament on the adversity quotient of these student.

The participants were 510 students (12-15 years old) from four elementary school in a college of dramatic arts in the central area who were selected by purposive sampling. Data was collected from a questionnaire based survey of personal factors, temperament and adversity quotient. Stepwise multiple regression was utilized to evaluate the influence of temperament on adversity quotient.

The result showed 80.2% participants were found to have a high level of temperament and 48.8% have a high level of adversity quotient. Multiple regression showed that (1) effortful control and affiliativeness significantly statistically influenced control of adversity quotient and these can predict 19.4% of the control of adversity quotient ( $p < .001$ ) (2) effortful control and affiliativeness significantly statistically influenced origin and ownership of adversity quotient and these can predict 15.6% of origin and ownership of adversity quotient ( $p < .001$ ) (3) affiliativeness and effort control significantly statistically influenced the reach of adversity quotient and these can predict 11.9% of the reach of adversity quotient ( $p < .001$ ) (4) affiliativeness, effort control and negative affectivity significantly statistically influenced the endurance of adversity quotient and these can predict 14.3% of the endurance of adversity quotient ( $p < .001$ )

In summary, temperament is an important factor that creates good a adversity quotient, especially effort control. The suggestion from this study is that families, schools and other agencies should promote temperament in children because this will help their adversity quotient for being a good adult living happily in society.

KEY WORDS: TEMPERAMENT / ADVERSITY QUOTIENT

83 pages

อิทธิพลของปัจจัยส่วนบุคคลและลักษณะพื้นฐานทางอารมณ์ที่มีต่อความสามารถในการเผชิญ  
ปัญหาและฝ่าฟันอุปสรรค ของนักศึกษาในกลุ่มวิทยาลัยนาฏศิลป์ เขตภาคกลาง

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QUOTIENT IN COLLEGE STUDENT OF DRAMATIC ART IN CENTRAL AREA

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#### บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาลักษณะพื้นฐานทางอารมณ์ และความสามารถในการเผชิญ  
ปัญหาและฝ่าฟันอุปสรรค ของนักเรียนชั้นต้น วิทยาลัยนาฏศิลป์ เขตภาคกลาง และศึกษาอิทธิพลของลักษณะพื้นฐาน  
ทางอารมณ์ที่มีต่อความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค ของนักเรียนชั้นต้น วิทยาลัยนาฏศิลป์ เขตภาค  
กลาง ซึ่งการศึกษานี้เป็นการวิจัยเชิงสำรวจ กลุ่มตัวอย่างที่ศึกษาเป็น คัดเลือกด้วยวิธีการสุ่มแบบแบ่งชั้นภูมิ จำนวน  
510 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล หลังจากนั้นนำข้อมูลที่ได้มาวิเคราะห์ผลทางสถิติ  
โดยใช้การวิเคราะห์แบบถดถอยพหุคูณ

พบว่านักเรียนส่วนใหญ่มีลักษณะพื้นฐานทางอารมณ์อยู่ในระดับสูง คิดเป็นร้อยละ 80.2 และม  
ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรคอยู่ในระดับสูงเช่นกัน คิดเป็นร้อยละ 48.8 ผลการวิเคราะห์การ  
ถดถอยพหุคูณ พบว่า (1) ความสามารถในการควบคุมตนเองและความมีสัมพันธภาพ สามารถร่วมกันพยากรณ์  
ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค ในด้านการควบคุมสถานการณ์ที่เป็นอุปสรรค ได้ร้อยละ 19.4  
( $p<.001$ ) (2) ความสามารถในการควบคุมตนเองและความมีสัมพันธภาพ สามารถร่วมกันพยากรณ์ความสามารถในการ  
เผชิญปัญหาและฝ่าฟันอุปสรรค ด้านรับรู้สาเหตุและความรับผิดชอบต่ออุปสรรค ได้ร้อยละ 15.6 ( $p<.001$ ) (3) ความมี  
สัมพันธภาพและความสามารถในการควบคุมตนเอง สามารถร่วมกันพยากรณ์ความสามารถในการเผชิญปัญหาและฝ่า  
ฟันอุปสรรค ด้านการรับรู้ถึงระดับอุปสรรค ได้ร้อยละ 11.9 ( $p<.001$ ) (4) ความมีสัมพันธภาพ ความสามารถในการ  
ควบคุมตนเอง และอารมณ์เชิงลบ สามารถร่วมกันพยากรณ์ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค ด้าน  
ความอดทนต่ออุปสรรค ได้ร้อยละ 14.3 ( $p<.001$ ) โดยสรุป ลักษณะพื้นฐานทางอารมณ์ส่งผลต่อความสามารถในการ  
เผชิญปัญหาและฝ่าฟันอุปสรรคของนักเรียนชั้นต้น วิทยาลัยนาฏศิลป์ เขตภาคกลาง โดยเฉพาะในด้านความสามารถใน  
การควบคุมตนเอง จากการวิจัยทำให้ควรส่งเสริมให้เด็กมีลักษณะพื้นฐานทางอารมณ์ในด้านต่างๆให้เหมาะสม ตั้งแต่  
ในวัยเด็ก ซึ่งจะนำไปสู่การมีบุคลิกภาพอย่างเหมาะสมเมื่อเติบโตขึ้นเป็นผู้ใหญ่และเพื่อเป็นการส่งผลให้เด็กนั้นม  
ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรคให้ดียิ่งขึ้นตามลักษณะพื้นฐานทางอารมณ์ที่แตกต่างกันด้วย

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## **CHAPTER I**

### **INTRODUCTION**

#### **Background and Rationale of the Research**

The present society bears high competition in every area, especially in studying and working domains. People with quality living must have self-practice to engage various knowledge and skills, and upgrade some of their capabilities. Only the intelligence quotient is not sufficient to live in the society with the quality of life, happiness and life and work success. High competition and pressure result to people's different reactions in many situations in life. Some people may feel that the problems are challenging, and they want to overcome by confronting and solving them. They consider that the occurrence of problems is a good opportunity to show their problem-solving ability and to accumulate the experience. In contrast, some people may decide to evade the problems or leave their responsibility because they view that those problems could be difficultly solved until they feel disappointed and hopeless finally. People who are able to confront problems and make through the obstacle appropriately must be trained and learn how to be patient when facing any stressful and tense situations, and they will be living happily and successfully. The important factors are patience and adversity quotient. Adversity quotient is one essential qualification in human.

Temperament is an emotional behavior. It is one factor causing children to show different behaviors. Thomas, Chess, Birch and Hertzog have conducted the longitudinal study in 1956 on temperament and abnormal behaviors in 136 children, from birth to adulthood. Children's behaviors have been observed while their parents and class teachers were interviewed. According to the psychological test, each child, from birth, had the different behaviors responding to the environment and interacting with others. The children may be classified into 4 groups depending on temperament: easy children, difficult children, slow-to-warm-up children, and mixed type.

After the study of Thomas and Chess, Rothbart et al. conducted a study in children aged between 10-16 years. They classified the temperament broadly into 3 dimensions: extraversion/surgency, negative affectivity and effortful control. The first dimension includes positive emotionality and associations. Persons getting high scores in this dimension have high intensity. The second dimension involves the quality of mood by measuring negative emotions for fear, anger, frustration and sadness. The third dimension relates to the control of effort or disobedience. The basic characters include inhibitory control, attentional focusing, low intensity and perceptual sensitivity. From Rothbart's study, it was considered that temperament would be turned into specific personalities.

AQ is the abbreviation of adversity quotient. This theory was initiated by Paul G. Stoltz in order to answer the question that clever persons with good AQ could overcome and cease the problems quickly were resulted by their adversity quotient. From a survey of 500 persons worldwide, it was concluded that a person's success had to involve the determination to persevere, seek for development and pioneer persistently for self, business and all humans (Stoltz, 1997: 6).

From an AQ research in children aged between 12-15 years, the factors affecting the AQ were the Intelligence Quotient, Emotional Quotient, responsibility, future orientation, dominance and democratic child-rearing (Luckkana Kankruea, 2007). Adversity quotient is to control and analyze problems, expression when confronting problems and endurance to facing problems (Luckkana Kankruea, 2007: 12 cited in Stoltz, 1997: 7). Adversity quotient can be developed and improved. If a person's adversity quotient has been well developed, his work will be better. In particular, in the present and future world, we must have good adversity quotient because when the world is moving ahead, there are a huge number of consequent problems. We must have capabilities to tackle those problems. The capable person is one who understand his own capabilities and efficacy that could be exploited.

The students at the junior high school level (Matthayom 1-3) are at an important age and a turning point of life span. They are moving into adulthood, and they are at age of adaptability, problems, and being eager to seek for and develop their identity. Teenagers with good adaptability to the environment will have good physical and psychological health. In contrast, the teenagers with no adaptability will have the

frustration and inappropriate adaptability. These could be seen in many situations, e.g. students addicting to narcotics, assembling for sex or committing suicide to evade their studying problems, etc. These persons fail to utilize their potential or intelligence because they have no adversity quotient.

This research investigates the students in the dramatic arts colleges at the beginning level (equivalent to the junior high school level). This group of students was interesting because of the different teaching and learning from other general schools. The teaching and learning process of the dramatic arts colleges focuses on the diverse teaching and learning styles and more specific professionalization. Every student must have personal efficacy in dramatic arts. The teaching and learning process focusing on professionalization, as shown in Appendix, needs the students with high-responsibility. The research revealed that the high AQ students would have high responsibility as well, which affected their learning ability too. The successful students need several essential factors, including good intelligence, good emotion, good society and AQ. It was interesting to learn which temperament these students had, which affected their adversity quotient. There were few studies investigating this group of students.

From the literature review, it was found that the temperament of early adolescence might be developed to be personalities when they become adults. If the temperament could influence the adversity quotient, it would help switch the negative thinking or self-neglect to the adversity quotient in order to drive them to meet success in life.

## **Objectives**

1. To examine the temperament of junior high school students at the dramatic arts colleges in the central region;
2. To examine the adversity quotient of junior high school students at the dramatic arts colleges in the central region; and
3. To examine the correlation between the temperament and adversity quotient of junior high school students at the dramatic arts colleges in the central region.

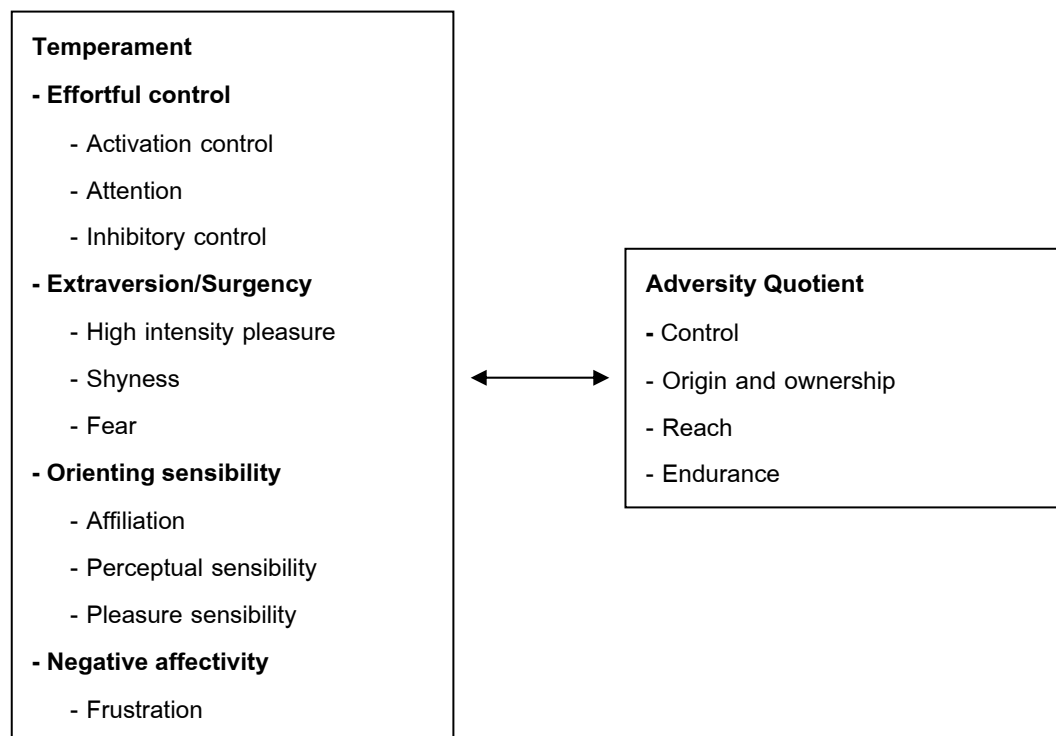
## Research Questions

Was temperament, which included the effortful control, extraversion/surgency, orienting sensibility and negative affectivity, correlated with the adversity quotient of junior high school students at the dramatic arts college in the central region? How?

## Research Hypothesis

Temperament, which included the effortful control, extraversion/Surgency, orienting sensibility and negative affectivity, was correlated with the adversity quotient of junior high school students at the dramatic arts college in the central region.

## Conceptual Framework



## **Methodology**

### **Population and Sample Group**

#### **Population**

Early adolescents aged between 12-15 years, studying at the junior high school level in the educational year of 2012 at 4 dramatic arts colleges in the central region under the supervision of Bunditpatanasilp, Ministry of Culture in the total of 1,620 students.

#### **Sample Group**

Early adolescents aged between 12-15 years, studying at the junior high school level in the educational year of 2012 at 4 dramatic arts colleges in the central region under the supervision of Bunditpatanasilp, Ministry of Culture in the total of 510 students.

### **Variables**

#### **Independent Variables**

- **Effortful control**
- Activation control
- Attention
- Inhibitory control
- **Extraversion/Surgency**
- High intensity pleasure
- Shyness
- Fear
- **Orienting sensibility**
- Affiliation
- Perceptual sensibility
- Pleasure sensibility
- **Negative affectivity**
- Frustration

#### **Dependent Variable**

Adversity Quotient (AQ)



## Definitions

**1. Early adolescence** means youths, either male or female, aged between 12 – 15 years who were studying at the junior high school level.

**2. Temperament** means the quality of mood expressed through behaviors. It is the stable biological reactions of individuals and self-control. Temperament may be observed in forms of emotion, movements and interest, which may be classified into:

### 2.1. Effortful Control

- Activation control - Capacity to perform an action when there is a strong tendency to avoid it.

- Attention - Capacity to focus attention for long as well as to shift attention when desired.

- Inhibitory control - Capacity to plan and suppress inappropriate approach behavior.

### 2.2. Extraversion

- High Intensity Pleasure/ Surgency - Pleasure related to situation involving high stimulus intensity or novelty.

- Shyness - Behavior suppressing novelty or challenge, particularly social challenge.

- Fear – Negative affectivity related to anticipation of distress.

### 2.3. Orienting Sensibility

- Affiliation – Good human relationship, friendship, good affiliation with others, character between shyness and extrovert.

- Perceptual Sensibility - Detection of slight, low intensity stimuli from both with the body and the external environment.

- Pleasure Sensibility – Amount of pleasure on activity or stimuli with low intensity, complication and novelty.

### 2.4. Negative Affectivity

- Frustration - Negative affectivity related to interruption of ongoing tasks or goal blocking.

**3. Adversity Quotient (AQ)** means the capabilities in responding to adverse situations to meet success. AQ may be divided into 4 parts (Stoltz, 1997):

1. Control or C means an individual's abilities to control adversity and such abilities indicate the extent to which you respond to the situations hindering you or anticipate how to respond to those situations.

2. Origin and ownership or OW means the extent to which you hold yourself responsible for improving a situation, and you deem that the public problems are your own ones.

3. Reach or R means thinking that a problem has the ending point. This is to measure the extent to which the problems and difficulties affect individuals' living.

4. Endurance or E has two meanings:

- 4.1 Ability to endure adversity; and

- 4.2 Ability to tackle adversity dragged indefinitely.

## **Expected Benefits**

1. To learn about the temperament and adversity quotient of early adolescents in dramatic arts colleges in the central region.

2. To benefit the parents, educational institutes, teachers and management of educational institutes as well as other related persons to have the guideline to promote the temperament and adversity quotient of early adolescents appropriately.

3. To obtain the initial information for government and private agencies as well as societies and communities surrounding the students as the guideline for setting up plans and policies to promote and encourage the early adolescents to have the temperament and adversity quotient relevant to the development of adolescence.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Concepts and Theories relating to Temperament**

Most scholars believe that temperament is the root of personalities, which occurs during childhood and causes different personalities during adulthood. There was the evidence that both have correlation from early childhood to adolescence. Mary K. Rothbart said that temperament occurs at the first year of age up to early childhood, and it would be developed to be personalities. The factors dominating the temperament are both internal and external stimuli. What makes individuals' temperament different are the behavioral motivation, emotions and physical responses. Temperament is a hot issue at present.

Temperament is a word used to explain the children's characteristics of emotions, rhythmicity of body functioning, adaptability, interest and emotions as well as independent expression of behaviors.

Thomas and Chess defined the temperament as the quality of mood expressed through specific behavioral profiles (Chess & Thomas, 1969: 19).

Rothbart defined temperament as individual differences in reactivity and self-regulation that manifest in the domains of emotion, activity and attention.

Temperament is one factor causing different behaviors in children. Thomas, Chess, Birch and Hertzog have conducted the longitudinal study in 1956 on temperament and abnormal behaviors in 136 children, from birth to adulthood. Children's behaviors have been observed while their parents and class teachers were interviewed. According to the psychological test, each child, from birth, had the different behaviors responding to the environment and interacting with others. Thomas et al. classified the temperament into 9 aspects as follows:

1. Activity level means the child's physical energy, low or high activity level such as bathing, having food, playing, dressing, being carried, sleeping, waking up, picking up objects, crawling and walking.

2. Rhythmicity means the regularity rating of a child's biological functions regarding sleeping, waking, being hungry, having food and excretion.

3. Approach/Withdrawal means who the child responds to new stimuli, which may be new food, new toys or new people. Approach is the positive response by smiling, talking or movements, e.g. swallowing new food, picking up toys while the withdrawal is the negative response by crying, being frustrated, unpleasant, not talking or other negative movements such as withdrawing, spitting out food or pushing away new toys.

4. Adaptability means the child's easy adaptation to settle into a new route to respond to new situations or changes in the environment.

5. Threshold of responsiveness means the child's level of responsiveness to stimuli. The level of responsiveness may be measured by observing the child's behavior to such stimuli, objects in the environment and social interactions.

6. Intensity of reaction means the energy or intensity level the child uses to respond to stimuli regardless the quality or direction of responsiveness, which may be positive or negative.

7. Quality of mood means a variety of emotions and reactions expressed by the child such as happiness, cheer and friendly behavior, which are contrary to displeasure, cry and unfriendly behavior.

8. Distractibility means the child's tendency to be disturbed or distracted or change behaviors from an activity he/she is doing by external events.

9. Attention span and persistence means the child's length of time on a task and ability to stay with the task through frustrations.

According to differences of temperament, Thomas et al. classified children into groups:

1. Easy children - The body functions of this group of children are regular and constant. The easy child also has a positive approach and is easily adapting to new situations or changes. The easy child seems to have a pleasant mood, be friendly and shows less frustration. This group of children adapts to regular routine regarding eating and sleeping, and they adjust to the regular routine, new situations or new rules, e.g. food or new people quickly. Generally, the easy child is cheerful. When growing up, the child learns new rules of game quickly, take part in new activities and adapts

to school easily. This child is called 'easy child' as it causes so few problems in rearing and training. This group of children involves 40% of the sample group as studied by Thomas et al.

2. Difficult children – The body functions of this group of children are irregular and inconstant. The different child tends to show a more negative approach or response to new changes. The difficult child has a less pleasant mood, is unfriendly and has high aggression in responses. The child has inconsistent routine activities, e.g. eating, sleeping. The child accepts new food slowly, crying, having loud crying or laughing. They usually throw tantrums. The difficult child must be cared with great patience, calmness and consistency. This group of children involved 10% of the sample group.

3. Slow-to-warm-up children – If the slow-to-warm-up child is forced to become engaged with a new situation, it is more likely to become withdrawn. This child can slowly come to accept new changes. The child has bad mood and show negative response of lesser intensity. This group of children is different from the difficult children because they show withdrawal behaviors or silent protest. This child also has fairly regular biological routines as compared to the difficult temperament. The slow-to-warm-up child must be cared or trained with patience, calmness and time given for adaptability. This group of children involved 15% of the sample group.

It is obvious that, from the sample group studied by Thomas et al., about 65% of children had the apparent temperament in one of those 3 types, but the remaining children could not be classified into neither group because they have the mixed type of temperament.

4. Mixed type – The mixed type children are those who have slow adaptability in some situations or some stimuli, but they may have quick adaptability in other stimuli. These children may be the easy children, but not easy for everything. This group of children involves 35% of the sample group.

After Thomas and Chess, temperament was further studied by Rothbart et al. in children aged between 10-16 years. The children's temperament traits were divided into 10 aspects:

1. Activation control - Capacity to perform an action when there is a strong tendency to avoid it.

2. Affiliation – Good human relationship, friendship, good affiliation with others, character between shyness and extrovert.
3. Attention - Capacity to focus attention for long as well as to shift attention when desired.
4. Fear – Negative affectivity related to anticipation of distress.
5. Frustration - Negative affectivity related to interruption of ongoing tasks or goal blocking.
6. High Intensity Pleasure/ Surgency - Pleasure related to situation involving high stimulus intensity or novelty.
7. Inhibitory control - Capacity to plan and suppress inappropriate approach behavior.
8. Pleasure Sensibility – Amount of pleasure on activity or stimuli with low intensity, complication and novelty.
9. Perceptual Sensibility - Detection of slight, low intensity stimuli from both with the body and the external environment.
10. Shyness - Behavior suppressing novelty or challenge, particularly social challenge.

There is another personality theory, Big Five Personality Theory, which has tried to group the personality traits based on outstanding characters. According to a study conducted by Greenberg & Baron (2000), there were total 17,953 words in dictionaries used to explain the personality traits. When grouping them, there were 171 groups used to explain the personalities. “Big Five Personality” Theory classifies the personality traits into 5 broad domains under a condition that everyone has all 5 personality domains at the different level. Those 5 personality domains are: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience with some outstanding characteristics as shown below. As the names of those personality types could be memorized difficultly, they are called easily as “OCEAN”

#### Personality 1: Extraversion

A positive personality trait causing good feelings to oneself and environment. “Extravert” or “Extrovert” is opposite to “Introvert”. This word comes from an original psychological theory. Persons obtaining high scores of extroversion

enjoy interacting with people, are talkative, warm, cheerful, have many friends, and dislike living alone. But, introverts do not always have the positive emotion. Most of them are deliberate and less involved in the social world. Introverts usually have depression and stay alone when they have any problems and try to solve them alone. Meanwhile, extroverts talk about problems and consult with people around them. It may be said that the persons with high extraversion scores have better mental health than those with high introversion scores.

At work, extroverts work more happily, have better positive emotions, better interactions with coworkers, and feel more satisfied in their work. When a consultant wants to communicate with both groups, extroverts could be approached easier and understand better.

#### Personality 2: Neuroticism

“Neuroticism” has the same meaning to “nervous”. This group of people is absolutely opposite to the first group. They do not stay quiet like introverts, but they unreasonably had bad temper and frustration, sadness, weakness, and emotional instability at all time and in every situations. As this group of people has negative concerns about their self and environment, they have more anxiety and depression than others do in working. They evaluate their performance lower than their actual performance. They fear what has not yet occurred or has never occurred. They have no self-control. However, the systematic assignment, work control and work performance evaluation enables this group of people to work more efficiently. At the other end of neuroticism scale, individuals tend to be calm, emotionally stable, self-confident, not to be easily distracted or induced by the environment. It may be said that they have the emotional stability. Both groups may be easily approached for communications, but the group of neuroticism express much anxiety, which lessens the efficiency of communications.

#### Personality 3: Agreeableness

“Agreeableness” comes from “agree” and “able”. It refers to the ability to agree with others. Individuals with high agreeableness scale could get along with others, understand others, have high flexibility, are willing to compromise, trusting and trustworthy. General people like to work with this group of persons because they feel safe and pleasant. This group of people may not be charming like extroverts, but

they are loved and trusted by coworkers. The consultant should contact with these people to make the relationship with others in the organization easier.

#### Personality 4: Conscientiousness

This personality supports the efficient working because conscientiousness means intention, patience, responsibility and self-control enabling a person to determine his behaviors accurately, to consider before talking or doing, to know how to wait and consider, have planning, and prioritize what he must do. Low-conscientiousness individuals will have not working direction. Conscientiousness is important for all facets of working until the psychologists believe that it could be the predictor of individuals' work achievements.

#### Personality 5: Openness to experience

This group of people are more likely to hold unusual ideas, high imagination and different viewpoints. They are open-minded and curious, pay attention to everything surrounding them, accept others' ideas though they disagree with them. Meanwhile, they are creative and try to solve old problems with new ideas. They dare to test anything confidently. However, the organization rules and culture, especially Thai organizations, do not willingly open to this group of people to present their abilities.

The researchers proved the correlation between Big Five personalities and 3 dimensions of temperament, the result showed their correlation. Rothbart et al. proposed that there were some relevance between positive emotions and extraversion, negative affectivity and neuroticism, and effortful control and conscientiousness. These evidenced the continual relationship between temperament and personalities.

### **Concepts and Theories relating to Adversity Quotient (AQ)**

Adversity Quotient is a concept deriving from 2 components: verifiable scientific principle; and application in reality. AQ is based on principles of 3 sciences; namely, cognitive psychology, psycho-neuroimmunology, and neurophysiology (Naipinit Kochpakdee, 2003: 46).



### **1. Definitions of adversity quotient**

Adversity Quotient is a new concept and theory in which the psychologists and experts in various areas are interested because this factor makes people successful.

Stoltz (Luckkana Kankruea, 2007: 12 referred from Stoltz, 1997: 6-7) defined the adversity quotient as individuals' abilities to respond to suffering or difficulty. Persons with high scale of adversity quotient are strong, not give up by any obstacles although they lose or fail. For persons with low scale of adversity quotient, when they meet disappointment or sorrow, they will feel lost or leave the task halfway or some may feel so disappointed with life that they resign before retirement, etc.

Naipinit Kochpakdee (2001: 41) defined the adversity quotient as the powerful principles driving you to meet both personal life and work success. It is a new attitude leading to success, and it is an important weapon allowing you to fight against challenges. Adversity quotient enables us to know our thought. When we are in trouble and aware of our adversity quotient, we will be able to identify who will overcome adversity, who will utilize the reserved abilities to resist and who will give up when meeting adversity.

Anan Nuanmai (2006: 25) defined the adversity quotient as individuals' abilities to respond to adversity occurred in life, and to overcome them.

Luckkana Kankruea (2007: 14) defined adversity quotient as individuals' abilities to respond to events when they have suffering or difficulty, and to overcome them.

Thippawan Jantasith (2007: 8) defined adversity quotient as individuals' abilities to confront and overcome adversity, which are responses or behaviors of those persons to adversity. Inner power could be utilized for success in personal life and work.

From the definitions described above, it could be concluded that the adversity quotient means the individuals' abilities to respond to suffering or difficulty that are adversity in life, and to overcome them to meet success.

### **2. Adversity quotient theories**

Adversity quotient is based on 3 scientific concepts (Luckkana Kankruea, 2007: 12 as cited in Stoltz, 1997: 83-84). These 3 concepts become walls of adversity

quotient pyramid; they are the cognitive psychology, psychoneuroimmunology and neurophysiology. This theory explains why some people insist to work while some people or organizations ignore their tasks. It also explains how to develop the adversity quotient and how to change the old attitude to meet success.

Cognitive psychology explains that most people believe that the obstacle and frustration come from the mental condition caused by disappointment and despair, which could not be cured. When this condition has been accumulated for long, they would have distress and failure. In contrast, some people think that frustration is temporary and they must confront it for further development. This group of people has inspiration to overcome adversity to meet success.

Neurophysiology – Human brain structure is able to create habitude. If we change our consciousness and create positive attitude, we will be able to create new habitude and develop our adversity quotient.

Psychoneuroimmunology is the adversity quotient relating to human physical and psychological health because the mental strength and self-control result to the body immunity.

The studies of socio-psychologists indicated that the stress to problem-solving and pessimism might harm working. Someone may have better ability to “restrain” negative emotions. In fact, pessimism could not heal the situation, but worsen and deteriorate the work competency. Individuals’ inability to tackle adversity, conversely, takes effect to themselves because they will become pessimist, have negative viewpoints and dissatisfaction. If individuals have been in trouble so long and cured nothing, they will have the emotional severity, work failure or low achievements. This will affect their emotions more until they become low-expectation persons, consider problems negatively and have no actions because the low adversity quotient blocks humans to utilize their abilities.

### **3. Concepts relating to adversity quotient**

Adversity quotient is the intelligence quotient engraved in humans. New economy considers that adversity quotient is a challenge because if an organization is able to make the adversity quotient the personnel’s basic qualification, the business will have more chance for prosperity and success.

Adversity quotient in an organization is like the computer technology, but the following differentiates the adversity quotient from other technologies:

1. Adversity quotient could be measured reasonably and creditably like other work traces.
2. Adversity quotient may be developed to be good personalities.
3. Adversity quotient upgrades humans' mind after training, practice, evaluation and effort to change their selves.
4. Adversity quotient could be applied.
5. Evaluation of adversity quotient by research could be trusted.

Important components driving humans to success are:

1. Having tools to overcome adversity.
2. Have new and efficient theories.
3. Have efficient measurement.

Factors making humans resist adversity:

1. Always maintain the power of competition.
2. Upgrade work competency.
3. Always maintain the power of creativity.
4. Always maintain enthusiasm.
5. Be risky and dare to experience.
6. Always be trained to develop the power of competition.
7. Have hope, and maintain the inspiration in tackling adversity.
8. Be able to have self-improvement from the actions they do, which are their mistake, and be wit to changes.
9. Not be defeated by adversity and pressure.
10. Be responsible for adversity occurred and the origin of such adversity.

Because people in the society are different, during climbing the mountain, they are divided into 3 groups. Each group has the different thought and success in mountain climbing as follows:

Group 1: The Quitters are persons who do not dare to accept the challenge. They see a mountain and give up. They do not accept any advice or warning from others. They see the mountain and abandon the climb. They have never thought that their life should be worthwhile.

Group 2: The Campers are persons walking for a half of path and they stop when they face obstacles. Their remaining life is calm. These persons may be those successful in the past, but when they face new tests or challenges, they have no bravery and determination to overcome adversity. Most people are in this group.

Group 3: The Climbers are persons who have determination, diligence, enthusiasm, and effort for continuous progress. They have never given up although they stay in so terrible situations. They do not concern about advantages or disadvantages. They refuse to be inactive. They have strong intention and effort for self-development, business development and human development.

From the division of these 3 groups of people, it may be compared with Maslow's Theory of Motivation as shown below.

#### Characteristics of persons with adversity quotient

1. They set up aims or strong desire to what they want and try to reach those aims.
2. They are strong-minded. This means that they do not fear any danger or think that they are bad-luck persons. The strong-minded persons are gentle, but not weak. They pay respect to seniors and tender kindness to juniors. They are not angry easily. When these persons confront any adversity, they are able to tackle and improved quickly.
3. They have self-confidence. This means that they believe that they are capable of achieving what they expect. They are self-reliant, are not scared of mistakes, and those mistakes become the lesson learnt.
4. Power of will to take high AQ persons to reach the target.

#### Different characteristics between high AQ and low AQ persons

1. High AQ persons have more chance to be selected and elected as leaders.
2. High AQ persons are higher-competence athletes.

3. High AQ persons have lower rate of leaving work incomplete than low AQ persons for 3 times.

4. High AQ persons are high-performance leaders and management.

5. High AQ persons are able to learn the work quickly and to apply what they learn for work more skillfully.

6. High AQ persons have good problem-solving skills and control situations better.

7. High AQ persons could please or satisfy their co-workers with high AQ.

8. High AQ persons are optimistic, consider problems positively and have self-image.

High AQ persons are so different from low AQ persons. The former is able to control and tackle situations they are confronting better than the latter. Adversity Quotient shall determine the behaviors responding to those situations to be under control. High AQ persons have tried to “climb” patiently while low AQ persons will stop, give up, feel discouraged to adversity. Studying the level of adversity quotient would lead to more understanding to have a key or important tool for further problem-solving and practice.

#### Factors influencing adversity quotient

Adversity Quotient consists of 2 principles: scientific principle and practice principle. The core factors influencing adversity quotient are:

1. L (Listen to Your Core Response) means an ability to listen to others' opinions in order to analyze causes and solutions. Listening is the basis of thought in humans, which leads to practice.

2. E (Establish Accountability) means having the persistent aims and implementing those aims seriously.

3. A (Analyze the Evidence) means the careful consideration to compare all advantages and disadvantages.

4. D (Do Something) means taking actions as planned to meet success under an exact operation period.

#### Application of adversity quotient

From testing people by general IQ standard tests, they are unable to guarantee people's life success because what makes them successful is the adversity

quotient. For 10 years ago, Paul G. Stoltz (1997: 22) et al. conducted a research on this issue and concluded that the adversity quotient could be trained. Some people may have good or bad, appropriate or inappropriate solution methods. Whatever AQ they have, it can be improved and changed. Individuals whose AQ are developed will engage higher work efficiency. An organization engaging high AQ personnel will acquire work efficiency, output from sale and profit. Humans need the adversity quotient due to rapid changes in the world and consequent problems; therefore, humans must have the adversity quotient for survival. We should be able to apply our adversity quotient for the occurrence of the following things:

1. Better changes
2. Higher competency and work efficiency
3. Innovation improvement
4. High-level personnel and practitioners
5. Expansion of adversity quotient to strengthen the organization culture
6. Development of high AQ leaders
7. Operation team with high AQ
8. Improvement of customer service
9. Provision of advice or problem solutions to other persons
10. Adaptability of new employees
11. Creation of power of work
12. Reduction of tension and confusion in working
13. Development of physical and psychological health by optimism

#### **4. Measurement of adversity quotient**

Stoltz (1997: 106-125) said that the outcome of adversity quotient came from 4 types of relationship: control of adversity, cause and responsibility, impact to life resulted by considering and correcting adversity, and patience to adversity. In general, if individuals believe that they are capable of attaining their aims, they would be inspired to do many things. The control of adversity quotient results to individuals' behaviors, level of effort, endurance to the prolonged adversity, failure or trouble and thought models. Self-reliance results to tension and pressure depending on each individual's experience. While they are fighting; it causes the environment and level

of achievement they could recognize. The control of adversity quotient affects what they do, and inspire them to take more actions. This theory advises that if individuals stay in challenging and flustering situations, and believe that their adversity quotient will be decreasing, and when they form the group, such belief will be stronger and they will become successful. When individuals have tried to fight against failure occurred frequently or so long, they would have stronger adversity quotient and want to try new things. In contrast, individuals with hesitation will give up quickly when facing adversity.

Measurement of adversity quotient – It consists of 4 main dimensions and the acronym is “CO2RE”, which include:

1. C stands for Control. It means individuals’ ability to control adversity. It determines how and what extent one takes action in face of adverse events. From this concept, Seligman’s Optimism Theory supported that optimism is an important key to add potential in control situations. This situation control takes effect to all dimensions of CO2RE.

High C-scale persons are those who understand problems and find out solutions actively, and know how to apply and control situations. There are two types of situation control:

Type 1: To control the situation after being conscious. When a problem occurs, the response may be a talk or action hurting someone. For example, when arguing and yelling to the other person, when one is conscious, he wants to go back to give an apology, etc.

Type 2: To control the situation immediately once it occurs. Sometimes, one may feel angry, disappointed and desperate, but these emotions are liberated by positive thinking and reactions immediately. For example, when a teacher gives advice on working, we do not think that we are blamed, but it’s the teacher’s good wish to make our work better. The situation control is subject to training.

2. Origin (Or) and Ownership (Ow) = O2 mean individuals’ ability to take themselves to solve situations and they deem that the public adversity are their problems.

2.1 Determination of the cause of adverse events – High O2 persons are those who are able to analyze causes and other factors relating to

problems, problem origin, responsible persons, and to clearly recognize their roles. When they face the similar problems, they could solve them rapidly and more efficiently.

2.2 Responsibility - High O2 persons are those who are pleased to be responsible for their actions, do not throw their tasks to others. The successful persons dare to be responsible. The high O2 persons tend to predict situations and handle them, to have further development from the events they experience, to have continual effort, to blame themselves reasonably, to take actions, and to be responsible for themselves and others.

The low O2 persons always blame themselves and their Or scores are very low as well. Or is the second dimension of CO2RE of adversity quotient. O2 is used to measure the adversity quotient. Origin (reasons for adversity, where or who causes it) and Ownership (acceptance to the outcome of action). The high Ow scores mean that a person does not pay attention to what causes the problem. The lower the Ow scores, the less such person does not accept their actions and ignore what or who causes the problem.

3. R stands for Reach – It means how individuals think that a problem can be stopped and end. This is to measure how individuals allow adversity to affect their life. Persons with high Reach scores are able to control their negative emotions, impact and damages to life when any adversity occurs. Conversely, low AQ score persons allow the problems to intrude their life easier and more, which destroy their happiness and mental health, and worsen the adversity.

4. E stands for Endurance – it has 2 meanings:

4.1 To what extend one endures adversity; and

4.2 How one handles the prolonged problem.

People with high E scores will believe that adversity is only temporary and could be corrected. They have strong will power to overcome and endure adversity. They are optimistic and believe that when adversity goes, everything will become smooth. Conversely, people with low E scores will stop and run away from adversity immediately. E is the last dimension of AQ, which explains when adversity will end and how long it is before the cause of adversity disappears. People who have a low E score will not only believe that their adversity lasts longer, but that



the causes for their adversity will be more prolonged. These persons give up easily. This thought or feeling could not change anything better.

Seligman's Optimism Theory presented by Lorraine Johnson and Stuart Biddle from Exeter University in the United Kingdom explains that there are so many differences between people considering that the adversity is temporary, and people considering that the adversity is permanent and impossibly corrected.

In applying this concept in the sport competition and job application, most optimists believe that they are the causes of failure and such failure stays permanent, and they have low patience. In fact, the origins of failure are their lack of personalities, attempt and patience. If they have self-improvement, they are likely to meet success, either in sports, education or business.

People with high E scores are optimistic and believe that the adversity will disappear finally. They will meet light at the end of the tunnel regardless how long the tunnel will be. Sometimes, we may have the gloomy life, if we overcome it, we will get many challenging life experience.

#### Scoring

C, Or, Ow, R or E present the interactions to one situation for each question. Each situation is a supposed adversity. These letters are accompanied with + or -. The scores are put in the answer sheet prepared before being calculated based on the CORE principle. All these 4 principles are correlated apparently.

#### Interpretation

The interpretation of AQ scores is the level of scores obtained by general people facing the adversity. These scores partially clarify more about your self. AQ scores are continuous, so two persons getting scores between 134 and 135 have no difference. However, people with high, medium and low AQ may be grouped as follows:

Persons getting AQ scores between 166-200 are those who have so high adversity quotient. They are able to handle the adversity properly. They have normal life though they face the adversity. They are also able to control and handle the adversity, and to give advice to other people on confronting and fighting against the adversity.

Persons getting AQ scores between 135-165 are those who have high adversity quotient. They are able to handle the adversity quite well, and their efficiency in handling the adversity may be added. The ideas of tackling the problem come from their experience for more efficient problem handling.

Persons getting AQ scores between 95-134 are those who have medium adversity quotient and can live in a good way. However, these people may be depressed because they press many tiny problems until they feel frustrated. This group of people should study tools and methods of developing their adversity quotient for better problem-solving skills.

Persons getting AQ scores between 60-94 are those who have low adversity quotient. They consider everything in life as adversity, so their living is no smooth and they feel discouraged. Those in this group should not feel discouraged because you are able to handle the adversity, and to improve your adversity quotient.

Persons getting AQ scores totaling 59 or less are those who have so low adversity quotient. These people suffer for every problem occurred. It is so essential that they improve their adversity quotient skills to have inspiration in working, mental health, survival, responses to interactions, patience, attempt and hope. You should not feel too worried, and should recognize that your adversity quotient could be improved, but you must contribute your mind for this change and you will live happier.

Subject to the analysis of adversity quotient, if you obtain high AQ scores, this means that you have advantage over those with low AQ scores. However, the high AQ people should learn how to be more successful.

## **Concepts and Theories relating to the Development of Adolescence**

Adolescence is the age of changes, so adolescents must have adaptations. At this age, adolescents may have many problems, the successful adaptability would make adolescents have self-development, good personalities and behaviors, which are important foundations for life. Learning about the adolescence development is useful to promote adolescents to become adults with good physical, psychological and social health, and to avoid many problems, e.g. sexual problem, narcotics or aggression.

### **Characteristics of adolescence**

1. Age of growth – Adolescents have the rapid physical growth, but this growth will be slow at the late adolescence.
2. Age of change – Adolescents have the physical, psychological and cognitive changes.
3. Age of autonomy – Adolescents want to rely on, and learn everything by themselves rather than obeying others' advice. They like to argue as they have their own ideas. Sometimes, they use improper methods to solve the problems.
4. Age of problem confrontation because adolescence is the age of turning point, confusion, adaptation or decision-making. Sometimes, the adolescents act recklessly or aggressively.

### **Adolescence Development**

Adolescence from Latin *Adolescere* means “development to growth from childhood”. Adolescence is in the middle between childhood and adulthood. At present, the exact age of adolescence cannot be fixed because the puberty life span is expanded, but approximately at ages of 15-25 years because the adolescents have stayed in the educational institutes longer and the adulthood and economic reliance must be extended. In addition, the modern lifestyle and childrearing prolong the period of adolescence. Broadly, adolescence may be divided into 3 stages: early adolescence aged between 12-15 years and adolescents still have some childish behaviors; middle adolescence aged between 16-17 years or actual adolescence with mixed behaviors between childhood and adulthood; and late adolescence aged between 18-25 years with adult behaviors.

American psychologists divide adolescence into 3 stages:

1. Early adolescence – At ages of 12-15 years for girls and 13-17 years for boys. Both boys and girls have the complete sexual changes. They have the physical development, followed by other changes, e.g. emotions, relationship with others, brain potential, moral value, attitude, and cognition about themselves.
2. Middle adolescence – At ages of 15-18 years for girls and 17-19 years for boys. At this stage, they have many changes, e.g. new environment, which affect

children's social development. In general, the children prefer associating with friends who have similar preference. Children begin to improve personalities, imitate their models, and try new things.

3. Late adolescence – At ages of 18-21 years for girls and 19-21 years for boys. This stage involves the psychological development rather than physical development, especially cognition and philosophy of life. At this life span, the adolescents try to adapt their body to fit the environment more, to solve problems by themselves, and make security for themselves. Normally, the adolescents at this life span are enthusiastic to impress other people to present that they are no longer teenagers. Their dressing and expression show the adult style.

### **Physical Development**

1. Growth of bone – Adolescents have changes in body shape and longer limbs. Longer bone changes the adolescents' shape. Adolescents have different height. Female adolescents are usually taller than male adolescents during early adolescence while the latter are taller than the former during late adolescence. Height of female adolescents will be stable around 18 years old, and they are no longer higher around 20-21 years. Height of male adolescents will be stable around 20 years old and their height stops at the age of 25 years. Adolescents also gain more weight resulted by the growth of skeleton.

2. Growth of muscle – During puberty, both male and female adolescents have the growth of muscle along with bone. The growth of muscle comes from the increasing amount of androgenic hormone, which stimulates more growth of muscle. In female adolescents, they have more muscle and fat, bigger breast and hip. In male adolescents, Testosterone makes their muscle grow and stronger, and they also have muscle at chest and limbs.

3. Body hair – Hair of both male and female adolescents changes from childhood; some may have slightly curly hair during puberty. Male and female adolescents will have body hair. Male adolescents will have the facial hair, chest hair, armpit hair and pubic hair.

4. Change of Voice – The change of voice can be obviously seen in male adolescents due to growth of larynx, so they have the voice crack.

Normally, male adolescents' voice changes at the age of 13-14 years, and their voice breaks at the age of 16-18 years. After 20 years old, male adolescents will be able to control their voice and it will be softer. Female adolescents will have the treble.

5. Change of sex organ – During puberty, both male and female adolescents have the changes of sex organ influenced by sex hormones, Testosterone in male adolescents which is secreted primarily by testicles, and Progesterone secreted by ovaries and Estrogen secreted by ovaries and adrenal gland. Male and female hormones control the growth. Male adolescents have the growth of testicles, penis and semen. For female adolescents, they have the growth of ovary and womb, which cause them to have ovulation and menstruation.

### **Emotional Development**

Adolescents' emotions are intense and changing rapidly. Adolescents have so high self-confidence that they, sometimes, disagree with the adults. As their emotions are intense and sensitive, they may be pricked easily or be induced to try, either good or bad things. Short-term emotion may cause adolescents to show improper behaviors. Adolescents' emotions may be divided as follows:

1. Aggression, e.g. anger, jealousy and hate
2. Stress, e.g. fear, anxiety, sadness, sorrow
3. Joy, e.g. love, favor, satisfaction, excitement

Either type of emotion, it is intense, sensitive, changes easily. Adolescents have no good emotional control, so they sometimes feel wrathful, stressed, confident, unsure, accept something easily but sometimes stubborn. However, from studying adolescents at the current world, it is believed that, in fact, the adolescents may not have frustration or confusion because their family gives them understanding and encouragement about changes in adolescence. Therefore, the adolescents learn and have self-development by age, know how to adapt themselves, accept their own strength and weakness, and are ready to live.

### **Social Development**

The adolescents are far from the family. They may no longer be intimate with the parents or brothers/sisters, but they pay more attention to friends. They spend

long time with friends, and have activities outside, but they do not want to go anywhere with the family. They are keen on the opposite-sex persons, and the society and environment. They have better adaptation to the social rules and regulations, have social skills and competence, negotiations and communications, problem-solving, compromise, flexibility, and working with others. The good social development will be the basis for good human relationship and personalities. The social learning helps the adolescents find out the lifestyles and occupations suitable for them, and have good society and environment in the future.

### **Intellectual development**

At this age, the intellectual development will be higher until the adolescents have abstract cognition (Jean Piaget explains this situation as ‘formal operation’, which means the abilities in learning and understanding various situations profoundly like the abstract thinking), and have abilities in considering, analyzing and synthesizing more things respectively. After adolescence, these adolescents may have the identical intellectual competence to adults, but, at this age, they may be inconsiderate, hasty and careless.

Self-awareness – Adolescents have abilities in self-awareness as follows:

1.1 Identity – Adolescents express what they like and are skillful. They show their outstanding identities such as favorite subjects, favorite sports, hobbies, leisure, favorite and close friends. The adolescents usually associate with those identical or getting along with them. They will have learning and transfer some models from friends in part of concepts, moral value, ethical system, expression and life problem-solving until these become their personal identities and personalities eventually. There are also other types of identity such as sexual identity and sexual orientation, fashion, superstars, singers, dressing, religious belief, career, moral, and life goals (Erik Erikson explains that the adolescents will achieve their own identities at this age. If not, they may have the identity VS. role confusion).

1.2 Self-image – Adolescents look into their selves, e.g. face, body shape, beauty, handsomeness, disability, strength and weakness of their own physical body, etc. The adolescents pay attention or time for their body shape and skin

more than those at other ages. If they are more inferior to others, they may feel ashamed.

1.3 Acceptance – Adolescents need great acceptance from their friends. Acceptance makes adolescents feel secure, safe, self-esteem, and self-confident. Thus, the adolescents want to be popular and well-recognized by many people.

1.4 Self-esteem – As the adolescents are accepted by friends and others, they will feel self-esteem, good and beneficial to others, and everything they do will be successful.

1.5 Independence – Adolescents favor autonomy and dislike to be under any rules or criteria. They want to think, do and be self-reliant. They believe in their own ideas, and react to adults much pressing them. Curiosity is at maximum at this age; so some risky behaviors may occur if they are careless. If the adolescents can do everything by themselves successfully, they will have self-confidence.

1.6 Self-control – Adolescents learn how to control their thought, be considerate and have systematic thinking so that their thinking becomes efficient and they can live with other people.

1.7 Mood – Adolescents' mood changes easily. They feel frustrated, stressed and angry easily. They may have depression unreasonably. These bad moods lead to some deviated and aggressive behaviors, which affect their studying and living. At the early adolescence, the emotional control is not so good; the adolescents may spoil themselves, but this will become better when they are older. The adolescents have much sexual mood; so they are keen on sex, or have sexual behaviors such as masturbation, which deems normal at this age. But, there may be some behavioral problems such as sexual deviation, paraphilias, or sexual intercourse.

1.8 Moral development – Adolescents have great idealism because they can distinguish what is right or wrong. Moral system stirs adolescents to require the fairness and equality in the society, to help others, to be good and favorite persons. They may feel embarrassed with any faults in the society or house. Even their own parents, they feel that the parents are no longer perfect persons. Sometimes, the adolescents criticize their parents or teachers harshly; so the protest and resistance occur frequently at this age when the adolescents find any wrong acts, exploitation, or

inequality. Self-control in the early adolescence may not be good enough, but after this stage, self-control will be better until the adolescents have the complete moral development like adults.

According to studying the psychological development in adolescence, it could be concluded that adolescence is an age of chaos due to many physical, emotional, social and cognitive changes, especially early adolescence that is a turning point from childhood to adulthood. From various adaptation problems, the adolescents have tension and controversy or frustration. This controversy or frustration causes the adolescents to show resistance, e.g. physical and verbal aggression due to problems of adolescence development, problems of learning from family, surrounding people or media, so aggression in adolescents has been more severe.

Therefore, the level of AQ in early adolescents aged between 12-15 years studying at the dramatic arts colleges should be more studied. In the case that each adolescent has different identities, e.g. gender, age, academic achievements, birth order, level of education attained by parents, types of residence, parents' marital status, congenital disease and other factors, e.g. temperament, which is the personal attitude of early adolescents should be investigated. It is well known that high AQ in adolescents is the good skill that should be developed in the future. In case of low AQ, if we are aware of basic factors; this could be the guideline for parents and school. If the adolescents engage higher AQ, this skill could be developed through family and school.



## CHAPTER III

### METHODOLOGY

#### Population and Sample Group

##### Population

Early adolescents aged between 12-15 years, studying at the junior high school level in the educational year of 2011 in dramatic arts colleges located in the central region under the supervision of of Buditpatanasilp, Ministry of Culture (College of Dramatic Arts, Suphanburi College of Dramatic Arts, Ang Thong College of Dramatic Arts, and Lopburi College of Dramatic Arts) in the total of 1,620 students.

##### Sample Group

Size of the sample group – From the populations totaling 9,000 students, the sample group had to involve at least 383 students. The sample group size was calculated from the sample size formula in case of having the exact number of populations.

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

$$N = 1,620$$

$$E = 0.05$$

#### Research Tools

For research tools, one tool was a standard questionnaire tested for its reliability and validity and tried out in a group of students, and the other tool was a foreign questionnaire translated into Thai, which was checked by experts before being tried out.

Section 1: 10 questions about personal information, e.g. gender, age, grade and educational institute, most recent grade point average, birth order, type of residence (father and mother, father or mother, relative, dorm, and others), parents' marital status (married, separated, father or mother was dead, parents were dead), main caregiver (father, mother, others), level of education attained by the parents (junior high school or lower, senior high school or equivalent, diploma or equivalent (PorWorSor.), graduate, post-graduate) and critical congenital disease).

Section 2: 53 questions about temperament of early adolescence developed by Lesa K. Ellis and Mary K. Rothbart, which included:

- Activation control: 5 questions
- Affiliation: 5 questions
- Attention: 6 questions
- Fear: 6 questions
- Frustration: 7 questions
- High intensity pleasure: 6 questions
- Inhibitory control: 5 questions
- Pleasure sensitivity: 4 questions
- Perceptual sensitivity: 5 questions
- Shyness: 4 questions

The temperament questionnaire was the 5-alternative choice questionnaire, from most relevant to least relevant. The questionnaire reliability was computerized by Cronbach's Alpha Coefficient: activation control = 0.76, affiliation = 0.75, attention = 0.67, fear = 0.65, frustration = 0.70, high intensity pleasure = 0.71, inhibitory control = 0.69, perceptual sensibility = 0.71, pleasure sensitivity = 0.78, and shyness = 0.82.

Section 3: 40 questions about adversity quotient developed by Anan Nuanmai, which included:

- Control: 10 questions
- Origin and Ownership: 10 questions
- Reach: 10 questions
- Endurance: 10 questions

The adversity quotient questionnaire was the 5-alternative choice questionnaire, from most to least. The questionnaire reliability was computerized by Cronbach's Alpha Coefficient and its reliability was 0.96. From the item analysis by Pearson Product Moment Correlation, the discrimination value was in the range of 0.39 – 0.67.

### **Steps of Tool Construction, Development and Improvement**

1. Studying all related concepts, theories, documents and research.
2. Studying and developing the questionnaire items according to the determined structure before proposing them to the thesis committee and the Institutional Review Board (IRB).
3. Revising questionnaire items before submitting them to 3 experts to check the content validity and Index of Congruency (IOC). The IOC criteria are as follows:

Congruent = 1 score

Not congruent = -1 score

Unsure = 0 score

Then, the IOC was computerized by 
$$IOC = \frac{\sum R}{N}$$

Whereas

IOC = Index of Congruency

$\sum R$  = Total opinion scores of experts

N = Number of experts

Questionnaire items with IOC value more than or equivalent to 0.50 were selected because those questions were consistent with the temperament.

4. Questionnaire items were improved again subject to the comments given by experts and thesis committee.
5. Questionnaire was tried out to get the questionnaire reliability.
6. Questionnaire reliability was calculated by Cronbach's Alpha Coefficient.
7. Questionnaire was revised to be more appropriate for data collection.

## **Data Collection and Interpretation**

1. Compiling all academic documents, e.g. book, magazine, journal, website and other research.
2. Submitting the research outline to the Institutional Research Board for consideration and approval for data collection.
3. Collecting data from the sample group, which involved 341 early adolescents aged between 12-15 years, studying at the junior high school level in the educational year of 2012 at 4 dramatic arts colleges in the central region under the supervision of Bunditpatanasilp, Ministry of Culture. The sample group was selected by the stratified random sampling.

In data collection, the sample group's data was collected by the Researcher under the following steps:

1. The Researcher prepared a letter issued by the National Institute for Child and Family Development, Mahidol University, submitted to the directors of dramatic arts colleges to ask approval for data collection.
2. The Researcher explained the research objectives, as well as details about the questionnaire before starting the data collection.
3. The Researcher collected and checked the completeness of the questionnaires returned.
4. The data collected from the sample group was summarized and analyzed according to the data analysis guideline.

## **Statistics in the Research**

### **Statistics used for testing the tool quality**

1. Content validity was measured by Index of Congruency (IOC) as examined by experts.
2. Item discrimination was measured by Pearson Product Moment Correlation.
3. Questionnaire reliability was measured by Cronbach's Alpha Coefficient.

**Statistics used for data analysis**

1. Basic statistics, e.g. percentage, mean and Standard Deviation.
2. Statistic for hypothesis testing, e.g. Simple Correlation Coefficient.

## CHAPTER IV

### RESULTS

This study was the survey research conducted to investigate the personal factors, temperament and adversity quotient (AQ) of junior high school students in dramatic arts colleges located at the central region, and to examine the influence of temperament to the adversity quotient of junior high school students in dramatic arts colleges located at the central region, which included College of Dramatic Arts (Salaya), Suphanburi College of Dramatic Arts, Ang Thong College of Dramatic Arts, and Lopburi College of Dramatic Arts in the total of 510 students. The questionnaire was the research tool. The data analysis results were presented below.

Symbols used for data analysis

$n$	represents	number of sample group
$t$	represents	t-distribution
$F$	represents	F-distribution
$R$	represents	Correlation Coefficient
$R^2$	represents	Multiple Correlation Coefficient
$AdjR^2$	represents	Adjusted Multiple Correlation
$b$	represents	Unstandardized Regression Coefficient
$\beta$	represents	Standardized Regression Coefficient
$SE_b$	represents	Standard Error of Estimate

### Data Analysis Results

In this research, the data analysis results were presented in 2 parts:

4.1 Analysis results for general information as analyzed by descriptive statistics, e.g. number, percentage, mean and Standard Deviation.

4.2 Analysis of correlation between temperament and adversity quotient of junior high school students in dramatic arts colleges located in the central region as analyzed by Simple Correlation Coefficient.

## 4.1 Analysis results for general information

### 4.1.1 Personal factors

**Table 4.1:** Number and percentage of gender, age, grade, educational institute, most recent grade point average, birth order, type of residence, parents' marital status, main caregiver, level of education attained by the parents and critical congenital disease of junior high school students in dramatic arts colleges located at the central region (n = 510)

Personal Factors	Number	Percentage
<b>Gender</b>		
Male	79	15.5
Female	431	84.5
Total	510	100.0
<b>Age</b>		
12 years old	16	3.1
13 years old	127	24.9
14 years old	113	22.2
15 years old	254	49.8
Total	510	100.0
<b>Grade</b>		
Year 1	124	24.3
Year 2	113	22.2
Year 3	273	53.5
Total	510	100.0

**Table 4.1:** Number and percentage of gender, age, grade, educational institute, most recent grade point average, birth order, type of residence, parents' marital status, main caregiver, level of education attained by the parents and critical congenital disease of junior high school students in dramatic arts colleges located at the central region (n = 510) (cont.)

Personal Factors	Number	Percentage
<b>Educational Institute</b>		
College of Dramatic Arts	114	22.4
Supanburi of Dramatic Arts	111	21.8
AngThong of Dramatic Arts	227	44.5
Lopburi of Dramatic Arts	58	11.4
Total	510	100.0
<b>Grade Point Average</b>		
1.01– 4.00	252	49.4
2.01 – 3.00	231	45.3
1.01 – 2.00	24	4.7
0.01 – 1.00	3	0.6
Total	510	100.0
<b>Type of residence</b>		
Father and Mother	214	42.0
Father or Mother	66	12.9
Relative	31	6.1
Dorm	190	37.3
Others	9	1.8
Total	510	100.0
<b>Parents' marital status</b>		
Married	335	65.7
Separated	132	25.9
Father or mother was dead	37	7.3
Parents were dead	6	1.2
Total	510	100.0



**Table 4.1:** Number and percentage of gender, age, grade, educational institute, most recent grade point average, birth order, type of residence, parents' marital status, main caregiver, level of education attained by the parents and critical congenital disease of junior high school students in dramatic arts colleges located at the central region (n = 510) (cont.)

Personal Factors	Number	Percentage
<b>Main caregiver</b>		
Father	177	34.7
Mother	264	51.8
Others	69	13.5
Total	510	100.0
<b>Level of education attained by parents</b>		
Junior high school or lower	162	31.8
Senior high school or equivalent	132	25.9
Diploma or equivalent	107	21.0
Graduate	91	17.8
Post-graduate	18	3.5
Total	510	100.0
<b>Congenital disease</b>		
No	510	510
Yes	0	0
Total	510	100.0

Table 4.1 showed that there were 79 male students (15.5%) and 431 female students (84.5%).

When classified by age, among these early adolescents as junior high school students, 16 students were at age of 12 years old (3.1%); 127 students were at age of 13 years (24.9%); 113 students were at age of 14 years old (22.2%); and 254 students were at age of 15 years old (49.8%).

When classified by grade, 124 students (24.3%) studied at the first year; 113 students (22.2%) studied at the second year; and 273 students studied at the third year (53.5%).

When classified by educational institute, there were 114 students studying at College of Dramatic Arts (Salaya) (22.4%); 111 students studying at Suphanburi College of Dramatic Arts (21.8%); 227 students studying at Ang Thong College of Dramatic Arts (44.5%); and 58 students studying at Lopburi College of Dramatic Arts (11.4%).

When classified by most recent grade point average, most recent grade point average of most students or 252 students was in the range of 3.01-4.00 (49.4%); that of 231 students was in the range of 2.01-3.00 (45.3%); that of 24 students was in the range of 1.01-2.00 (4.7%); and that of 3 students was in the range of 0.01-1.00 (0.6%) respectively.

When classified by type of residence, most students or 214 students lived with their parents (42.0%); 190 students lived in dorms (37.3%); 66 students lived with their fathers or mothers (12.9%); 31 students lived with their relatives (6.1%); and 9 students lived with others (1.8%).

When classified by parents' marital status, the parents of most students or 335 students were married (65.7%); parents of 132 students (25.9%) were separated; fathers or mothers of 37 students (7.3%) were dad; and parents of 6 students (1.2%) were dead respectively.

When classified by main caregiver, the main caregivers of most students or 264 students (51.8%) were mothers; main caregivers of 177 students (34.7%) were fathers; and 69 students (13.5%) were cared by other caregivers respectively.

When classified by level of education attained by parents, the parents of most students or 162 students (31.8%) completed the junior high school level or lower; parents of 132 students (25.9%) completed the senior high school level or equivalent; parents of 107 students (21.0%) completed the diploma or equivalent (PorWorSor.); parents of 91 students (17.8%) completed the bachelor degree; and parents of 18 students (3.5%) completed higher than the bachelor degree respectively.

When classified by congenital disease, no students (510 students) had the congenital disease (100.0%).

**4.1.2 Temperament of early adolescence** – This issue was measured by the temperament inventory for early adolescence aged between 12-15 years developed by Lesa K. Ellis and Mary K. Rothbart, comprising 53 questions.

In this research, the overall temperament criteria were as follows:

0-53 scores	= so low temperament
54-106 scores	= Low temperament
107-159 scores	= Medium temperament
160-212 scores	= High temperament
213-265 scores	= So high temperament

The criteria for each area of temperament were as follows:

1. Effortful Control – 25 questions under criteria of dividing temperament as described below:

- 0 - 5 scores = temperament in the area of effortful control was so low.
- 6 – 10 scores = temperament in the area of effortful control was low.
- 11 – 15 scores = temperament in the area of effortful control was medium.
- 16 – 20 scores = temperament in the area of effortful control was high.
- 21 – 25 scores = temperament in the area of effortful control was so high.

2. Affiliation – 25 questions under criteria of dividing temperament as described below:

- 0 – 5 scores = temperament in the area of affiliation was so low.
- 6 – 10 scores = temperament in the area of affiliation was low.
- 11 – 15 scores = temperament in the area of affiliation was medium.
- 16 – 20 scores = temperament in the area of affiliation was high.
- 21 – 25 scores = temperament in the area of affiliation was so high.

3. Attention – 30 questions under criteria of dividing temperament as described below:

- 0 – 6 scores = temperament in the area of attention was so low.
- 7 – 12 scores = temperament in the area of attention was low.
- 13 – 18 scores = temperament in the area of attention was medium.
- 19 – 24 scores = temperament in the area of attention was high.
- 25 – 30 scores = temperament in the area of attention was so high.

4. Fear – 30 questions under criteria of dividing temperament as described below:

0 – 6 scores = temperament in the area of fear was so low.

7 – 12 scores = temperament in the area of fear was low.

13 – 18 scores = temperament in the area of fear was medium.

19 – 24 scores = temperament in the area of fear was high.

25 – 30 scores = temperament in the area of fear was so high

5. Frustration – 35 questions under criteria of dividing temperament as described below:

0 – 7 scores = temperament in the area of frustration was so low.

8 – 14 scores = temperament in the area of frustration was low.

15 – 21 scores = temperament in the area of frustration was medium.

22 – 28 scores = temperament in the area of frustration was high.

29 – 35 scores = temperament in the area of frustration was so high

6. High intensity pleasure – 30 questions under criteria of dividing temperament as described below:

0 – 6 scores = temperament in the area of high intensity pleasure was so low.

7 – 12 scores = temperament in the area of high intensity pleasure was low.

13 – 18 scores = temperament in the area of high intensity pleasure was medium.

19 – 24 scores = temperament in the area of high intensity pleasure was high.

25 – 30 scores = temperament in the area of high intensity pleasure was so high

7. Inhibitory Control – 25 questions under criteria of dividing temperament as described below:

0 – 5 scores = temperament in the area of inhibitory control was so low.

6 – 10 scores = temperament in the area of inhibitory control was low.

11 – 15 scores = temperament in the area of inhibitory control was medium.

16 – 20 scores = temperament in the area of inhibitory control was high.

21 – 25 scores = temperament in the area of inhibitory control was so high.

8. Pleasure Sensitivity – 25 questions under criteria of dividing temperament as described below:

0 – 5 scores = temperament in the area of pleasure sensitivity was so low.

6 – 10 scores = temperament in the area of pleasure sensitivity was low.

11 – 15 scores = temperament in the area of pleasure sensitivity was medium.

16 – 20 scores = temperament in the area of pleasure sensitivity was high.

21 – 25 scores = temperament in the area of pleasure sensitivity was so high.

9. Perceptual Sensitivity – 20 questions under criteria of dividing temperament as described below:

0 – 4 scores = temperament in the area of pleasure sensitivity was so low.

5 – 8 scores = temperament in the area of perceptual sensitivity was low.

9 – 12 scores = temperament in the area of perceptual sensitivity was medium.

13 – 16 scores = temperament in the area of perceptual sensitivity was high.

17 – 20 scores = temperament in the area of perceptual sensitivity was so high.

10. Shyness – 20 questions under criteria of dividing temperament as described below:

0 – 4 scores = temperament in the area of shyness was so low.

5 – 8 scores = temperament in the area of shyness was low.

9 – 12 scores = temperament in the area of shyness was medium.

13 – 16 scores = temperament in the area of shyness was high.

- 17 – 20 scores = temperament in the area of shyness was so high.

**Table 4.2:** Number, percentage, mean and Standard Deviation of temperament scores in the area of effortful control of students in dramatic arts colleges at the central region (n = 510)

<b>Temperament in respect with Effortful Control</b>	<b>Number</b>	<b>Percentage</b>
Temperament at so high level	9	1.8
Temperament at high level	174	34.1
Temperament at medium level	312	61.2
Temperament at low level	15	2.9
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of effortful control = 3.35 scores		
Standard Deviation = 0.567		

Table 4.2 showed that most students or 312 students (61.2%) had temperament in the area of effortful control at the medium level, followed by 174 students (34.1%) at the high level; 15 students (2.9%) at the low level; 9 students (1.8%) at the so high level; and no students had temperament at the so low level. The mean of temperament in the area of effortful control = 3.35 scores or the temperament in the area of effortful control was at the medium level.

**Table 4.3:** Number, percentage, mean and Standard Deviation of temperament scores in the area of affiliation of students in dramatic arts colleges at the central region (n = 510)

Temperament in respect with Affiliation	Number	Percentage
Temperament at so high level	105	20.6
Temperament at high level	338	66.3
Temperament at medium level	63	12.4
Temperament at low level	4	0.8
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of affiliation = 4.07 scores		
Standard Deviation = 0.598		

Table 4.3 showed that most students or 338 students (61.2%) had temperament in the area of affiliation at the high level, followed by 105 students (20.6%) at the so high level; 63 students (12.4%) at the medium level; 4 students (0.8%) at the low level; and no students had temperament at the so high level. The mean of temperament in the area of affiliation = 4.07 scores or the temperament in the area of affiliation was at the high level.

**Table 4.4:** Number, percentage, mean and Standard Deviation of temperament scores in the area of attention of students in dramatic arts colleges at the central region (n = 510)

Temperament in respect with Attention	Number	Percentage
Temperament at so high level	10	1.9
Temperament at high level	265	52.0
Temperament at medium level	233	45.7
Temperament at low level	42	0.4
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of attention = 3.55 scores		
Standard Deviation = 0.546		

Table 4.4 showed that most students or 265 students (52.0%) had temperament in the area of attention at the high level, followed by 233 students (45.7%) at the medium level; 42 students (0.4%) at the low level; 10 students (1.9%) at the so high level; and no students had temperament at the so low level. The mean of temperament in the area of effortful control = 3.55 scores or the temperament in the area of attention was at the medium level.

**Table 4.5:** Number, percentage, mean and Standard Deviation of temperament scores in the area of fear of students in dramatic arts colleges at the central region (n = 510)

Temperament in respect with Fear	Number	Percentage
Temperament at so high level	136	26.7
Temperament at high level	306	60.0
Temperament at medium level	63	12.4
Temperament at low level	5	1.0
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of attention = 4.12 scores		
Standard Deviation = 0.644		

Table 4.5 showed that most students or 306 students (60.6%) had temperament in the area of fear at the high level, followed by 136 students (26.7%) at the so high level; 63 students (12.4%) at the medium level; and 5 students (1.0%) at the so low level. The mean of temperament in the area of fear = 4.12 scores or the temperament in the area of fear was at the high level.



**Table 4.6:** Number, percentage, mean and Standard Deviation of temperament scores in the area of frustration of students in dramatic arts colleges at the central region (n = 510)

Temperament in respect with Frustration	Number	Percentage
Temperament at so high level	117	22.9
Temperament at high level	327	64.1
Temperament at medium level	62	12.2
Temperament at low level	4	0.8
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of frustration = 4.09 scores		
Standard Deviation = 0.612		

Table 4.6 showed that most students or 327 students (64.1%) had temperament in the area of frustration at the high level, followed by 117 students (22.9%) at the so high level; 62 students (12.2%) at the medium level; 4 students (0.8%) at the low level; and no students had temperament in the area of frustration at the so low level. The mean of temperament in the area of frustration = 4.09 scores or the temperament in the area of frustration was at the high level.

**Table 4.7:** Number, percentage, mean and Standard Deviation of temperament scores in the area of high intensity pleasure of students in dramatic arts colleges at the central region (n = 510)

<b>Temperament in respect with High Intensity Pleasure/ Surgency</b>	<b>Number</b>	<b>Percentage</b>
Temperament at so high level	20	3.9
Temperament at high level	284	55.7
Temperament at medium level	199	39.0
Temperament at low level	7	1.4
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of high intensity pleasure = 3.62 scores		
Standard Deviation = 0.585		

Table 4.7 showed that most students or 284 students (55.7%) had temperament in the area of high intensity pleasure at the high level, followed by 199 students (39.0%) at the medium level; 20 students (3.9%) at the so high level; 7 students (1.4%) at the low level; and no students had temperament in the area of high intensity pleasure at the so low level. The mean of temperament in the area of high intensity pleasure = 3.62 scores or the temperament in the area of high intensity pleasure was at the medium level.

**Table 4.8:** Number, percentage, mean and Standard Deviation of temperament scores in the area of inhibitory control of students in dramatic arts colleges at the central region (n = 510)

<b>Temperament in respect with Inhibitory Control</b>	<b>Number</b>	<b>Percentage</b>
Temperament at so high level	9	1.8
Temperament at high level	271	53.1
Temperament at medium level	225	44.1
Temperament at low level	5	1.0
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of inhibitory control = 3.56 scores		
Standard Deviation = 0.550		

Table 4.8 showed that most students or 271 students (53.1%) had temperament in the area of inhibitory control at the high level, followed by 225 students (44.1%) at the medium level; 9 students (1.8%) at the so high level; 5 students (1.0%) at the low level; and no students had temperament in the area of inhibitory control at the so low level. The mean of temperament in the area of inhibitory control = 3.56 scores or the temperament in the area of inhibitory control was at the medium level.

**Table 4.9:** Number, percentage, mean and Standard Deviation of temperament scores in the area of pleasure sensibility of students in dramatic arts colleges at the central region (n = 510)

<b>Temperament in respect with Pleasure Sensibility</b>	<b>Number</b>	<b>Percentage</b>
Temperament at so high level	65	12.7
Temperament at high level	295	57.8
Temperament at medium level	139	27.3
Temperament at low level	11	2.2
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of pleasure sensibility = 3.81 scores		
Standard Deviation = 0.672		

Table 4.9 showed that most students or 295 students (57.8%) had temperament in the area of pleasure sensibility at the high level, followed by 139 students (27.3%) at the medium level; 65 students (12.7%) at the so high level; and 11 students (2.2%) at the low level. The mean of temperament in the area of pleasure sensibility = 3.81 scores or the temperament in the area of pleasure sensibility was at the medium level.

**Table 4.10:** Number, percentage, mean and Standard Deviation of temperament scores in the area of perceptual sensibility of students in dramatic arts colleges at the central region (n = 510)

<b>Temperament in respect with Perceptual Sensitivity</b>	<b>Number</b>	<b>Percentage</b>
Temperament at so high level	22	4.3
Temperament at high level	316	62.0
Temperament at medium level	162	31.8
Temperament at low level	9	1.8
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of perceptual sensibility = 3.68 scores		
Standard Deviation = 0.592		

Table 4.10 showed that most students or 316 students (62.0%) had temperament in the area of perceptual sensibility at the high level, followed by 162 students (31.8%) at the medium level; 22 students (4.3%) at the so high level; 9 students (1.8%) at the low level; and only one student (0.2%) had temperament in the area of perceptual sensibility at the so low level. The mean of temperament in the area of perceptual sensibility = 3.68 scores or the temperament in the area of perceptual sensibility was at the medium level.

**Table 4.11:** Number, percentage, mean and Standard Deviation of temperament scores in the area of shyness of students in dramatic arts colleges at the central region (n = 510)

Temperament in respect with Shyness	Number	Percentage
Temperament at so high level	64	12.5
Temperament at high level	229	44.9
Temperament at medium level	185	36.3
Temperament at low level	29	5.7
Temperament at so low level	0	0
Total	510	100.0
Mean of temperament in the area of shyness = 3.63 scores		
Standard Deviation = 0.796		

Table 4.11 showed that most students or 229 students (44.9%) had temperament in the area of shyness at the high level, followed by 185 students (36.3%) at the medium level; 64 students (12.5%) at the so high level; 29 students (5.7%) at the low level; and only 3 students (0.6%) had temperament in the area of shyness at the so low level. The mean of temperament in the area of shyness = 3.63 scores or the temperament in the area of effortful control was at the medium level.

**4.1.3 Adversity Quotient** – Questionnaire with 5 alternative answers, from most relevant to least relevant as developed by Anan Nuanmai, which included 40 questions, comprising 10 questions regarding adversity quotient in the dimension of control, 10 questions regarding adversity quotient in the dimension of origin and ownership, 10 questions regarding adversity quotient in the dimension of reach, and 10 questions regarding adversity quotient in the dimension of endurance. The measurement criteria of adversity quotient were as follows:

- 0 – 59 scores = adversity quotient at the so low level
- 60 – 94 scores = adversity quotient at the low level
- 95 – 134 scores = adversity quotient at the medium level
- 135 – 165 scores = adversity quotient at the high level
- 166 – 200 scores = adversity quotient at the so high level

**Table 4.12:** Number, percentage, mean and Standard Deviation of overall adversity quotient of students in dramatic arts colleges at the central region (n = 510)

<b>Adversity Quotient (AD)</b>	<b>Number</b>	<b>Percentage</b>
Adversity Quotient at so high level	65	12.7
Adversity Quotient at high level	249	48.8
Adversity Quotient at medium level	195	38.2
Adversity Quotient at low level	0	0
Adversity Quotient at so low level	1	0.2
Total	510	100.0
Mean of overall adversity quotient = 3.74 scores		
Standard Deviation = 0.678		

Table 4.12 showed that most students or 249 students (48.8%) had the general adversity quotient at the high level, followed by 195 students (38.2%) at the medium level; 65 students (12.7%) at the so high level; 1 student (0.2%) at the so low level; and no students had the general adversity quotient at the low level. The mean of general adversity quotient = 3.74 scores or the general adversity quotient was at the medium level.

**Table 4.13:** Number, percentage, mean and Standard Deviation of adversity quotient in the dimension of control of students in dramatic arts colleges at the central region (n = 510)

<b>Adversity Quotient (AD) in the dimension of control</b>	<b>Number</b>	<b>Percentage</b>
Adversity Quotient at so high level	67	13.1
Adversity Quotient at high level	321	62.9
Adversity Quotient at medium level	119	23.3
Adversity Quotient at low level	3	0.6
Adversity Quotient at so low level	0	0
Total	510	100.0
Mean of adversity quotient in the dimension of control = 3.89 scores		
Standard Deviation = 0.613		

Table 4.13 showed that most students or 321 students (62.9%) had the adversity quotient in the dimension of control at the high level, followed by 119 students (23.3%) at the medium level; 67 students (13.1%) at the so high level; 3 students (0.6%) at the low level; and no students had the adversity quotient in the dimension of control at the so low level. The mean of adversity quotient in the dimension of control = 3.89 scores or the general adversity quotient was at the medium level.

**Table 4.14:** Number, percentage, mean and Standard Deviation of adversity quotient in the dimension of origin and ownership of students in dramatic arts colleges at the central region (n = 510)

<b>Adversity Quotient (AD) in the dimension of origin and ownership</b>	<b>Number</b>	<b>Percentage</b>
Adversity Quotient at so high level	96	18.8
Adversity Quotient at high level	326	63.9
Adversity Quotient at medium level	87	17.1
Adversity Quotient at low level	1	0.2
Adversity Quotient at so low level	0	0
Total	510	100.0
Mean of adversity quotient in the dimension of origin and ownership = 4.01 scores		
Standard Deviation = 0.606		

Table 4.14 showed that most students or 326 students (63.9%) had the adversity quotient in the dimension of origin and ownership at the high level, followed by 96 students (18.8%) at the so high level; 87 students (17.1%) at the medium level; 1 student (0.2%) at the low level; and no students had the adversity quotient in the dimension of origin and ownership at the so low level. The mean of adversity quotient in the dimension of control = 4.01 scores or the general adversity quotient was at the high level.



**Table 4.15:** Number, percentage, mean and Standard Deviation of adversity quotient in the dimension of reach of students in dramatic arts colleges (n = 510)

<b>Adversity Quotient (AD) in the dimension of reach</b>	<b>Number</b>	<b>Percentage</b>
Adversity Quotient at so high level	69	13.5
Adversity Quotient at high level	327	64.1
Adversity Quotient at medium level	113	22.2
Adversity Quotient at low level	1	0.2
Adversity Quotient at so low level	0	0
Total	510	100.0
Mean of adversity quotient in the dimension of reach = 3.91 scores		
Standard Deviation = 0.598		

Table 4.15 showed that most students or 327 students (64.1%) had the adversity quotient in the dimension of reach at the high level, followed by 113 students (22.2%) at the medium level; 69 students (13.5%) at the high level; 1 student (0.2%) at the low level; and no students had the adversity quotient in the dimension of reach at the so low level. The mean of adversity quotient in the dimension of reach = 3.91 scores or the general adversity quotient was at the medium level.

**Table 4.16:** Number, percentage, mean and Standard Deviation of adversity quotient in the dimension of endurance of students in dramatic arts colleges at the central region (n = 510)

<b>Adversity Quotient (AD) in the dimension of endurance</b>	<b>Number</b>	<b>Percentage</b>
Adversity Quotient at so high level	147	28.8
Adversity Quotient at high level	275	53.9
Adversity Quotient at medium level	87	17.1
Adversity Quotient at low level	1	0.2
Adversity Quotient at so low level	0	0
Total	510	100.0
Mean of adversity quotient in the dimension of endurance = 4.11 scores		
Standard Deviation = 0.674		

Table 4.16 showed that most students or 275 students (53.9%) had the adversity quotient in at the high level, followed by 147 students (28.8%) at the high level; 87 students (17.1%) at the medium level; 1 student (0.2%) at the low level; and no students had the adversity quotient in the dimension of endurance at the so low level. The mean of adversity quotient in the dimension of endurance = 4.11 scores or the general adversity quotient was at the high level.

## 4.2 Data analysis results on temperament affecting the adversity quotient of students in dramatic Arts colleges at the central Region by mean of Regression Analysis

The correlation analysis between temperament, e.g. effortful control, affiliation, attention, fear frustration, high intensity pleasure, inhibitory control, pleasure sensibility, perceptual sensibility, and shyness, which was presented for each area as follows:

1. Effortful control, e.g. activation control, attention and inhibitory control.
2. Extraversion/Surgency, e.g. low fear, low shyness and high intensity pleasure.
3. Orienting sensibility, e.g. affiliation, perceptual sensibility and pleasure sensibility.
4. Negative effect, e.g. frustration.

and adversity quotient, e.g. control, origin and ownership, reach and endurance of students at dramatic arts colleges at the central region. The correlation was analyzed by Pearson's Product Moment Correlation Coefficient to find out the correlation between temperament and adversity quotient before analyzing the influence of temperament that is able to predict the adversity quotient.

**Table 4.17:** Correlation analysis results between temperament and adversity quotient of students at dramatic arts colleges at the central region

Variable (n = 510)	X1	X2	X3	X4	Y1
X1	1	-.022	.197**	-.177**	.367**
X2		1	.432**	.478**	.083
X3			1	.378**	.318**
X4				1	.019
Y1					1

\*\* Level of Significance at .01

Table 4.17 showed that the temperament in the areas of effortful control and orienting sensitivity were correlated with the adversity quotient in the dimension of control of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .367 and .318 respectively.

**Table 4.18:** Correlation analysis results between temperament and adversity quotient of students at dramatic arts colleges at the central region

Variable (n = 510)	X1	X2	X3	X4	Y2
X1	1	-.022	.197**	-.177**	.327**
X2		1	.432**	.478**	.149**
X3			1	.378**	.289**
X4				1	.109*
Y2					1

\*\* Level of Significance at .01

\* Level of Significance at .05

Table 4.18 showed that the temperament in the areas of effortful control, orienting sensitivity and extraversion were correlated with the adversity quotient in the dimension of origin and ownership of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .327, .289 and .149 respectively. In addition, the negative effect was correlated with the adversity quotient in the dimension of origin and ownership of students at dramatic arts colleges at the central region at the significance of .05 with the correlation coefficient at .109.

**Table 4.19:** Correlation analysis results between temperament and adversity quotient of students at dramatic arts colleges at the central region

<b>Variable</b> <b>(n = 510)</b>	<b>X1</b>	<b>X2</b>	<b>X3</b>	<b>X4</b>	<b>Y3</b>
<b>X1</b>	1	-.022	.197**	-.177**	.267**
<b>X2</b>		1	.432**	.478**	.122**
<b>X3</b>			1	.378**	.275**
<b>X4</b>				1	.099*
<b>Y3</b>					1

\*\* Level of Significance at .01

\* Level of Significance at .05

Table 4.19 showed that the temperament in the areas of effortful control, orienting sensitivity and extraversion were correlated with the adversity quotient in the dimension of reach of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .275, .267 and .122 respectively. In addition, the negative effect was correlated with the adversity quotient in the dimension of reach of students at dramatic arts colleges at the central region at the significance of .05 with the correlation coefficient at .099.

**Table 4.20:** Correlation analysis results between temperament and adversity quotient of students at dramatic arts colleges at the central region

<b>Variable</b> <b>(n = 510)</b>	<b>X1</b>	<b>X2</b>	<b>X3</b>	<b>X4</b>	<b>Y4</b>
<b>X1</b>	1	-.022	.197**	-.177**	.265**
<b>X2</b>		1	.432**	.478**	.206**
<b>X3</b>			1	.378**	.299**
<b>X4</b>				1	.166**
<b>Y4</b>					1

\*\* Level of Significance at .01

Table 4.20 showed that the temperament in the areas of effortful control, orienting sensitivity, extraversion and negative effect were correlated with the adversity quotient in the dimension of endurance of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .299, .265, .206 and .166 respectively.

## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATION**

This study was the survey research conducted to investigate the correlation between temperament and adversity quotient (AQ) of junior high school students in dramatic arts colleges located at the central region, which included College of Dramatic Arts (Salaya), Suphanburi College of Dramatic Arts, Ang Thong College of Dramatic Arts, and Lopburi College of Dramatic Arts in the total of 510 students.

This research was the quantitative research. The inventory was the research tool for data collection, which consisted of 3 parts: questions regarding general information, questions regarding temperament, and questions regarding adversity quotient. The data analysis was based on descriptive statistics, e.g. number and percentage, and on correlation for hypothesis testing. The analysis results, discussion and recommendations were presented below.

#### **5.1 Conclusion**

The analysis results of this research were summarized as follows:

##### **5.1.1 Personal factors**

The sample group of this research included 510 junior high school students in dramatic arts colleges located at the central region, which included College of Dramatic Arts (Salaya), Suphanburi College of Dramatic Arts, Ang Thong College of Dramatic Arts, and Lopburi College of Dramatic Arts.

When classified by gender, 79 students (15.5%) were male and 431 students (84.5%) were female.

When classified by age, among these early adolescents as junior high school students, 16 students were at age of 12 years old (3.1%); 127 students were at

age of 13 years (24.9%); 113 students were at age of 14 years old (22.2%); and 254 students were at age of 15 years old (49.8%).

When classified by grade, 124 students (24.3%) studied at the first year; 113 students (22.2%) studied at the second year; and 273 students studied at the third year (53.5%).

When classified by educational institute, there were 114 students studying at College of Dramatic Arts (Salaya) (22.4%); 111 students studying at Suphanburi College of Dramatic Arts (21.8%); 227 students studying at Ang Thong College of Dramatic Arts (44.5%); and 58 students studying at Lopburi College of Dramatic Arts (11.4%).

When classified by most recent grade point average, most recent grade point average of most students or 252 students was in the range of 3.01-4.00 (49.4%); that of 231 students was in the range of 2.01-3.00 (45.3%); that of 24 students was in the range of 1.01-2.00 (4.7%); and that of 3 students was in the range of 0.01-1.00 (0.6%) respectively.

When classified by type of residence, most students or 214 students lived with their parents (42.0%); 190 students lived in dorms (37.3%); 66 students lived with their fathers or mothers (12.9%); 31 students lived with their relatives (6.1%); and 9 students lived with others (1.8%).

When classified by parents' marital status, the parents of most students or 335 students were married (65.7%); parents of 132 students (25.9%) were separated; fathers or mothers of 37 students (7.3%) were dad; and parents of 6 students (1.2%) were dead respectively.

When classified by main caregiver, the main caregivers of most students or 264 students (51.8%) were mothers; main caregivers of 177 students (34.7%) were fathers; and 69 students (13.5%) were cared by other caregivers respectively.

When classified by level of education attained by parents, the parents of most students or 162 students (31.8%) completed the junior high school level or lower; parents of 132 students (25.9%) completed the senior high school level or equivalent; parents of 107 students (21.0%) completed the diploma or equivalent (PorWorSor.); parents of 91 students (17.8%) completed the bachelor degree; and parents of 18 students (3.5%) completed higher than the bachelor degree respectively.



When classified by congenital disease, no students (510 students) had the congenital disease (100.0%).

### **5.1.2 Temperament**

When classifying each area of temperament, the areas with high means included fear at 4.12 scores, frustration at 4.09 scores and affiliation at 4.07 scores. The temperament with medium means included the activation control at 3.35 scores, attention at 3.55 scores, high intensity pleasure at 3.62 scores, inhibitory control at 3.56 scores, pleasure sensibility at 3.81 scores, perceptual sensibility at 3.68 scores and shyness at 3.63 scores.

### **5.1.3 Adversity quotient**

Most students or 249 students (48.8%) had the general adversity quotient at the high level, followed by 195 students (38.2%) at the medium level; 65 students (12.7%) at the so high level; 1 student (0.2%) at the so low level; and no students had the general adversity quotient at the low level. The mean of general adversity quotient = 3.74 scores or the general adversity quotient was at the medium level.

By analyzing each dimension of adversity quotient, the highest mean fell in the endurance with 4.11 scores and in the origin and ownership with 4.01 scores. The dimensions of adversity quotient with means at the medium level were the reach with 3.91 scores and control with 3.89 scores.

### **5.1.4 Temperament, e.g. effortful control, extraversion, orienting sensibility and negative effect, was correlated with the adversity quotient of junior high school students in dramatic arts colleges located at the central region**

The hypothesis testing results showed that:

1. Temperament in the areas of effortful control and orienting sensitivity were correlated with the adversity quotient in the dimension of control of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .367 and .318 respectively.

2. Temperament in the areas of effortful control, orienting sensitivity and extraversion were correlated with the adversity quotient in the dimension of origin and

ownership of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .327, .289 and .149 respectively. In addition, the negative effect was correlated with the adversity quotient in the dimension of origin and ownership of students at dramatic arts colleges at the central region at the significance of .05 with the correlation coefficient at .109.

3. Temperament in the areas of effortful control, orienting sensitivity and extraversion were correlated with the adversity quotient in the dimension of reach of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .275, .267 and .122 respectively. In addition, the negative effect was correlated with the adversity quotient in the dimension of reach of students at dramatic arts colleges at the central region at the significance of .05 with the correlation coefficient at .099.

4. Temperament in the areas of effortful control, orienting sensitivity, extraversion and negative effect were correlated with the adversity quotient in the dimension of endurance of students at dramatic arts colleges at the central region at the significance of .01 with the correlation coefficient at .299, .265, .206 and .166 respectively.

## **5.2 Discussion**

The results of this research could be discussed subject to the hypothesis that the temperament, e.g. effortful control, extraversion, activation control and negative effect affected the adversity quotient of junior high school students at dramatic arts colleges in the central region. The result showed that the temperament was correlated with the adversity quotient.

As stated earlier in the Introduction that the temperament of early adolescence may be developed to be personalities during adulthood. The result of this research that the temperament was correlated with the adversity quotient was, therefore, consistent with Venus Paknara (2546) who studied the Relationship between Personalities and Emotional Quotient (EQ) and Adversity Quotient (AQ), and she found that students' AQ was positively correlated with their personalities at the .05 level of significance.

Temperament in part of effortful control involves the movement control or ability to express by actions when facing any inevitable events; attention or ability to pay interest in anything as well as changing interest if desired; and inhibitory control or ability to plan and curb any improper response. In conclusion, individuals with high degree of temperament in the area of effortful control will have intention, patience, responsibility, so they are able to direct their behaviors exactly, to consider before speaking or taking actions, to learn how to wait and think over, to have patience, strong mind, and not be deviated by pressure, to plan and prioritize tasks, and to be able to adjust their emotions. This is consistent with Charnchai Chamnarnuar (2550) who studied the Relationship between Emotional Quotient and Adversity Quotient of Students under the Supervision of Uttaradit Municipality. The result showed that AQ was positively correlated with EQ, affiliation, self-emotional control, self-motivation, and self-emotional recognition and understanding at the .01 level of significance. Several abilities help urge oneself to attain good life targets, to wait, to sympathize others, to live with hope, to be optimistic, to have human relation, and to be able to handle dissatisfaction. Individuals who are able to control their emotions will be able to handle their frustration without using it to tackle other people, and to have patient and responsibility. This is consistent with Luckkana Kankrua(2550) who studied some factors related to the adversity quotient (AQ) of M.3 students at Si Sa Ket Province. She found that AQ of M.3 students was positively correlated with their IQ, EQ, self-esteem, democratic child-rearing, ignorant child-rearing, strict child-rearing, dominance, future orientation and responsibility at the .01 level of significance.

Temperament in the area of orienting sensibility consists of affiliation or good human relationship, friendship, good affiliation with others, character between shyness and extrovert; perceptual sensibility or ability to detect slight intensity stimuli from both with the body and the external environment; and pleasure sensibility or amount of pleasure on activity or stimuli with low intensity, complication and novelty. In conclusion, individuals with high degree of temperament in the area of orienting sensibility are sociable, talkative, warm, cheerful, have good relationship with others, reasonable decision-making, respect others' ideas in working, have good adaptation with others, understand others, have high flexibility, compromise, have tactics to form relationship, and be able to handle interpersonal conflicts. This is consistent with

Charnchai Chamnarnuar (2550) who studied the Relationship between Emotional Quotient and Adversity Quotient of Students under the Supervision of Uttaradit Municipality. The result showed that AQ was positively correlated with EQ, affiliation, self-emotional control, self-motivation, and self-emotional recognition and understanding at the .01 level of significance if the students had good relationship with others and efficient communication skills, recognize and respond emotions and demands of other people appropriately. This is consistent with the research conducted by Kesorn Bhoomdee(2546) who studied the Adversity Quotient of Students with Different Personalities and Care. The result showed that the students with a high degree of understanding themselves and other people would have a high degree of adversity quotient. The successful people must understand themselves and other people, pay respect to others, and pay attention to others were likely to have the high adversity quotient; as a result, they desire to complete anything despite many obstacles so that they acquire the efficient success. This is the same to Thida Thitipanichayangkul (2550) who studied some factors affecting the emotional stability and adversity quotient of M.3 students in Bangkok Educational Area, Region 3. The result showed that the factors affecting the students' adversity quotient at the .01 level of significance was the relationship.

Temperament in the area of extraversion consists of high intensity pleasure/ urgency or the pleasure related to situation involving high stimulus intensity or novelty; shyness or behavior suppressing novelty or challenge, particularly social challenge; and fear or negative affectivity related to anticipation of distress. This is against Venus Paknara (2546) who studied the Relationship between Personalities and Emotional Quotient (EQ) and Adversity Quotient (AQ), and she found that one personality trait, which was able to predict the adversity quotient, was the extraversion and bravery. This is not consistent with this research that the extraversion was unable to predict the adversity quotient. The reason may be that this research involved the dramatic arts students whose special skills in music and dramatic arts have been trained, and they were regularly allowed to present their skills. Thus, most of these students were extrovert. This may answer why the extraversion was unable to predict the adversity quotient.

From this research, most adolescent samples aged between 13-15 years had the high degree of temperament. This is consistent with Panarat Charoonviroon (2549) who studied the correlation between the intelligence quotient, and adversity quotient and emotional quotient of M.3 students at Catholic School, Bang Rak District, Bangkok. It was found that most students had quite high degree of adversity quotient. This is also consistent with the study conducted by Anan Nuanmai (2549) who studied some factors affecting the emotional quotient (EQ) and the adversity quotient (AQ) of M.3 students under the supervision of the Department of General Education, Ang Thong Province. The result showed that most students had quite high degree of adversity quotient. This is also consistent with Luckkana Kankrua (2550) who studied some factors related to the adversity quotient (AQ) of M.3 students at Si Sa Ket Province. She found that AQ of most M.3 students was high as well. From the studies mentioned above, they involved the samples who were adolescents aged between 13-15 years, and most of them had the high degree of adversity quotient. This may be explained that the different types of school, either dramatic arts school, catholic school or school under the supervision of the Department of General Education, did not make the students' AQ different as most students in each type of school had the high degree of adversity quotient.

Wanida Kantakaew (2550) studied the adversity quotient, emotional quotient and learning behavior of students in the fourth range at Nareerat School, Prae Province. She found that the students had the high degree of adversity quotient, but their learning behavior was at the medium level. This is not consistent with this research that most students had the high degree of adversity quotient and most of them acquired the high grade point average as well. The reason may be that the samples of both studies were in the different range of age.

From this research, the adversity quotient in the dimension of endurance got the highest mean or 4.11. This is consistent with the research conducted by Nunthiya Vachiralarpaihoon (2547) who studied the Increase of Adversity Quotient by Learning the Adversity Behavior: A Case Study of Male Youth Offenders. The result showed that the adversity quotient in the dimension of endurance got the highest mean while the total scores of general adversity quotient were quite high. This is

evident that the adolescents, whether or not they used to conduct offences, had no different adversity quotient.

Thippawan Chantasith (2550) conducted a comparative study on adversity quotient of M.6 students with different mental traits and family status. The result showed that most students had the high degree of adversity quotient, and most of them had the perfect family. This is consistent with this research that most students had the high degree of adversity quotient, and their parents have lived together and they lived with their parents. This may be explained that the children in the complete family where the parents tender love to children properly and timely will entail the good family relationship, and interact with love. As a result, the children will have trust and self-confidence, have the appropriate development up to age, have adaptability to the society and live happily, and be able to ace the adversity resolutely and securely.

### **5.3 Limitation of the Research**

5.3.1 This research involved the subjective data only, that is, the questionnaires were responded by the sample group, and the questions investigated the sample group's attitude towards temperament and adversity quotient, so the sample group might have some bias in data interpretation.

5.3.2 This research did not examine some confounding factors that may relate to the assessment of scores in both sections of the questionnaire, e.g. religion, child-rearing of the family, etc.

5.3.3 This research involved the junior high school students in dramatic arts colleges at the central region only; it cannot be referred to other groups of population.

5.3.4 This research covered the normal children, excluding special children.

## 5.4 Recommendations

The suggestions from this research are as follows:

1. The result showed that the temperament in the area of effortful control was able to predict the adversity quotient. If we desire that the children are able to respond to difficult events and overcome them, we must train the children to have intention, patience, responsibility, consideration before talks or actions, waiting, inhibitory control and emotional adjustment.

2. The result showed that the temperament in the area of orienting sensibility could predict the adversity quotient. Therefore, if we want the children capable of responding to difficult events to attain success, we must nurture them to have the good relationship with others, to have reasons in decision-making, to respect others' ideas, to get along with others, to have high flexibility, and to compromise.

The recommendations for further study are as follows:

1. Temperament and adversity quotient of other groups of student, e.g. vocational students, should be studied.

2. The qualitative study on temperament and adversity quotient should be conducted in order to obtain some deeper objective data.

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ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค (AQ) ของนักเรียนระดับชั้น  
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นักเรียนมัธยมศึกษาปีที่ 6 ที่มีจิตลักษณะและสถานภาพครอบครัวที่แตกต่างกัน.  
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ฟันฝ่าอุปสรรคของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนปิ่นรุ้งรอยแยลส์วิทยาลัย.  
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## **APPENDIX**

**แบบสอบถาม**

เรื่อง อิทธิพลของปัจจัยส่วนบุคคลและลักษณะพื้นฐานทางอารมณ์ ที่มีต่อ  
ความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค ในกลุ่มวิทยาลัยนาฏศิลป์ เขตภาคกลาง

คำชี้แจง แบบสอบถามนี้แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 แบบสอบถามปัจจัยส่วนบุคคล

ตอนที่ 2 แบบสอบถามลักษณะพื้นฐานทางอารมณ์

ตอนที่ 3 แบบสอบถามความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค (AQ)

**ตอนที่ 1 แบบสอบถามปัจจัยส่วนบุคคล**

ให้นักเรียนกาเครื่องหมาย ✓ ลงใน ☐ และเติมข้อความในช่องว่างตามความจริง

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ \_\_\_\_\_ ปี
3. กำลังศึกษาอยู่ชั้น \_\_\_\_\_ ที่วิทยาลัยนาฏศิลป์จังหวัด \_\_\_\_\_
4. ผลการเรียนเฉลี่ยล่าสุด ☐ 3.01-4.00 ☐ 2.01-3.00 ☐ 1.01-2.00 ☐ 0.01-1.00
5. เป็นบุตรคนที่ \_\_\_\_\_ ในพี่น้องทั้งหมด \_\_\_\_\_
6. การอยู่อาศัย  
☐ บิดามารดา ☐ บิดาหรือมารดา ☐ ญาติ คือ \_\_\_\_\_  
☐ หอพัก ☐ อื่นๆ คือ \_\_\_\_\_
7. สถานภาพสมรสของบิดามารดา  
☐ อยู่ด้วยกัน ☐ แยกกันอยู่ ☐ บิดาหรือมารดาเสียชีวิต ☐ เสียชีวิตทั้งบิดามารดา
8. ผู้เลี้ยงดูหลัก (ผู้ปกครอง)  
☐ บิดา ☐ มารดา ☐ อื่นๆ คือ \_\_\_\_\_
9. ระดับการศึกษาของผู้ปกครอง  
☐ มัธยมศึกษาตอนต้นหรือต่ำกว่า ☐ มัธยมศึกษาตอนปลายหรือเทียบเท่า  
☐ อนุปริญญาหรือเทียบเท่า (ปวส.) ☐ ปริญญาตรี ☐ สูงกว่าปริญญาตรี
10. โรคประจำตัวร้ายแรง  
☐ ไม่มี ☐ มี ระบุ .....

**ตอนที่ 2 แบบสอบถามลักษณะพื้นฐานทางอารมณ์**

ให้นักเรียนอ่านข้อความต่อไปนี้ แล้วทำเครื่องหมาย ✓ ลงใน ☐ ในช่องที่ตรงกับนักเรียนมากที่สุด เพียงช่องเดียวเท่านั้น

	ลักษณะพื้นฐานทางอารมณ์	ไม่จริง ที่สุด	ไม่ จริง	บาง ครั้ง	จริง	จริง ที่สุด
1)	ฉันสามารถทำการบินอย่างตั้งใจ					
2)	ฉันรู้สึกตื่นเต้นเมื่อต้องย้ายที่อยู่ใหม่					
3)	ฉันรู้สึกอบอุ่นเมื่อมีลมผ่านใบหน้าของฉัน					
4)	ฉันสังเกตเห็นความเปลี่ยนแปลงเล็กน้อยรอบตัวฉัน เช่น ความสว่างของแสงไฟในห้อง					
5)	การทำงานอย่างไ้เสร็จตรงตามเวลาเป็นเรื่องยากสำหรับฉัน					
6)	ฉันอายเมื่อต้องอยู่ต่อหน้าเพศตรงข้าม					
7)	เป็นเรื่องยากสำหรับฉันที่จะไม่เปิดของขวัญก่อนเวลาอันควร					
8)	ฉันสังเกตการณ์เปลี่ยนแปลงเล็กๆน้อยๆ โดยที่คนอื่นไม่ได้สังเกต					
9)	มันง่ายสำหรับฉันที่จะหยุดทำบางสิ่งบางอย่างเมื่อมีคนบอกให้ฉันหยุด					
10)	ฉันอายที่ต้องทำความรู้จักกับคนที่ไม่เคยรู้จักมาก่อน					
11)	ฉันเพลิดเพลินกับเสียงนกร้อง					
12)	ฉันอยากกล่าวที่จะแลกเปลี่ยนความคิดเห็นกับผู้อื่น					
13)	ฉันเล่นสนุกก่อนที่จะเริ่มทำการบินถึงแม้ว่าจะไม่ควรทำ					
14)	ฉันไม่ชอบอยู่ในเมืองใหญ่ ถึงแม้จะมีความปลอดภัยสูงก็ตาม					
15)	ฉันมีความรู้สึกไวต่อเสียงมาก					
16)	ฉันชอบจ้องมองรูปร่างเมฆบนท้องฟ้า					
17)	ฉันสามารถอ่านอารมณ์โกรธของผู้อื่นได้จากการแสดงออก					
18)	ฉันรู้สึกหงุดหงิดถ้าโทรไปแล้วสายไม่ว่าง					
19)	ยิ่งพยายามหยุดทำสิ่งที่ไม่ควรมากเท่าใด ฉันยิ่งจะทำสิ่งนั้นมากยิ่งขึ้น					

	ลักษณะพื้นฐานทางอารมณ์	ไม่จริง ที่สุด	ไม่ จริง	บาง ครั้ง	จริง	จริง ที่สุด
20)	ฉันมักยิ้มให้กับคนที่ฉันชอบ					
21)	ฉันกลัวเมื่อต้องทำกิจกรรมผาดโผน					
22)	ถ้าฉันได้รับมอบหมายงานที่ยาก ฉันจะเริ่มทำงานนั้นทันที					
23)	ฉันจะทำทุกสิ่งเพื่อช่วยคนที่ฉันห่วงใย					
24)	ฉันกลัวเมื่อต้องไปกับคนที่ขับซิ่งเร็ว					
25)	ฉันชอบมองและเดินเล่นท่ามกลางต้นไม้					
26)	ฉันอยากสำหรับฉันในการปรับสมองเมื่อต้องเปลี่ยนวิชาเรียน					
27)	ฉันเป็นห่วงครอบครัวเมื่อฉันไม่ได้อยู่กับพวกเขา					
28)	ฉันจะอารมณ์เสียเมื่อพ่อแม่ไม่ยอมให้ฉันทำในสิ่งที่ต้องการ					
29)	ขณะกำลังเรียน เป็นการยากที่จะละความสนใจจากเสียงรอบข้าง					
30)	ฉันทำการบ้านเสร็จก่อนกำหนด					
31)	ฉันกังวลว่าจะเจอกับปัญหาและความยุ่งยากต่างๆ					
32)	ฉันสามารถรับรู้สิ่งต่างๆที่เกิดขึ้นรอบตัวได้ในเวลาเดียวกัน					
33)	ฉันไม่กลัวที่จะต้องเล่นกีฬาที่มีความเสี่ยง เช่น การดำน้ำ					
34)	ฉันสามารถรักษาความลับได้					
35)	การมีสัมพันธภาพใกล้ชิดกับผู้อื่นเป็นสิ่งที่สำคัญสำหรับฉัน					
36)	ฉันเป็นคนขี้อาย					
37)	ฉันกลัวเมื่อเห็นคนที่เด็กกว่าถูกรังแก					
38)	ฉันรู้สึกหงุดหงิดถ้าจะต้องหยุดทำบางสิ่งที่ฉันกำลังเพลิดเพลิน					
39)	ฉันไม่กลัวถ้าจะลองทำบางอย่าง เช่น การปีนเขา					
40)	ฉันเก็บงานที่ต้องทำไว้ จนถึงใกล้กำหนดส่ง					
41)	ฉันกังวลว่าพ่อแม่จะตายหรือจากฉันไป					
42)	ฉันสนุกกับการไปสถานที่ที่มีคนจำนวนมากและตื่นเต้น					
43)	ฉันเป็นคนไม่ขี้อาย					
44)	ฉันเป็นคนค่อนข้างอบอุ่นและเป็นมิตร					

	ลักษณะพื้นฐานทางอารมณ์	ไม่จริง ที่สุด	ไม่ จริง	บาง ครั้ง	จริง	จริง ที่สุด
45)	ฉันรู้สึกหงุดหงิดเมื่อต้องเข้าแถวรอนานๆ					
46)	ฉันรู้สึกกลัวเมื่อต้องเข้าไปในห้องมืดๆในบ้าน					
47)	ฉันมีความตั้งใจเมื่อต้องฟังคำอธิบายของผู้อื่น					
48)	ฉันรู้สึกหงุดหงิดเมื่อทำงานที่โรงเรียนฝึกพลาด					
49)	ฉันมักหยุดทำบางสิ่งกลางคันแล้วหันไปทำสิ่งอื่นก่อน					
50)	ฉันรู้สึกคับข้องใจหากมีใครมาขัดจังหวะฉันขณะที่ฉันกำลังพูด					
51)	ฉันสามารถทำตามแผนและเป้าหมายได้					
52)	ฉันรู้สึกหงุดหงิดหากฉันไม่สามารถทำงานที่ได้รับมอบหมายได้ดี					
53)	ฉันชอบฟังเสียงธรรมชาติ					



### ตอนที่ 3 แบบสอบถามความสามารถในการเผชิญปัญหาและฝ่าฟันอุปสรรค (AQ)

ให้นักเรียนอ่านข้อความที่เป็นเหตุการณ์ต่อไปนี้ แล้วพิจารณาว่าถ้านักเรียนได้พบกับสถานการณ์นั้นๆ นักเรียนจะแสดงพฤติกรรมการเผชิญและฝ่าฟันอุปสรรคมากน้อยในระดับใดและโปรดทำเครื่องหมายถูก (✓) ลงในช่องว่างช่องใดช่องหนึ่งที่ตรงกับระดับพฤติกรรมของนักเรียนมากที่สุดเพียงช่องเดียว

ข้อที่	ข้อความ	ระดับพฤติกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ด้านความสามารถในการควบคุมอุปสรรค						
1	เมื่อฉันรู้สึกเศร้ามีปัญหา ฉันเป็นผู้ที่แก้ปัญหา เพื่อให้ได้ทางออกของปัญหานั้นได้					
2	เมื่อฉันทำงานผิดพลาดล้มเหลว ฉันสามารถหาวิธีการแก้ไขได้ทันที					
3	เมื่อประสบปัญหาทางการเรียนอย่างรุนแรงฉันสามารถหาทางออกให้กับตนเองได้อย่างเหมาะสม					
4	เมื่อเกิดความเบื่อหน่ายในการเรียน ฉันมีวิธีการแก้ไขและสร้างกำลังใจให้กับตนเอง					
5	หากครูตำหนิเนื่องจากผลงานไม่ดี ฉันสามารถปรับปรุงแก้ไขผลงานให้ดียิ่งขึ้นได้					
6	หากบิดา มารดาของฉันป่วย ฉันไม่เสียกำลังใจและสามารถช่วยเหลือ ให้กำลังใจแก่บิดามารดาได้					
7	ถึงแม้ฉันจะวิตกกังวลเรื่องที่จะออกไปเสนองานหน้าชั้นเรียน ฉันก็จะสามารถทำได้อย่างดี					

ข้อที่	ข้อความ	ระดับพฤติกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
8	เมื่อทะเลาะกับเพื่อนฉันคิดว่าปัญหาจะจบลงโดยเร็วและฉันสามารถปรับความเข้าใจกับเพื่อนได้					
9	เมื่อเพื่อนที่โรงเรียนไม่ยอมรับแนวความคิดของฉัน ฉันจะมีวิธีการแก้ไข และทำให้เพื่อนยอมรับแนวคิดของฉันได้					
10	เมื่อฉันได้รับคัดเลือกให้ทำงานสำคัญ ฉันจะสามารถควบคุมการทำงานของตนเองได้					
<b>ด้านต้นเหตุและความรับผิดชอบ</b>						
11	เมื่อฉันทำงานผิดพลาด ฉันสามารถแก้ไขได้					
12	เมื่อฉันทำงานไม่ได้ตามที่ตนเองตั้งใจไว้ ฉันจะตั้งใจมากขึ้น จนกว่างานจะสำเร็จ					
13	เมื่อฉันได้ปฏิบัติต่อต้านจากเพื่อน ฉันสามารถรับได้ และแก้ไขตนเองให้ดีขึ้น					
14	เมื่อฉันโดนตัดค่าใช้จาย เพราะทำผิด ฉันรับรู้ว่ามีคามารถหวังดีและจะปรับปรุงตัวให้ดีขึ้น					
15	เมื่อเพื่อนไม่ยอมรับแนวคิดของฉัน เพราะการกระทำของฉัน ฉันจะยอมรับและปรับปรุงตนเองใหม่					

ข้อที่	ข้อความ	ระดับพฤติกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
16	เมื่อเกิดปัญหาแบบเดิมหรือคล้ายๆกัน ฉันสามารถแก้ไขปัญหา ได้อย่างมี ประสิทธิภาพและเหมาะสมยิ่งขึ้น					
17	หากงานกลุ่มของฉันมีปัญหา เพราะ ฉันมีส่วนร่วมทำให้เกิดเหตุการณ์นี้ ฉันจะหาทางแก้ไขสถานการณ์ให้ดีขึ้น					
18	ในการทำกิจกรรมกลุ่ม ฉันมีส่วนร่วม ในการคิดแก้ปัญหา					
19	เมื่อฉันเกิดปัญหา ฉันสามารถบอกได้ ว่าเกิดจากสาเหตุใด					
20	เมื่อผลงานของฉันไม่ได้รับคัดเลือก ให้แสดงผลงานในห้องเรียน ฉันจะ ปรับปรุงฝีมือตนเอง เพื่อครั้งต่อไปจะ ได้รับคัดเลือกบ้าง					
ด้านที่แสดงถึงผลกระทบที่จะมาถึง						
21	เมื่อเกิดปัญหาและอุปสรรคขึ้นในชีวิต ฉันคิดว่าสามารถจัดการกับอุปสรรค และปัญหาเหล่านั้นได้					
22	ฉันคิดว่าปัญหาต่างๆที่เกิดขึ้น จะมีจุด จบที่ดีได้					
23	เมื่อเกิดปัญหาขึ้นฉันใช้เหตุผลในการ แก้ปัญหาทุกครั้ง					
24	เมื่อฉันได้รับมอบหมายให้ทำงานที่ ยาก ฉันมีวิธีคิดแก้ไขปัญหาที่ รอบคอบ					

ข้อที่	ข้อความ	ระดับพฤติกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
25	หากฉันต้องย้ายโรงเรียนไปเรียนที่ใหม่ ฉันคิดว่าสามารถหาเพื่อนใหม่ได้					
26	เมื่อฉันได้รับมอบหมายงานเพิ่มขึ้น ฉันคิดว่าเป็นโอกาสและสามารถทำให้เสร็จเรียบร้อยได้					
27	เมื่อฉันถูกเพื่อนตำหนิ ฉันคิดว่าไม่เป็นไร ครั้งต่อไปจะปรับปรุงตนเองให้ดีขึ้น					
28	เมื่อฉันมีความคิดไม่ตรงกับเพื่อน ฉันสามารถระงับความโกรธและตั้งใจจะปรับความเข้าใจกับเพื่อนให้ได้					
29	เมื่อฉันถูกตำหนิต่อหน้าเพื่อนคนอื่นๆ ฉันคิดว่าอาจจะเป็นความเข้าใจผิดของผู้ตำหนิ และพร้อมอธิบายให้เข้าใจกันได้					
30	เมื่อฉันไม่ได้รับการมอบหมายให้ทำงานสำคัญ ฉันจะหาข้อบกพร่องของตนเองและหาวิธีแก้ไข					
ด้านความอดทน						
31	เมื่อฉันได้รับคำดักเตือนจากผู้ใหญ่ ฉันจะตั้งใจฟัง และสามารถนำไปปฏิบัติตามได้					
32	ฉันวางแผนการดำเนินงานและมีเป้าหมายในการทำงานทุกครั้ง					

ข้อที่	ข้อความ	ระดับพฤติกรรม				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
33	ฉันมีความเชื่อมั่นว่าความพยายามอยู่ไหนความสำเร็จอยู่ที่นั่น					
34	ฉันรู้ดีกว่างานใดๆยิ่งยาก ฉันยิ่งรู้สึกว่ามันน่าสนใจและมีความท้าทายให้ทดลอง					
35	ถ้าฉันถูกต่อต้านจากเพื่อนในกลุ่ม ฉันจะพยายามทำให้เพื่อนยอมรับให้ได้					
36	เมื่อฉันทำงานชิ้นสำคัญผิดพลาด ฉันจะอดทนและใช้ความพยายามอย่างเต็มที่ในการแก้ไขข้อผิดพลาดจนสำเร็จ					
37	ถึงแม้ฉันจะไม่ได้รับการยกย่องเลยในการทำงานต่างๆก็ตาม แต่ฉันคิดว่าไม่เป็นไรและพยายามทำงานให้ดีขึ้นต่อไป					
38	เมื่อฉันได้รับมอบหมายงานที่ยาก ฉันจะตั้งใจและใช้ความพยายามทำงานนั้นๆ จนสำเร็จและดีที่สุดเท่าที่จะทำได้					
39	ถ้ามีคนกล่าวหาว่าฉันเป็นขโมย ฉันจะหาวิธีพิสูจน์ให้เขาเห็นว่าฉันบริสุทธิ์					
40	ถ้าฉันสอบตกในการสอบเก็บคะแนน ฉันจะพยายามอ่านหนังสือเพื่อผลการสอบที่ดีในครั้งต่อไป					

ขอขอบคุณนักเรียนทุกคนที่สละเวลาและให้ความร่วมมือในการตอบแบบสอบถามชุดนี้ค่ะ

## **BIOGRAPHY**

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