

**THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND  
COPING STYLES IN ADOLESCENT**

**SASIPOND LEUNGPAITHOON**

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.....  
Miss Sasipond Leungpaithoon  
Candidate

.....  
Assoc. Prof. Titawee Kaewpornawan,  
M.D., Dip (Psychiatry), DISC  
Major advisor

.....  
Lect. Sirinadda Punyapas,  
M.D., Dip (Child and Adolescent  
Psychiatry)  
Co-advisor

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

.....  
Assoc. Prof. Sucheera Phattharayuttawat,  
Ph.D. (Psychology)  
Program Director  
Master of Science Program in  
Clinical Psychology  
Faculty of Medicine Siriraj Hospital  
Mahidol University

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on  
September 24, 2014

.....  
Miss Sasipond Leungpaithoon  
Candidate

.....  
Assoc. Prof. Sucheera Phattharayuttawat,  
Ph.D. (Psychology)  
Chair

.....  
Assoc. Prof. Titawee Kaewpornawan,  
M.D., Dip (Psychiatry), DISC  
Member

.....  
Assoc. Prof. Chaichana Nimnuan,  
M.D., Dip (Psychiatry),  
Ph.D. (Psychiatry)  
Member

.....  
Lect. Sirinadda Punyapas,  
M.D., Dip (Child and Adolescent  
Psychiatry)  
Member

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

.....  
Clin. Prof. Udom Kachintorn,  
M.D. Dip. Thai Board of Gastroenterol  
Dean  
Faculty of Medicine Siriraj Hospital  
Mahidol University

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Sasipond Leungpaitoon

**THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND COPING  
STYLES IN ADOLESCENT**

**SASIPOND LEUNGPAITHOON 5436569 SICP/M**

**M.Sc. (CLINICAL PSYCHOLOGY)**

**THESIS ADVISORY COMMITTEE: TITAWEE KAEWPORNSAWAN, M.D.,  
Dip. (PSYCHIATRY), DISC., SIRINADDA PUNYAPAS, M.D., Dip. (CHILD  
AND ADOLESCENT PSYCHIATRY)**

**ABSTRACT**

This research was designed to study the relationships between attachment styles and coping mechanisms styles of late adolescents in Bangkok. 326 high school students in Bangkok participated in this study. Assessments included attachment styles questionnaires and coping scale questionnaires. Pearson's product moment correlation coefficient was used for statistical analysis.

The result of the analysis of Pearson's correlation coefficient showed that attachment styles were significantly correlated with coping mechanism styles. The pair of variables that have strongest relationship were preoccupied attachment style and emotional submission coping mechanism styles ( $r=0.48$ ), followed by fearful attachment and emotional submission ( $r=0.40$ ). Secured and dismissing attachment styles were most related to the problem engagement coping mechanism, followed by mindful planning. Preoccupied and fearful attachment styles had positive relationships with emotion submission and avoidance coping mechanisms styles.

**KEY WORDS: ATTACHMENT / COPING / ADOLESCENT**

59 pages

การศึกษาความสัมพันธ์ของรูปแบบความผูกพันกับกลวิธีการเผชิญปัญหา ของวัยรุ่นตอน  
ปลายในกรุงเทพมหานคร

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ศศิพร เหลืองไพฑูรย์ 5436569 SICP/M

วท.ม. (จิตวิทยาคลินิก)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์ : จิตติ แก้วพรสวรรค์, ว.ว. (จิตเวชศาสตร์), DISC (สาขาจิตเวช  
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#### บทคัดย่อ

การวิจัยนี้เป็นการวิจัยเชิงสำรวจ เพื่อศึกษาความสัมพันธ์ระหว่างรูปแบบความผูกพัน  
และกลวิธีการเผชิญปัญหาของวัยรุ่นตอนปลาย ในกรุงเทพมหานคร กลุ่มตัวอย่างคือ นักเรียนชั้น  
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แบบสอบถามข้อมูลส่วนบุคคล แบบวัดรูปแบบความผูกพันและ แบบวัดกลวิธีการเผชิญปัญหา  
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ผลการวิจัยพบว่า รูปแบบความผูกพันมีความสัมพันธ์กันทางสถิติกับการเผชิญปัญหา  
ในระดับพอประมาณ ถึงค่อนข้างต่ำ โดยตัวแปรคู่ที่มีความสัมพันธ์สูงสุด คือ ตัวแปรรูปแบบความ  
ผูกพันหมกมุ่นกับตัวแปรการเผชิญปัญหาแบบจมดิ่งกับอารมณ์ ( $r=0.48$ ) รองลงมา คือ ตัวแปร  
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วิเคราะห์ความสัมพันธ์ระหว่างรูปแบบความผูกพันกับกลวิธีการเผชิญปัญหา พบว่ารูปแบบความ  
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## **CHAPTER I**

### **INTRODUCTION**

#### **Background and Significance of the Study**

John Bowlby, (1969) A British psychologist proposed a theory called ‘Attachment Theory’ describing self and others perception which originated from an emotional bond between infants that need to be taken care and caregivers that are usually the infants’ parents in order to seek both physical and emotional safety.

An attachment is considered a social behaviour that is of important as parenting behaviour and mating behaviour. The attachment behaviour begins in an infant period when an infant starts to interact with parents to develop the internal working model for themselves and others. With Caregiver’s appropriate responses to the infant’s need, they would gain self-esteem and believe that parents could depend on. On the contrary, inappropriate responses to the infant’s need would lessen the infant’s self-esteem and would make him/her believe that could count on no one. Therefore, the bond between infants and their parents plays a vital role in developing personality and social interactions, Bowlby (1973)

‘Strange Situation’, an Ainsworth’s research (1978) has supported Bowlby’s theory of attachment. A study of children behaviour when they are in an unfamiliar situation or being separated from parents. When parents need to send them to a nursery or when they were admitted in hospital. It is found that once the children meet their parents again after the separation or unfamiliar situations, their behaviour can be categorised into three styles: secure attachment, anxious-avoidant attachment and disorganised attachment.

Bowlby (1969) and Ainsworth (1978) have compiled a number of researches and concluded that an attachment bond is developed throughout the entire life, especially in childhood; this bond has a great impact in developing personality and social interactions in an older age. However, an emotional durability has a direct proportion to other factors like interaction experiences, losses, or pains from others

(e.g. physical or sexual abuse) (Hamilton, 2000 & Water, Merrick, Treboux, Crowell, & Albersheim, 2000)

A further study focuses on the attachment in an adulthood. Hazan & Shaver (1987) reveals that the attachment developed in childhood has a direct consequence to the interaction with others when the child turns to adult. They also support the attachment styles categorized by Ainsworth. (Ainsworth et al., 1978)

Bartholomew & Horowitz (1991), the other group of researcher, propose a different classification based upon Bowlby's theory of the internal working model in which there are two models, model of self and model of others where these two models are double-sided. Positive/negative model of self and positive/negative model of others. This then yields four categories of behavioural attachment styles which are secure attachment, dismissing attachment, preoccupied attachment, and fearful attachment. Both attachment styles are widely accepted by a large number of researches by applying three and four attachment styles to developed a measurement then study relationship along with other variables such as personality variables, or social interaction variables, etc.

In this research, the author focuses on an attachment in adolescence, as many significant changes are existed. Their cognition is way better and improved than their childhood, as well as their social relationships. They start to build relationships with other people like friends or their love one rather than their parents. Friends play more important role in their lives while they still maintain relationship with their parents. (Kobak & Sceery, 1988)

When children turn into adolescence, they shall develop self-independency and they do not need help from their parents all the time. Nevertheless, the importance of having relationships with parents does exist. They still need their parents' help in some situations, in other words, they still need their parents to be their secure base. (Moretti, Peled, 2004)

Various changes in adolescence might affect their daily lives; this, in turn, develops discomforts, creates problems for them and drives them to an inappropriate solution to those problems. Numerous researches have been conducted with regards to inter-personal relationships in adolescence. It is found that a closer relationship between teenagers and people around them helps to adopt a more appropriate solution

to the problem. On the contrary, a loosen attachment might contribute to the inappropriate solution when facing stressful situations. A study of relationship between parents and their teenagers reveals that this relationship has a significant influence to the teenagers' wrong doings. The healthier relationship they have with their parents, the lesser the severity of the wrong doings would be done. (Nuanchan Tasanachaiyakul, 1991) Besides, teenagers have a tendency to commit less severe of wrong doings when living or has a closer relationship with their parents. (Olarn Eiamprapahd, 1998) Another example of a case study in a adolescence rapists found that their family condition and how they socialise with their friends have direct contributions to the severity in their crime. (Adithep Dejkong, 2001)

Based upon the aforementioned studies, the author is interested in whether or not the attachment adolescence had with other people affects their abilities to cope with problems and how this attachment helps them to face and react appropriately to the problems.

A research by Cooper, Shaver & Colon (1998), studies teenagers' attachment and adjustment, found that a sample group with an insecure attachment, has less confidence to build a relationship with others, has gained lower self-esteem, and has higher psychological and behavioural problems. In a pressure circumstances, they will avoid facing the problems and will lead to other problems in future. However, teenagers with a secure attachment will face the problem and will try to solve it at the root cause immediately.

A Somboon Jarukasemthawee's (2001) study of undergraduate students reveals that the attachment styles also contribute to their coping mechanism. It is found that the sample group with the secure attachment style has more tendencies to cope with the problem by focusing on its root cause (problem focus) than the sample group with the preoccupied and dismissing attachment styles. Likewise, the sample group with preoccupied attachment style has more tendencies to cope with the problem by focusing on their emotion rather than the problem (emotional focus) than the sample group with the secure attachment style.

Possessing an inappropriate attachment style yields a negative relationship among others. Sometimes it might impact the livelihood especially in adolescence with various changes. Therefore, proper adjustment in both physical and mental are

required; otherwise, there will be consequences to their psychological, emotional, social, and studying capabilities.

The study of relationships between emotional attachment styles and adolescence's behaviours such as facing problems shall help develop a proper understanding to themselves, their families, and other people like friends and their love ones, and in order to plan for future relationship developments, caregiving, and advice so that they and their families would have proper guidelines to raise their self-esteem, put values to others around them, and finally being a healthy teenagers in both physical and psychological aspects with a proper coping mechanism when facing problems.

## **Research Objective**

This study aims to identify the relationships between attachment styles and coping mechanisms in high school late adolescence in Bangkok area

## **Scope of the Research**

The study focuses in styles of an attachment to the adolescence's problem coping mechanism in high school, Bangkok area. Two measurement tools are used in this study i.e. the attachment style measurement tool and the coping mechanism measurement tool. Sample groups are randomly selected from male and female teenagers (late adolescence) living in Bangkok and studying in high school in a coeducational school reporting to Secondary Educational Service Area (SESA) 1 and Area 2 during a term of 2013.

## **Expected outcome**

To be able to realise the relationships between attachment styles and coping mechanisms in late adolescence

## **Definition of terms**

**Attachment** an attachment refers to a relationship in an inter-personal emotion driven by the needs for security and safety. The attachment affects self and others perception to build up a relationship in each psychological development period.

**Attachment Styles** an emotional style or an emotional pattern, behaviour, cognition in order to create an emotional bond with others.

**Secure attachment** a secure attachment style refers to an emotional bond of one who has low anxiety and low avoidance level when being with a close relationship. People belonging to this group, according to the evaluation based on the present and the past, possesses an agreeable characteristic, being loved by their friends, pay more attention to friendship, has a mutual relationship with others, self-confident, and eager to express their feeling to others e.g. crying when feeling anxious. When facing with problems, they are like to have flexibility in solving the problems with various effective coping mechanisms. Moreover, they tend to seek help from others to solve the problems as well.

**Preoccupied attachment** a preoccupied attachment style is an emotional bond that one has low avoidance level but high anxiety. This yields a dependent characteristic. People belonging to this group need extra love and care up to the level that sometimes creates a problem because they feel they still need more love and care. Their self-value depends upon others. They has strong emotional feeling and very sensitive, do not satisfy with what they are being. When facing problems, these people will react with violent emotion and usually could not solve the problem by their own, they still need help from others.

**Dismissing attachment** a dismissing attachment style describes individual's emotional bond which has low anxiety but high avoidance. This result in an unfriendly characteristic People in this group usually keep a distance in their relationships with others. They make decisions based more upon facts and rationales than their feelings. When facing a problem, they will face the problem and avoid seeking for help from others. They have high self confidence level and do not pay attention on what others think about them.

**Fearful attachment** a fearful attachment style refers to an emotional bond with high anxiety and avoidance level resulting in a low self confidence level and failure to make one's own decision.

**Coping mechanism** is an attempt to deal with problems or threats (stressors) by expressing in various forms of behaviour in order to solve or relieve the problems or stressors.

**Problem engagement** a coping skill refers to an attempt to solve problems with the combination of behavioural, cognitive, and emotional expressions.

**Avoidance** coping skill attempt to avoid solving problems

**Support seeking** a coping refers to people who are seeking others' support either from other people or religion support, to solve problems.

**Emotional submission** coping skill describes people who are obsessed by their emotion from problems resulting in an anxious, self-destructive, and emotional exploding behaviour.

**Mindful planning** a coping refers to the skill to find solutions to problems by planning and managing things including waiting for the proper time to solve problems.

**Late adolescence** refers to teenagers (male and female) aged between 16 and 20 studying in high school in a coeducational school reporting to Secondary Educational Service Area (SESA) 1 and Area 2 during a term of 2013.

## **CHAPTER II**

### **LITERATURE REVIEW**

The following documentations and literatures have been reviewed and studied in this research in order to find the relationship between attachment style and coping mechanism of late adolescent in Bangkok.

#### **Attachment Theory**

##### **Definition of Attachment**

An attachment is a affectional bond, which the individual forms with specific person, who is approached in time of distress. (Bowlby, 1973)

An attachment is a development of an emotional bond between caretakers and caregivers and is important to children' development process. The attachment is the inter-personal bond created since the child was born and shall remain as time goes by. It is originated by personal physiological needs and safety needs and it is a baseline for a secure and strong relationship for both childhood and adulthood. (Ainsworth, 1978)

An attachment is a bond created from one person to another when being together and it takes long time to develop such the attachment. (Wanpen Boonprakorb, 2002)

In summary, an attachment is an inter-personal emotional bond developed by the needs in personal security and safety. It has a direct effect to self and others perception which is the baseline to develop a close relationship in different ages.

### **Bowlby's Attachment Theory**

John Bowlby has developed the attachment theory describing how interpersonal emotional bond is created. By focusing on a relationship between infant and caregiver, it is found that the relationship has impacts to self-perception and quality of interpersonal relationship in the childhood which is considered as the model for a sustainable relationship or avoiding to have relationship with others when they grow old. (Bowlby, 1977)

#### **The attachment theory concepts**

1. The Attachment behaviour: starts in the infancy and continues to exist through lifetime. It exists when one is being with others. It can also be expressed in various forms; for instance, the baby expresses the attachment behaviour to his/her parents in order to reflect an adaptive behaviour and also to express the need for caring, or when the baby smiles, cries, or happiness expression by reaching parents for holding, hugging, or kissing, these are also considered to be the attachment behaviour.

In certain circumstances, when a mother is being around with her child, the child might try to explore things around him, but when he got scared, definitely, he will reach back to mother. Children shall express this attachment behaviour only with the person they attached.

By nature, mother appears to be the person that a child attached to the most. This is because from pregnancy to childbirth, she is bonded with her child all the time. Even though she might feel hesitant during hard time in pregnancy, or painful during labor stages, the first touch with her baby will make she forgot all of those experiences and will make love and happiness that she wanted to be with her baby and to protect her baby from any harm and danger.

The attachment behaviour a child has to their mother can be viewed as an acceptance to a closer relationship with others. This inter-personal behaviour creates a so-called an 'Internal Working Model'.

#### **Internal Working Model**

The internal working model is a structure of self-perception which developed from a relationship between child and caregivers during the first born age. It consists of two models. Model of Self and Model of Others. The model of self,

defines a belief in self-trustworthiness, and being loved by others, this belief is related to self-schema or self-esteem (Baron & Byrne, 2000). The model of others; on the other hand, defines an expectation in others' reliability. This is the response that child creates to evaluate others' trustworthiness. The internal working model in childhood shall be developed in creating relationship with others in adulthood.

Collins & Read (1994) mention about influences to the personal internal working model in different aspects as follows.

### 1. Cognitive Response

The internal working model influences a cognitive response in 3 dimensions which are

1.1 Individual Selection Process. By either flavouring or ignoring the event, the internal working model shall influence to the event that close to individual objectives, beliefs, motivations, and attitudes. For instance, a person with a preoccupied attachment style shall be influenced to seek for other's satisfaction and avoid to be separated from others; on the contrary, a person with a fearful attachment style shall avoid any close relationship and having difficulty to trust others.

1.2 Biased Memory. When encountering the event which is similar to painful memories, the internal working model shall recall biased memory especially if that person possesses pessimistic view of others. The person shall try to control or ease that similar event. The recalled memory shall emphasize self and others-esteem to be more rigid; particularly the painful experiences are more rigid than the satisfied ones.

1.3 Past experiences inference. A person with a secure attachment style always reflects a secure cognition and confidence in other's responses. In contrast, an insecure type of person shows that others could not fulfil his/her needs. And an dismissing type of person shall have a negative explanation that shows his/her distrust to the situation and others.

### 2. Emotional Response

The internal working model influences individual's emotional response by triggering immediate reaction to the special event such as when a person needs a close relationship but getting rejected, he/she shall react by expressing a certain level of

sadness depending upon individual internal working model. Some of the emotional responses (e.g. anger, depression, etc.) could also lead to more pessimistic feelings.

### 3. Behavioural Intension

The internal working model influences the following behavioural responses.

3.1 The internal working model is a collection of all types of inter-personal behaviours which are derived from the interactions in childhood, adolescence, adulthood, and throughout the entire life.

3.2 Unforeseen situation shall trigger the internal working model to create new individual behavioural responses. The internal working model performs decision making either to engage the problem or avoid the problem. With a secure internal working model, individual tends to obtain the solution by combining cognitive and emotional skills, while an insecure internal working model shall seek the solution by using one way or another.

## **Attachment Style**

### **Ainsworth's attachment styles.**

Ainsworth, Blehar, Waters & Wall (1978) conducted a research project called 'Stranger Situation' based upon Bowlby's theory. In which a situation is simulated by leaving the child to play with their caregiver for a while then let the caregivers leave their children in the room. After that, a stranger has been sent into the room to live with children. Finally, the child's caregivers went into the room again and observe the children's behaviour. It is found that children have three identical responsive styles.

1. Secure: Children express a positive behaviour when caregivers came in. They reached out to their caregivers, touch, hug, give them toys, or smile, etc. These children are considered having optimistic mind, high generosity, and high self-esteem. Their inter-personal relationship with peers and adults is also considered positive. (Baron & Byrne, 2000) They feel comfortable when being close to others and tend to be very close with others easily. (Mickelson, Kessler & Shaver, 1997)

2. Avoidant: Children express a neutral or ignoring behaviour when caregivers came in. It might take them long time before looking at their caregivers or

being close to caregivers. They might not be friendly with others and tend not to seek help from others when facing the problems (Baron & Byrne, 2000) or feel uncomfortable when being with others and think that people cannot be trusted. (Mickelson, Kessler & Shaver, 1997)

3. Anxious-ambivalent: Children reach out to their caregivers with anger, dissatisfying behaviour or express neutral and gently reach out to their caregivers. It is found that the children need extra attention from the caregivers; however, they would express anger and offensive behaviour, and avoid social interaction. (Baron & Byrne, 2000) They tend to see that others are hesitant to be close with them. They are anxious that they were not be taken care and afraid to be rejected by others (Mickelson, Kessler & Shaver, 1997)

**Bartholomew’s attachment styles**

Bartholomew propose a different classification based upon Bowlby’s theory of the internal working model in which there are two models. Model of self and model of others where these two models are double-sided, i.e. positive model (positive model of self and positive model of others) and negative model (negative model of self and negative model of others). Proposed by Bartholomew, four categories of attachment styles have been derived in 2x2 matrix below. (Model of self x Model of others)

**Table 2.1** Bartholomew’s four categories of attachment styles

		Model of Self	
		Positive	Negative
Model of Others	Positive	<b>Secure</b>	<b>Preoccupied</b>
	Negative	<b>Dismissing</b>	<b>Fearful</b>

Each attachment style represents

### 1. Secure Attachment Style

A secure attachment style refers to an emotional bond of individual who has low anxiety and low avoidance level when being with a close relationship. People belonging to this group, according to the evaluation based on the present and the past, being loved by their friends, pay more attention to friendship, has a mutual relationship with others, self-confident, and eager to express their feeling to others e.g. crying when feeling anxious. When facing with problems, they are like to have flexibility in solving the problems with various effective coping styles. Moreover, they tend to seek supportive from others to solve the problems as well.

### 2. Preoccupied Attachment Style

A preoccupied attachment style is an emotional bond that one has low avoidance level but high anxiety. This yields a dependent characteristic. People belonging to this group need extra love and care, which sometimes creates a problem because they feel they still need more. Their self-esteem depends upon others. They has strong emotional feeling and very sensitive, do not satisfy with what they are being. When facing problems, these people will react with violent emotion and usually could not solve the problem by their own, they still need help from others.

### 3. Dismissing Attachment Style

A dismissing attachment style describes one's emotional bond which has low anxiety but high avoidance. This result in an unfriendly characteristic People in this group usually keep a distance in their relationships with others. They make decisions based more upon facts and rationales than their feelings. When facing a problem, they will face the problem and avoid seeking for help from others. They have high self confidence level and do not pay attention on what others think about them.

### 4. Fearful Attachment Style

A fearful attachment style refers to an emotional bond with high anxiety and avoidance level resulting in a low self confidence level and failure to make one's own decision.

### **Attachment in adolescence**

When becoming adolescence, self-identity shall be developed. Teenagers will not rely much on their parents; thus, attachment between parents and them is replaced by other attachments e.g. from friends, romantic partner, teachers, or close relatives (Ainsworth, 1978). Interpersonal experiences gained in this age can affect the behaviour of attachment in the future. Though teenagers' dependency to their parents is loosened, they still need their parents' advice and help, especially when they feel psychologically threatened, pressured, and stressful in any situations. Those situations shall invoke their internal working model to seek for parents as their secure base. (Trinke & Bartholomew, 1997) Besides, it is found that the teenagers with self-identity fully developed shall have a positive relationship with their parents and feel more comfortable to explore their surroundings as they realise that parents are on their side. (Saowalak Leuwatthananon, 2007)

Cooper, Shaver & Collin (1988) studied adolescent's emotional attachment and found that the sample group with preoccupied attachment style has lowest adaptation ability, pessimistic view, high mental problem risk, while the sample group with dismissing attachment style will have high risk in mental problem.

In a family with an unstable emotional condition, teenagers will encounter an imbalance needs between self-identity need and attachment with others need. Teenagers with a secure attachment style shall engage the problem and attempt to resolve it right away, while other attachment styles, they tend to flee from the problem. This could cause more consequences as well as emotional problems such as depression, stress, and unstable emotion.

## **Coping Mechanism**

### **Definition of Coping**

Lazarus (1976) defines the term 'coping with stress' as a process which an individual attempts to reduce or eliminate stress and worries conditions when one needs to face the stressful situation

Lazarus & Folkman (1984) define 'coping with stress' as intellectual and behavioural attempts to manage the problem and needs from both intrapersonal and interpersonal which one has already determined the problem is becoming a threat or is beyond their ability to manage.

Weena Mingmuang (1997) defines the meaning of 'coping' as an individual's continued attempt to manage problems or threats by expressing in various behaviours to relieve threats or stressors.

Somboon Charukasemthawee (2001) describes coping term to be a reactive strategy or pattern to individual's stress, pressure, and discomfort through cognitive and behavioural processes with the aim to balance, manage, relieve, or eliminate those stressful conditions.

Wimonrat Patipatwuthikul (2012) summarises the term 'coping' as a process derived from a continued changing attempt to the undesired condition or effects in which individual has determined as a threat or beyond one's ability to solve. Therefore, coping behaviour is caused by individual's attempt to react to threats. It is considered a creative stress solution and it is not happened automatically and no matter the attempt succeeded or failed, it is considered as 'coping'

In summary, coping refers to a process caused by the attempt to react to problems, stress, worries, and etc. through thoughts and behaviours in order to manage, reduce, and eliminate those problems or stresses.

### **Coping Mechanism**

Coping mechanism is the process to cope with problems or stresses. According to Folkman and Lazarus (1984), it can be categorised into 2 major types as follows.

1. **Problem-focused Coping.** A mechanism, individual used to deal with the cause of the stress by trying to understand and analyse possible solution then remove or reduce the cause of the stressor. It is worth to note that this type of coping mechanism term covers the meaning of 'Solving Problem'. This is because the problem-focused coping method includes analytical process in managing the situation or environment; they are working in individual's psychological process as well.

2. **Emotion-focused Coping.** A mechanism that individual uses intellectual process to manage emotion or reduce negative feelings from the situation. The methods could be a positive thinking, meditation, or muscle relaxation.

The coping mechanism has three identical characteristics.

1. It is caused by the context or the situation of the problem rather by personal characteristics which are difficult to change.

2. Since the coping mechanism is an 'attempt' of a person to manage the situation, it is valid to note that the importance of coping mechanism lies upon the attempt in solving the problem rather than the effectiveness of the solution.

3. Coping mechanism is the continued changing process.

The most effective coping mechanism for a person is to use both problem-focused and emotion-focused coping mechanisms in a proper combination to help each other in dealing with problems. (Weena Mingmuang, 1997)

Frydenberg & Lewis (1993) cited in Weena Mingmuang (1997) have collected different methods of coping mechanism in adolescent based upon Lazarus's theory and a research related to adolescent's problem by Hauser & Bowlds (1990). It can then be summarised into 18 behaviours below.

1. **Seek Relaxing Diversion.** Individual tries to seek for the activity or person who could help them relax from the tension or problems by not involving sports or activities that could harm a person. Examples of this mechanism are listening to music, playing music, or rest, etc.

2. Work & Achieve. The process which individual shows more efforts in order to achieve problem solution. E.g. put more efforts diligently in working, follow up works to do, etc.

3. Solving the problem. This is a mental process to understand the root cause of the problem to find the solution and follow the steps to solve the problem systematically.

4. Physical recreation. A means to relieve tension by expressing physical recreation and healthier life. For instance, playing sports, working out, etc.

5. Investing in close friend. An action to build a good and closer relationship to friends such as having conversation with them, socialise with friends, etc.

6. Focus on positive. This expresses how individual changes their attitude to be more positive when facing situation and problem. For example, finding positive things out of the problem, or trying to make a life happier, etc.

7. Seek to belong. The activity that one tries to seek for an acceptance from a group; for instance, trying to impress someone in the group or trying to get along with friends, etc.

8. Seeking social support. Individual tries to cope with the problem by seeking for others support. E.g. asking advice from parents, teachers, or friends to help solve problems.

9. Seeking spiritual support. This method involves spiritual belief to manage the problem; for examples, praying to God, reading spiritual books, etc.

10. Seeking professional help. This is one of the problem-focused methods to help solve the problem, to deal with the problem by seeking help from professional or specialist; for instance, consulting psychiatrist.

11. Social action. To manage the problem by grouping and brainstorming instead of solving the problem alone.

12. Wishful thinking. This method deals with the problem by wishing that the problem shall be resolved e.g. wishing that a miracle will happen or wishing everything will become fine.

13. Keep to self. This is the behaviour that individual kept his/her own feelings and avoid seeing others.

14. Self-Blame. Blaming him/herself that he/she is a root cause of the problem. This behaviour often occurs when a person could not manage the problem or could not find the solution to the problem.

15. Worry. This happens when a person tries to reduce the pressure or the stress but is too pessimistic to the problem, this causes the thoughts to be circulated in his/her mind and could not reduce stress or worries.

16. Ignore the problem. When a person refuses to think about the problem or avoid facing the problem in order for himself to feel better.

17. Not coping. This is the behaviour of a person who could not manage to solve the problem or their feelings. This behaviour tends to develop physical problem which caused by mental disorders.

18. Tension reduction. Finding other tools to reduce stress such as drinking, smoking, or drugs, etc.

Later on, Frydenberg & Lewis, et al. (1993) cited in Weena Mingmuang (1997) have studied those 18 behaviours and categorised them into 3 groups.

1. Solving the problem or problem-focused. This category includes solving the problem, physical recreation, investing in close friends, seeking to belong, focus on positive, and seeking relax diversion.

2. Reference to others. This category consists of seeking social support, seeking spiritual support, seeking professional support, and social action.

3. Non-Productive coping or avoidance coping category. It comprises of worry, wishful thinking, ignore the problem, not coping, keep to self, and self-blame.

### **Influential factors to Coping Mechanism**

To see how a person copes with the problem or how effective the coping mechanism is depends upon available intrapersonal and interpersonal resources which are as follows.

1. Health and energy. The healthier the person, the better he/she could cope with the problem.

2. Positive Belief. Belief influences coping mechanism, a person with positive belief in him/herself tends to use problem-focused coping mechanism; while a person with positive belief in others tends to use emotion-focused coping mechanism.

3. Problem-solving skills. A person who is capable of analysing the root cause, seeking for information, and rationalise the solution can manage the problem more effectively than those who are not.

4. Social skills. Social skill determines how well a person can build a good relationship with others. With those who have better social skill, they could solve the problem more effectively.

5. Social support. Support from others is considered additional resources for a person to solve the problem.

6. Material resource. A person who owns properties or money could also use those tools as additional resources to open up more choices to the problem.

### **The Relationships between Attachment and Coping Mechanisms**

Compas, Orosan & Grant.1993 and Skinner & Edge, 1988 propose that attachment theory has relationships with coping with stress, and can also explain how each individual use coping mechanisms. It is because secure attachment styles induce seeking proximity or support from attachment figures. Bowlby (1969, 1973) has a theory saying that attachment is stimulated by environment, such as new experience or threats. When these happen, their attachment systems will stimulate infants who are under pressure to seek proximity from caregivers for both physical and mental care. Should the response between infants and caregivers happen repeatedly, the infants will develop their perception system towards themselves and caregivers both positively and negatively. Therefore, attachment and coping mechanisms are related to cognition process under stressful situations and the decisions to credit themselves and seeking support, in order to face those situations (Howard & Medway, 2004).

Attachment systems that affect individuals' responses under pressure do not only occur in infants, but also affect relationships between people in adolescents and adults (Bartholomew & Shaver, 1988). During the first period of developing the attachment theory, researchers believed that attachment styles could be divided into two types: secure attachment and insecure attachment. Children with secure attachment seek proximity and trust in caregivers in order to receive protection and safety. On the contrary, children with insecure attachment are anxious to interact with or distant themselves from caregivers because they fail to give them both physical and

mental care, or they are unable to give emotional security to those children. The children with secure attachment are thus perceived to be the ones who use appropriate coping mechanisms and perceive fewer stressful situations than those with insecure attachment (Ainsworth et al., 1978).

Other research that categorizes attachment into four styles and are related to the relationships between attachment styles and coping mechanisms in adolescents generally has hypothesis that teenagers who have secure attachment tend to use family communication and positive avoidance as their coping mechanisms, and have low stress perception. This group look at their family as their supporters, and normally use efficient coping mechanisms to face problems (Bartholomew & Horowitz, 1991; Kobak & Sceery, 1988 ;Shulman, Seiffge-Krenke, & Samet, 1987). Furthermore, there is still more hypotheses that dismissing attachment probably have positive relationships with negative avoidance coping mechanism, for example aggressive expression or blaming other people. That is because people who have dismissing attachment style tend to perceive other people in a negative way. Fearful attachment style possibly has relationships with avoidance coping mechanism because people with this type of attachment tend to look at other people and themselves negatively, resulting in high level of stress. In addition, preoccupied attachment style people probably use negative avoidance coping mechanism, which is facing problems by inappropriate behaviours, such as drinking, taking addictive substances, or they avoid ignoring problems due to the anxiety. They are as well dependent (Howard & Medway, 2004).

## Measurement Tools

### Attachment Style Scale Qualification

It has been developed by Orapan Panpob (1997) which is based on Albany Measure of Attachment Styles (AMAS) with a total number of 40 items and 18 items from Relationship Scales Questionnaire (RSQ) developed by Bartholomew & Horowitz (1991) has been handpicked to make a combination of 58 items translated into Thai language in order to measure 4 different attachment styles. Details can be found in the table below.

**Table 2.2** Items of translated attachment style scale (Orapan Panpob, 1997)

Attachment Style	Albany Measure of Attachment Styles (AMAS)	Relationship Scales Questionnaire (RSQ)
Secure	10	5
Dismissing	10	5
Preoccupied	10	4
Fearful	10	4
Total	40	18

The translated questionnaires then be inspected and reviewed by expert validators and has been used to collect on a sample size of 605 people aged between 17 and 40 ( $M=22.83$ ,  $SD=5.04$ ) who are currently studying in Bachelor degree or equivalent. The sample group consists of 222 males (36.7%) and 385 females (63.33%)

The following procedures describe this research item analysis

1. Find a total score from each of the 4 attachment styles, and group the highest and lowest scores of 27% in each style. Then *t*-test has been used for statistical analysis in order to test the difference in average between the two (high and low) groups. Then choose the items that have significant differences in both groups.

It is found that, the 4 attachment styles derive the significance between low and high groups. ( $< .001$ )

2. Find Corrected Item-total Correlation (CITC) by analysing each attachment style with one-tailed test significance of .01 yields below result.

Secure attachment style

First attempt: No. of items 15, with alpha coefficient of .6707 and discard 2 items.

Second attempt: No. of items 13, with alpha coefficient of .7099 and discard 1 item.

Third attempt: No. of items 12, with alpha coefficient of .7320 no item discarded.

Fearful attachment style

First attempt: No. of items 14, with alpha coefficient of .7435 no item discarded.

Dismissing attachment style

First attempt: No. of items 15, with alpha coefficient of .7046 no item discarded.

Preoccupied attachment style

First attempt: No. of items 14, with alpha coefficient of .7148 no item discarded.

Having done an item selection analysis, the author has performed another item selection in the validity analysis. Finally, there are 38 items to be used in the survey. Following is the items distribution per attachment style criteria.

**Table 2.3** Item of attachment scale (Orapan Panpob, 1997)

<b>Attachment Style</b>	<b>Attachment Scale Item</b>
Secure	11
Dismissing	8
Preoccupied	12
Fearful	7
<b>Total</b>	<b>38</b>

For each question, participant can choose one the following scale to respond to his/her feeling.

Score rated -3 represents Absolutely Disagree

Score rated -2 represents Disagree

Score rated -1	represents Slightly Disagree
Score rated 0	represents Undecided
Score rated 1	represents Slightly Agree
Score rated 2	represents Agree
Score rated 3	represents Absolutely Agree

An average shall be calculated per each attachment style, each of the participants shall get the score ranged between -3 and 3.

### **Coping Mechanism Assessment Scale**

It has been developed by Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2012). This scale includes various types of questions to assess different coping mechanisms for instance, how participant reacts to a certain situation or in a stressful situation. With a total of 74 self-scoring items, assessor shall select one of the 5 rating scales as follows.

Score rated 1	represents Absolutely Disagree
Score rated 2	represents Somewhat Disagree
Score rated 3	represents Neither Agree nor Disagree
Score rated 4	represents Somewhat Agree
Score rated 5	represents Absolutely Agree

This scale is structured into 5 aspects.

1. Problem engagement (PE) is an expression of behaviours, thoughts and emotions that focus on the problem. It comprises of 6 types with 21 items.

1.1 Self-encouragement (4 items): A person has the ability to encourage oneself to be motivated to solve the problem.

1.2 Emotional regulation (5 items): Controlling emotional that has potential impact to get the problem worse. But not down to the level that could harm oneself.

1.3 Acceptance (3 items): Admit that the problem is real and the cause of the stress is real and needs to face it.

1.4 Active coping (3 items): A process which one tries to solve the problem at its root cause by structuring and follow the steps to solve the problem.

1.5 Positive reinterpretation & growth (3 items): A reinterpretation of the situation. This is more to do with emotional pressure than changing the situation. One shall look the problem in an optimistic way.

1.6 Relaxation (3 items): When facing the situation, finding relaxation from activities or hobbies is another method dealing with problems.

2. Avoidance (A) is the expression of behaviours or thoughts which trying to avoid the problem. It consists of 5 types with 15 items.

2.1 Denial (3 items): A person refuses to admit that the problem is real. The problem is ignored and pretended it has not happened.

2.2 Avoidant action (3 items): A person tries to avoid seeing people or things that could remind him/her about the problem.

2.3 Behavioural disengagement (3 items): The behaviour when a person could not manage the problem and surrender to it by not engaging the problem anymore.

2.4 Mental disengagement (3 items): The behaviour of using other unrelated activities as a distraction to avoid thinking about the problem or the stressful situation.

2.5 Wishful thinking (3 items): A person only wishes that the problem shall be solved by others or its own.

3. Support Seeking (SS) is the behaviour that one seeks help from other sources either persons or religion to support and help solve the problem. It comprises of 4 types with 12 items.

3.1 Seeking instrumental social support (3 items): Asking experts for advice of clues or information regarding details of the problem as well as the experts' experiences in coping them.

3.2 Seeking for emotional social support (3 items): Talking about the problem and explain how individual feels to friends or family in order to get support, sympathy, or soothing words.

3.3 Keep to self (3 items): These are negative meaning items. A person is avoiding talking about the problems to others, and might also avoid seeing others.

3.4 Turning to religion (3 items): By referring to religious beliefs or doctrines, one might find this help reduce the stress of the problem or use them to solve the problem.

4. Emotional submission (ES) is the behaviour of who being obsessed by the problem and expresses worries, self-blaming, or emotional explosion or even unable to think or solve the problem. This behaviour contains 5 types with 16 items.

4.1 Rumination (3 items): When one thinks about the problem over and over again and all the time.

4.2 Worry (3 items): An expression of worry how the problem shall affect oneself in future.

4.3 Self-blame (3 items): Blaming oneself as the root cause of the problem.

4.4 Focus on venting of emotion (3 items): A person is obsessed by the problem and tries to find the solution by venting those thoughts to his/her surroundings. This is a non-productive action and could cause more problems. Samples of venting emotion are being frantic or moody.

4.5 Inaction (4 items): Happens when a person feels unconcerned to the problem and could not think of anything when facing the problem.

5. Mindful planning (MP) is the behaviour in which one manages to solve the problem by considering only related factors and come up with the action plan for the right time to solve the problem. It includes 3 types with 10 items.

5.1 Suppression of competing activities (3 items): Ability to stop concerning unrelated activities in order to fully focus on the problem.

5.2 Restraint coping (3 items): Ability to wait or delay the activity till the right time comes. This is to ensure that the solution does not get the problem to be worse.

5.3 Planning (4 items): This is a strategic step-by-step in solving the problem.

### **Coping Mechanism Assessment Scale Qualification**

Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2012) have created questionnaires for each behaviour group. Some parts of the items

are translated from Carver et al. (1989), Ayers et al. (1996), Connor & Smith et al. (2000), Walker et al. (1997), and Frydenberg & Lewis (1993). Some parts are former questionnaires from Supapan Kodjaras (1996,2001) and Supapan Kodjaras & Choomporn Yongkittikul (2002). Items have been modified to make more sense to teenagers and adults in Thailand. After filtering items according to the internal consistency test, each behaviour shall contain at least 3 items in order to make robustness of the total scores and be able to perform further quantity research.

By performing item analysis on 23 behaviour groups, the coping mechanism scales is derived with a total of 75 items.

### **Preliminary qualification test**

Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2012) used this coping mechanism scale (75 items) to conduct an assessment with 100 of undergraduate students, Chulalongkorn University. An Item discrimination value is derived using *t*-test statistical analysis, By comparing scores difference between high and low groups under the condition that each item must have an average score differences between high and low groups at the significance level of .05. It is found that every item is qualified by the aforementioned qualification.

Next, the Corrected item-total correlation (CITC) analysis has been performed on those items under the condition that each behaviour group must pertain Cronbach's alpha coefficient of internal consistency value of at least .70. It is found that out of 17 groups, 5 groups require retest by adding new behaviour group 'Self-blame'

The scale is then being used to assess a sample group of 86 undergraduates. With *t* -test statistical analysis by comparing scores differences between high and low groups; it is found that all of the items are qualified to this test as well as to the corrected item-total correlation (CITC) analysis. And when using Cronbach's alpha coefficient of internal consistency to perform accuracy test, it is found that the Coping Mechanism Assessment Scale has the value for each of the 23 behaviour aspects between the range of .70 and .89.

### **Construct Validity**

The initial Construct Validity by an exploratory factor analysis within 374 student samples using the principal component analysis and Oblimin oblique rotation method, It is found that there are 5 parts containing 23 behaviours which are aligned with the value more than 1 for Eigen values in the last or the fifth component.

The Coping mechanism assessment scale from Supapan Kodjaras et al. (2012) has been applied with 124 senior high school students living in Bangkok and Chiangmai for each quality questionnaire section by using the score analysis to find the coefficient relationship between each question with an entire copy (Corrected item-total correlation; CITC). By defining a significance statistic level at .05 with a selection criteria of coefficient relationship higher than Critical r value ( $r=.18$ ,  $df=122$ ,  $p<.05$ ) found that there was a failed item (item no. 34). It was then discarded. Thus, remain a total of 74 items. The accuracy value is recalculated in every behaviour aspect plus an internal consistency method, shown the Cronbach's alpha coefficient at 0.90. Then these 74 items have been rearranged in order to perform with the actual sample group.

### **Related Research**

Ratchanee Kaewsrikam (2002) studied the Relationships among Attachment Styles, Self-Esteem and coping mechanism of college students found that students had a secure attachment style and a moderate level of self-esteem, and used effective means of coping: used more problem-focused coping mechanism, used moderately high level of social support seeking coping mechanism, and used moderately low level of avoidance coping mechanism. Female students had higher level of self-esteem and used more social support seeking coping mechanism than male students.

Students with secure and preoccupied attachment styles used more social support seeking coping mechanism than those with dismissing attachment style. Students with secure attachment style used less avoidant coping mechanism than those with preoccupied and fearful attachment style. Students with dismissing attachment

style used less avoidant coping mechanism than those with preoccupied attachment style. Students with secure attachment style had higher level of self-esteem than those with fearful and preoccupied attachment styles and students with fearful attachment style had low level of self-esteem and compared with other three attachment styles, those with fearful attachment style had lowest level of self-esteem.

Pongmanus Budsayapratheep (2007) studied the role of attachments styles towards parents, lovers and friends for 200 amounts of student in the university that is now in a relationship or used to have. By answering the parents, friends and lovers relationship questionnaires, it is found that the role of the attachment styles towards parents and friends had a statistical significant level. Also significance in the role of attachment styles towards parents involved with the role of attachment styles towards lovers.

Phuree Phusuwaan (2008) studied the relationships among attachment styles and coping mechanism of college freshman students in Chulalongkorn University. This research was divided into 2 parts, Students with different attachment styles and Coping mechanism assessment scale. The sample is composed of 250 freshman students. It is found that the most of them belong to the secure attachment style (79.5%) and has lowest fearful attachment style (2.7%). As for, coping mechanism assessment part, it is found that most of them used mixed coping mechanism (41.5%) while problem-engagement coping mechanism has been used the least (15.2%). Finding relationship between the attachment styles and coping mechanism had a 0.05 level of significance.

Larose and Bernier (2001) studied the mediational link between attachment state of mind, social support processes and personal adjustment. The Adult Attachment Interview was administered to 62 adolescents during their college transition. At the end of high school and during their first semester in college, students completed questionnaires pertaining to primary and secondary appraisals; coping and personal adjustment were assessed through self- and peer-report questionnaires. A dismissing tendency was related to difficulty in getting assistance from peers and teachers and to peer-reported withdrawal. A preoccupied tendency was associated with stress regarding the transition, distrust in potential supporters, difficulty seeking help from teachers, and loneliness.

Chango, McElhaney & Allen (2008) studied the moderating effects of observed conflict management styles with friends on the link between adolescents' preoccupied attachment organization and changing levels of depressive symptoms from age 13 to age 18 years. Adolescents and their close friends were observed during a revealed differences task, and friends' behaviours were coded for both conflict avoidance and over personalizing attacks. Results indicated that preoccupied adolescents showed greater relative increases in depressive symptoms when their friends demonstrated over personalizing behaviours, vs. greater relative decreases in depressive symptoms when their friends avoided conflict by deferring to them. Results suggest the exquisite sensitivity of preoccupied adolescents to qualities of peer relationships as predictors of future levels of psychological functioning.

## CHAPTER III

### METHERIALS AND METHODOLOGY

This is a survey research with aims to study a relationship between attachment styles and late adolescences' coping mechanism in Bangkok.

#### Population and sample group

The population in this research is teenagers (male and female) aged between 16 and 20 studying in high school (Grade 10-12) in a coeducational school reporting to Secondary Educational Service Area (SESA) 1 and Area 2 (Bangkok) with total students of 121,633. (Secondary Education Service Area, 2012)

The sample group are late adolescence i.e. male and female aged between 16-20 who live in Bangkok and are currently studying in high school (Grade 10-12) in the term of 2013. In order to calculate a sample group, the following statistical formula is used.

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

- n** defines sample size
- N** defines all members in the target population
- Z** defines standard deviation with the confidence level of 95% (Z=1.96)
- e** defines margin of errors with a value of 0.05

$$n = \frac{(121,633)(1.96)^2}{4(121,633)(0.05)^2 + (1.96)^2}$$

$$n = 383$$

## Sampling method

A Cluster Random Sampling has been implemented in this research. From 119 high schools reporting to Secondary Educational Service Area (SESA) 1 and Area 2, a random of 2 from each Area are selected. A random of 1 class from each Grade in each school has been selected, and in each class, a random of 33-34 students has been selected.

## Research Variables

Independent variable is personal factors i.e. gender, curriculum, living status (living with parents)

Dependent variables are attachment styles and problem solving mechanism

## Research Tools

This research is conducted by using three measurement tools

1. Questionnaire: includes questions regarding gender, sex, class level, and study record.

2. Attachment Styles Scale: developed by Orapan Panpob consisting of 36 questions with 7 rating scales. It has been developed by implementing Likert Scale method in order to estimate 4 types of attachment styles (Secure, Dismissing, Preoccupied, and Fearful).

Participants shall rate his/her opinion in one of the seven rating scores as follows

Score rated -3	represents Absolutely Disagree
Score rated -2	represents Disagree
Score rated -1	represents Slightly Disagree
Score rated 0	represents Undecided
Score rated 1	represents Slightly Agree
Score rated 2	represents Agree
Score rated 3	represents Absolutely Agree

Data interpretation shall be derived from an average scores of the assessor yielded the result of attachment styles quadrant ranging from -3 to 3.

#### Attachment Styles Scale Qualification

This scale items have been reviewed by qualified personnel. It has been used to collect statistical data of 605 sample group (aged between 16 and 40). A t-test statistical method has been implemented to aid the item analysis in each attachment style, it is found that

there are 11 items focusing on Secure attachment style i.e. item 1,4,7,11,12,13,15,16,23,29 with an alpha coefficient value of 0.7320.

there are 12 items focusing on Preoccupied attachment style i.e. item 6,9,19,20,21,22,24,26,28,33,34,35 with alpha coefficient value of 0.7148.

there are 8 items focusing on Dismissing attachment style i.e. item 5,8,10,14,25,30,31,37 with an alpha coefficient value of 0.7046.

there are 7 items focusing on Fearful attachment style i.e. item 2,3,18,27,32,36,38 with an alpha coefficient value of 0.7435.

3. Coping Mechanism Assessment Scale: developed by Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2012) with a total of 74 self-assessment items. This scale includes various types of questions to assess different coping mechanisms for instance, how participant reacts to a certain situation or in a stressful situation. Similar to attachment styles scale, 5 level Likert Scale has been implemented by rating one of the score that is closest to the assessor's feeling. Each score represents the following:

- Score rated 1 represents Absolutely Disagree
- Score rated 2 represents Somewhat Disagree
- Score rated 3 represents Neither Agree nor Disagree
- Score rated 4 represents Somewhat Agree
- Score rated 5 represents Absolutely Agree

The interpretation can be achieved by using Mean statistic to analyse the data into 5 ranges i.e. Low, Somewhat Low, Medium, Somewhat High, and High

Mean interval 4.21 – 5.00 is in High range

Mean interval 3.41 – 4.20 is in Somewhat High range

Mean interval 3.40 – 2.61 is in Medium range

Mean interval 2.60 – 1.81 is in Somewhat Low range

Mean interval 1.00 – 1.80 is in Low range

The coping mechanisms scale has been categorised into 5 aspects as follows:

1. Problem engagement aspect (PE), expresses a behaviour that one focuses on solving the problem by combining consciousness and emotion. This scale consists of 6 sub types, 21 items(12,13,14,15,16,18,35,36,37,38,39,41,58,59,60,61,62,64,71,72,74)

2. Avoidance aspect (A), expresses a behaviour and thought that avoid solving the problem. This scale contains 5 sub types, 15 items(1,2,3,5,11,24,25,26,28,34,47,48,49,51,57)

3. Support seeking aspect (SS), expresses behaviour that one seeking for other supports to solve the problem either from people or religious beliefs. It contains 4 sub types with 12 items (4,21,22,23,27,44,45,46,50,67,68,69)

4. Emotional submission (ES), a behaviour of one being obsessed by his emotion from problems resulting in problem submission, worries, self-blaming, and emotional explosion. This scale consists of 5 sub types, 16 items (6,7,8,9,10,29,30,31,32,33,52,53,54,55,56,70)

5. Mindful planning (MP), a behaviour in which one manages to solve the problem by considering only related factors and come up with the action plan for the right time to solve the problem. It includes 3 sub types with 10 items (17,19,20,40,42,43,63,65,66,73)

### **Coping Mechanism Assessment Scale Qualification**

Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2012) conducted an assessment with 100 of undergraduate students, Chulalongkorn University. By measuring Cronbach's alpha coefficient of internal consistency, it is found that the coping mechanism assessment scale yields the value in range from .70 to .89. It is then being assessed with 124 of high school students in Bangkok and Chiang Mai area in an attempt to retrieve Corrected item-total correlation (CITC). This yields Cronbach's alpha coefficient of internal consistency value of .90.

## **Data Collection Methods**

This research complies with the following data collection methods

1.) This research has been reviewed and approved to perform research in human by Siriraj Institutional Review Board (IRB).

2.) It has been authorised to use Attachment Styles Scale and Coping Mechanism Assessment Scale by their direct owners for research purpose.

3.) Directors of coeducational schools reporting to Secondary Educational Service Area (SESA) 1 and Area 2 have been contacted for information and permission to collect data.

4.) Submit permission form to students' parents for their signatures and permission to allow their children' participation in this research.

5.) Teachers have been contacted for the most suitable time in order to conduct the research by not affecting study time.

6.) Research objectives, benefits, and methodology have been explained to students and parents along with the letter of consent for students to participate in the research's sample group

7.) Data is collected by experienced researchers in using survey form. This research is conducted by group. However, participants have their rights to call off the assessment at any time.

8.) Collected data has been thoroughly examined and assessed strictly for further statistical analysis.

### **Statistical Methods used for data analysis**

1.) Descriptive Statistic. Frequencies, Percentage, Mean, and Standard Deviation are used to describe characteristics of sample group.

2.) Pearson Product Moment Correlation Coefficient with statistical confidence level of .05 have been used.

## CHAPTER IV

### RESULT

This thesis is a survey research. The objective is to study the relationships between attachment styles and coping mechanisms in late adolescents who live in Bangkok. The data is collected from 400 male and female high school students aged between 16-20 years old (Mattayom 4-6) studying in the academic year 2013. The schools are co-educational schools reporting to Secondary Educational Service Area (SESA) 1 and 2. The data is then analyzed by the SPSS for Windows.

The result is presented in two parts as followed.

Part 1: Analysis of the Sample's Demographic Analysis

Part 2: Analysis for research questions

#### **Part 1 Analysis of the Sample's Demographic**

**Table 4.1** The demographic data

	Demographic data	N	%
Gender	Male	109	33.4
	Female	217	66.6
	Total	326	100
Year	Mattayom 4	117	35.9
	Mattayom 5	107	32.8
	Mattayom 6	102	31.3
	Total	326	100

**Table 4.1** The demographic data (cont.)

Major	Science - Maths	181	55.5
	Arts - Maths	27	8.3
	Arts - Linguistics	118	36.2
	Total	326	100
GPA	Below 2.00	8	2.6
	2.00-3.00	112	36.1
	3.00-4.00	190	61.3
	Total	310	100
Live with	Parents	209	64.1
	Father	16	4.9
	Mother	69	21.2
	Relative	27	8.3
	Others	2	0.6
	Total	324	100

According to table 4.1, the ratio between male and female is 1:2. The distribution of the samples in each Mattayom is close to one another. Most of the students study Science – Maths major, followed by Arts – Linguistics. Arts – Maths students are the minority of the group. Most of the samples have good academic record (61.3%), and stay with both parents (64.1%). Only 0.6% of the samples live with other people than relative, which is either living alone or under the care of government sectors.

## Part 2 Analysis for research questions

This part shows the result of the analysis of Pearson’s Correlation Coefficient between attachment styles and coping mechanisms in late adolescents who live in Bangkok.

**Table 4.2** Pearson’s correlation coefficient between attachment styles and coping mechanisms in late adolescents who live in Bangkok

	Problem engagement	Avoidance	Support seeking	Emotion submission	Mindful Planning
Secure	0.38**	0.15**	0.32**	-0.9	0.35**
Preoccupied	0.14**	0.38**	0.23**	0.48**	0.16**
Dismiss	0.21**	0.11*	0.12*	0.01	0.20**
Fearful	-0.10	0.35**	0.04	0.40**	0.05

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

According to Table 2, it is found that attachment style variables and coping mechanism variables have 13 pairs of statistically significant positive relationships (p<0.01). Considering the correlation coefficient of Fisher & Corcoran (1994), cited in Sucheera Phattharayuttawat,(2543), it is found that 2 pairs of the relationships are in the moderate level (r = 0.41-0.70), 8 pairs are in the quite low level (r = 0.21-0.40), and 3 pairs are in the low level (r = 0.00-0.20).

The variables with highest relationships are Preoccupied variable and Emotion submission variable (r=0.48), followed by Fearful variable and Emotion submission (r=0.40), respectively.

The two pairs of attachment style variables and coping mechanism variables that have statistically significant positive relationships in the low level (r = 0.00-0.20) are Dismiss variable and Avoidance variable (r=0.11) and Dismiss variable and Support seeking variable.

The two pairs of attachment style variables and coping mechanism variables that have negative relationships, but not yet statistically significant, are Secured variable and Emotion submission variable (r=0.9) and Fearful variable and Problem engagement variable (r=0.1).

After analysing the relationships between attachment styles and coping mechanisms, it is found that secured attachment style has the closest relationship with problem engagement coping mechanism, followed by mindful planning, support seeking, and avoidance, respectively. On the contrary, it has a negative relationship with Emotion submission coping mechanism, but it is not statistically significant.

Preoccupied attachment style has closest relationships with emotion submission and avoidance coping mechanisms, respectively. Furthermore, it also has relationships with support seeking, mindful planning, and problem engagement.

Dismissing attachment style is found to have closest relationships with problem engagement and mindful planning.

Finally, fearful attachment style has closest relationships with Emotion submission and Avoidance coping mechanisms.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This is a survey research that aims to study the relationships between attachment styles and coping mechanisms in late adolescents who live in Bangkok.

The population in this research are high school students (Mattayom 4 – 6) in coeducational schools reporting to Secondary Education Service Area (SESA) 1 and 2 (Bangkok), which consists of 121,633 students in total (Secondary Education Service Area, 2012).

The sample group comprises late adolescents, both male and female, aged between 16 and 20 years old, studying in coeducational high schools (Mattayom 4 – 6) reporting to Secondary Education Service Area 1 – 2 schools, and Area 2 – 2 schools. The academic year is 2013. The sampling method is cluster random sampling from the total of 119 schools reporting to Secondary Education Service Area 1 and Area 2. Two schools are randomly chosen from each Area. In each school and each grade, one class room is randomly selected. The sample size of 33-34 students are randomly picked out from each class. Out of 400 students, the response rate of 326 students is calculated to be 81.5%.

The research is conducted by using three tools.

1. A questionnaire that includes gender, class, major of study, cumulative grade point average, and people who they live with.

2. Attachment Styles Scale that was developed by Orapan Panpob (2540) and consists of 38 questions with Likert's scale, varied in 7 rating scales (-3 absolutely disagree to 3 absolutely agree). This is used to measure four types of attachment styles: secure, dismissing, preoccupied, and fearful. The interpretation is done by average scores of the assessor yielded the result of attachment styles quadrant ranging from -3 to 3.

3. Coping Mechanism Assessment Scale that was developed by Supapan Kodjaras, Natsuda Taepan & Pongmanus Budsayapratheep (2555) with a total of 74 self- assessment items. It is to evaluate five aspects of coping mechanisms: problem

engagement, avoidance, support seeking, emotional submission, and mindful planning. The measure is Likert's scale with five rating scales (1 absolutely disagree to 5 absolutely agree). The interpretation is derived from mean, which is categorized into five ranges: low, somewhat low, medium, somewhat high, and high.

To analyze the data, descriptive statistics is used to study and Pearson's product-moment correlation coefficient is used to find the relationships between attachment styles and coping mechanisms.

## **Conclusion**

The variables with highest relationships are Preoccupied variable and Emotion submission variable ( $r=0.48$ ), followed by Fearful variable and Emotion submission ( $r=0.40$ ), respectively.

The two pairs of attachment style variables and coping mechanism variables that have statistically significant positive relationships in the low level ( $r = 0.00-0.20$ ) are Dismiss variable and Avoidance variable ( $r=0.11$ ) and Dismiss variable and Support seeking variable.

The two pairs of attachment style variables and coping mechanism variables that have negative relationships, but not yet statistically significant, are Secured variable and Emotion submission variable ( $r=0.9$ ) and Fearful variable and Problem engagement variable ( $r=0.1$ ).

After analyzing the relationships between attachment styles and coping mechanisms, it is found that secured attachment style has the closest relationship with problem engagement coping mechanism, followed by mindful planning, support seeking, and avoidance, respectively. On the contrary, it has a negative relationship with Emotion submission coping mechanism, but it is not statistically significant.

Preoccupied attachment style has closest relationships with emotion submission and avoidance coping mechanisms, respectively. Furthermore, it also has relationships with support seeking, mindful planning, and problem engagement.

Dismissing attachment style is found to have closest relationships with problem engagement and mindful planning.

Finally, fearful attachment style has closest relationships with Emotion submission and Avoidance coping mechanisms.

## Discussion

According to the result, the discussion based on the research objective can be shown in this part.

1. The result of the analysis of the relationships of Pearson's correlation coefficient between attachment styles and coping mechanisms shows that the pair of variables that have closest relationship is preoccupied attachment style and emotional submission coping mechanism ( $r=0.48$ ), followed by fearful attachment style and emotional submission coping mechanism ( $r=0.40$ ). What happens may be explained that people who have preoccupied and fearful attachment styles are those who have negative self-perception. What they have in similarity is anxiety in close relationship and low self-esteem (Somboon Jarukasemthave, 2001). Those personalities cause anxiety in upcoming problems, self-blaming, and inability to handle problems by themselves due to lack of self-confidence in coping problems. On the other hand, people who have secure attachment style are confident, open, flexible in dealing with problems, and tend to seek support from the others. Therefore, they have a tendency to face their problems efficiently in different ways.

2. This study aims to find the relationships between attachment styles and coping mechanisms. The result is relevant to a study of Bartholomew & Horowitz, (1991); Kobak & Sceery, (1988); Howard & Medway, (2004) that people who have secured attachment style have relationships with problem engagement, mindful planning, and support seeking coping mechanisms. That is probably because those who have secured attachment style have a positive self-perception, thus believe that they can manage problems and stress, and they accept help from the others (Simson, Rholes & Nelligan, 1992). That is why they use efficient coping mechanisms, such as problem engagement and support seeking.

Preoccupied attachment style has relationships with emotion submission and avoidance coping mechanisms. That is related to a study of Howard & Medway, (2004) stating that people who have preoccupied attachment style tend to use negative avoidance coping mechanism and have high anxiety.

Dismissing attachment style has relationships with problem engagement and mindful planning coping mechanisms the most. This is inconsistent to other research (Kobak & Sceery, 1988; Howard & Medway, 2004) that says people who

have dismissing attachment style usually use negative avoidance coping mechanism. For this result, the researcher believes that people who have dismissing attachment style have a positive self-perception and high confidence. Thus, they believe that they can deal with problems by themselves. That is why they use problem engagement coping mechanism.

Lastly, fearful attachment style has relationships with emotion submission and avoidance coping mechanisms the most. This is consistent to a study of Bartholomew & Horowitz, (1991); Kobak & Sceery, (1988) ; Howard & Medway, (2004).

### **Research limitation**

1. The tool for attachment style measurement was designed to measure individual's all four attachment styles, not to distinguish what style an individual has specifically, for it was developed from Bartholomew's concept that attachment styles in the young may not be permanent. One may confront changing environments in each period of life, and those environments may affect their attachment styles. Hence, to use this measure in the future, a researcher must be aware of this problem.

2. To measure their coping mechanisms, the respondents were told to picture a stressful situation and choose how they would handle it.

3. The samples of this research are only late adolescents from co-educational schools that report to Secondary education service area (SESA) 1 and 2, which are within Bangkok. Thus, the samples do not include late adolescents in all boys, all girls schools, private schools, or those reporting to other services.

### **Recommendation**

#### **Recommendation for Further Study**

Coping with problems or stress is an important life skill for teenagers while they have to face a lot of changes. If they know their self-value and have

positive perception on the others or maintain a strong attachment with those people, they will be able to choose effective coping mechanisms.

Those who engage in teenage health care, such as doctors, psychiatrists, parents, and teachers, therefore should encourage teens to see their self-values, how they should positively perceive other people, and how to manage their emotion. Moreover, learning the right coping mechanisms in order to prevent mental problems that may occur makes them able to live appropriately.

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ในสถานการณ์ทางลบ.วิทยานิพนธ์ศิลปศาสตรมหาบัณฑิต สาขาจิตวิทยาสังคม คณะ  
จิตวิทยา จุฬาลงกรณ์มหาวิทยาลัย.

## **APPENDICES**

## APPENDIX A

2 PRANOK RD. BANGKOKNOI  
BANGKOK 10700



Tel. +66 2419 2667-72  
Fax. +66 2411 0162

**Siriraj Institutional Review Board**  
**Certificate of Approval**

COA no. SI 551/2013

**Protocol Title** : THE RELATIONSHIP BETWEEN ATTACHMENT STYLES AND COPING MECHANISM OF  
LATE ADOLESCENT IN BANGKOK

**Protocol number** : 453/2556(EC2)

**Principal Investigator/Affiliation** : Miss Sasipond Leungpaitoon / Department of Psychiatry  
Faculty of Medicine Siriraj Hospital, Mahidol University

**Research site** : Faculty of Medicine Siriraj Hospital


**Approval includes :**

1. SIRB submission form
2. Proposal
3. Participant information sheet
4. Informed consent form
5. Participant Information Sheet and Informed Consent Form for Subjects age 12-18 years
6. Questionnaire
7. Principle Investigator's curriculum vitae

**Approval date** : September 23, 2013


**Expired date** : September 22, 2014

This is to certify that Siriraj Institutional Review Board is in full Compliance with international guidelines for human research protection such as the Declaration of Helsinki, the Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP).

  
.....  
(Prof. Jarupim Soongswang, M.D.)  
Chairperson

30 SEP 2013

.....  
date

  
.....  
(Clin. Prof. Udom Kachintorn, M.D.)  
Dean of Faculty of Medicine Siriraj Hospital

-1 OCT 2013

.....  
date

Page 1 of 2

## APPENDIX B



ที่ ศธ 0512.7/ 1406

คณะจิตวิทยา จุฬาลงกรณ์มหาวิทยาลัย  
อาคารบรมราชชนนีศรีศตวรรษ ชั้น 7  
ถนนพระราม 1 วังใหม่ ปทุมวัน  
กรุงเทพฯ 10330

๒๓ สิงหาคม 2556

เรื่อง อนุญาตใช้เครื่องมือในการทำวิทยานิพนธ์

เรียน คุณศศิพร เหลืองไพฑูรย์

ตามที่ นางสาวศศิพร เหลืองไพฑูรย์ ขออนุญาตใช้มาตรฐานวัดรูปแบบความผูกพัน ของคุณอรพรรณ ภากรพบ โดยมีรองศาสตราจารย์ ดร.ธีระพร อุวรรณโณ เป็นอาจารย์ที่ปรึกษา เพื่อใช้เป็นเครื่องมือในการทำวิทยานิพนธ์

คณะจิตวิทยา ไม่ขัดข้องในการขอใช้มาตรฐานวัดการทำวิจัย และรองศาสตราจารย์ ดร.ธีระพร อุวรรณโณ เห็นสมควรอนุญาตให้นางสาวศศิพร เหลืองไพฑูรย์ ใช้มาตรฐานวัดรูปแบบความผูกพันในการทำวิจัยดังกล่าว

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณางค์ มณีศรี)

คณบดีคณะจิตวิทยา

งานบริการการศึกษา  
คณะจิตวิทยา จุฬาลงกรณ์มหาวิทยาลัย  
โทร. 02-218-1184 โทรสาร.02-218-84

## APPENDIX C

เอกสารหมายเลข 4.2

### เอกสารชี้แจงผู้เข้าร่วมการวิจัยและแสดงความสมัครใจเข้าร่วมโครงการวิจัย สำหรับเด็กอายุมากกว่า 12- น้อยกว่า 18 ปี

โครงการวิจัย เรื่อง: การศึกษาความสัมพันธ์ของรูปแบบความผูกพันกับกลวิธีการเผชิญปัญหาของวัยรุ่น

ตอนปลาย ในกรุงเทพมหานคร

ชื่อของผู้ร่วมวิจัย/อาสาสมัคร: \_\_\_\_\_

ชื่อของบิดามารดา/ผู้ปกครอง/ผู้แทนโดยชอบธรรม: \_\_\_\_\_

ผู้สนับสนุนโครงการ: -

ผู้วิจัยหลัก: ชื่อ นางสาวศศิพร เหลืองไพฑูริย์

เบอร์โทรศัพท์: 081-869-6572



โปรดอ่านข้อมูลนี้อย่างละเอียด ขอให้ใช้เวลาในการพิจารณาเกี่ยวกับข้อมูลเหล่านี้ ถ้าข้าพเจ้าไม่เข้าใจหรือมีข้อสงสัย ขอให้สอบถามผู้วิจัยหรือผู้แทนจนกว่าจะเข้าใจดี ข้าพเจ้าอาจจะขอเอกสารนี้กลับไปอ่านที่บ้านเพื่อปรึกษาหารือกับญาติพี่น้อง เพื่อนสนิท แพทย์ประจำตัวของข้าพเจ้า หรือแพทย์ท่านอื่น เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

#### การแสดงความสมัครใจเข้าร่วมโครงการวิจัยคืออะไร?

การแสดงความสมัครใจเข้าร่วมโครงการวิจัยหลังจากได้รับทราบข้อมูลแล้วหมายความว่า ข้าพเจ้าได้เข้าใจมากที่สุดเท่าที่ข้าพเจ้าจะสามารถเข้าใจได้เกี่ยวกับการวิจัยแล้ว พวกเขาสบายใจเกี่ยวกับการวิจัยและได้ตกลงที่จะเข้าร่วมโครงการโดยที่ไม่มีผู้ใดบังคับ

#### การวิจัยคืออะไร?

การวิจัยเป็นโครงการที่ได้รับการวางแผนมาแล้วอย่างละเอียดรอบคอบเพื่อค้นหาคำตอบให้กับคำถามสำคัญเกี่ยวกับสุขภาพที่จะสามารถช่วยเหลือผู้คนได้ในอนาคต

#### ทำไมจึงต้องทำโครงการวิจัยนี้?

เพื่อหาความสัมพันธ์ของรูปแบบความผูกพัน และการเผชิญปัญหาในวัยรุ่นตอนปลาย เป็นการวิจัยเชิงสำรวจ โดยให้ผู้ร่วมวิจัยตอบแบบสอบถาม 3 ส่วน คือ แบบสอบถามข้อมูลทั่วไป มาตราวัดความผูกพัน และแบบสอบถามการเผชิญปัญหา ทั้งนี้ผู้วิจัยจึงได้ตระหนักถึงความสำคัญของรูปแบบความผูกพันและการเผชิญปัญหาที่ส่งผลกระทบต่อพัฒนาศึภภาพของวัยรุ่นตอนปลาย จึงเห็นว่าการสำรวจความสัมพันธ์ระหว่างรูปแบบความผูกพัน และการเผชิญปัญหาจะเป็นแนวทางในการวางแผนการดำเนินงานกิจกรรมที่เหมาะสมเพื่อเสริมสร้างให้วัยรุ่นมีการเลือกวิธีเผชิญปัญหาและมีสัมพันธภาพกับบุคคลรอบข้างอย่างเหมาะสม พร้อมกับเป็นข้อมูลพื้นฐาน

สำหรับสถาบันการศึกษา หน่วยงานที่เกี่ยวข้องทั้งภาครัฐและเอกชน รวมไปถึงชุมชนแวดล้อม สำหรับการพิจารณาวางแผนกำหนดนโยบายด้านการเสริมสร้างวิธีเผชิญปัญหาและมีสัมพันธภาพกับบุคคลให้แก่วัยรุ่นตอนปลายได้อย่างสอดคล้องเหมาะสมต่อไป

#### ทำไมข้าพเจ้าจึงถูกขอให้เข้าร่วมโครงการ?

เนื่องจากนักเรียนเป็นผู้ที่มีคุณสมบัติตามเกณฑ์คัดเลือกเข้าศึกษาวิจัย คือมีสถานภาพเป็นนักเรียนระดับชั้นมัธยมศึกษาตอนปลายที่กำลังศึกษาอยู่ระดับชั้นมัธยมศึกษาปีที่ 4 - 6 ในโรงเรียนสหศึกษาและมี อายุ 16-20 ปี

#### จะมีนักเรียนคนอื่น ๆ เข้าร่วมโครงการด้วยหรือไม่?

ใช่ มีความเป็นไปได้ ต้องการคนจำนวน 400 คน เข้าร่วมในโครงการวิจัย ซึ่งเป็นนักเรียนมัธยมศึกษาตอนปลาย

#### ถ้าข้าพเจ้าตกลงที่จะเข้าร่วมโครงการวิจัยจะเกิดอะไรขึ้นบ้าง?

หากนักเรียนตัดสินใจเข้าร่วมวิจัย จะมีขั้นตอนการวิจัยคือ ผู้วิจัยหรือผู้ช่วยวิจัยทำการเก็บข้อมูลจากนักเรียนเป็นรายกลุ่มตามเกณฑ์การคัดเลือก เมื่อนักเรียนรับทราบวัตถุประสงค์และประโยชน์ของการวิจัย ข้อมูลการพิทักษ์สิทธิ์และยินดีเข้าร่วมวิจัยเรียบร้อยแล้ว จึงเริ่มให้นักเรียนกรอกแบบสอบถามข้อมูลส่วนบุคคลจนครบถ้วนซึ่งใช้เวลาประมาณ 2 นาที จากนั้นจึงเริ่มทำแบบวัดความผูกพัน และแบบสอบถามการเผชิญปัญหา ใช้เวลาประมาณ 25-30นาที รวมระยะเวลาที่ใช้ในเข้าร่วมวิจัยทั้งหมดประมาณ 40 นาที ซึ่งกระบวนการทั้งหมดนี้จะทำให้เสร็จในวันเดียวกัน แต่อย่างไรก็ตามหากนักเรียนมีอาการเหนื่อยล้าระหว่างการประเมิน นักเรียนมีสิทธิ์ที่จะขอพักการประเมินได้รวมทั้งการดำเนินการเก็บข้อมูลนี้ขอความร่วมมือตามเวลาที่เหมาะสม โดยไม่รบกวนชั่วโมงการเรียนของนักเรียน

ทั้งนี้ผลคะแนนที่ได้จากการทดสอบทั้งหมดจะไม่กระทบต่อผลการเรียนของนักเรียนในอนาคต และไม่เกี่ยวกับการได้รับประโยชน์หรือเสียสิทธิ์ใด ๆ จากโรงพยาบาลหรือโรงเรียนของนักเรียน

#### ข้าพเจ้าจะต้องทำอะไรบ้างในระหว่างการศึกษาวิจัย?

สิ่งที่นักเรียนต้องทำในระหว่างการศึกษาวิจัยคือตั้งใจตอบแบบสอบถามให้ครบถ้วนสมบูรณ์และตรงตามความเป็นจริงมากที่สุด

#### ข้าพเจ้าอาจได้รับความเสี่ยงหรือความไม่สบายต่าง ๆ ได้แก่

ความรู้สึกกังวลหรือเกิดข้อสงสัยขณะทำการทดสอบ เนื่องจากแบบทดสอบมีลักษณะเป็นข้อคำถามที่ให้ผู้ตอบรายงานตนเอง ข้อความเหล่านั้นมีเพื่อใช้อธิบายคุณลักษณะที่หลากหลายซึ่งบางประโยคอาจทำให้ผู้เข้าร่วมวิจัยเกิดความไม่เข้าใจและข้อสงสัยนอกจากนี้อาจส่งผลให้เกิดความกังวลเกี่ยวกับผลการทดสอบได้อีกด้วย



อย่างไรก็ตามการทำวิจัยโดยให้ทำแบบทดสอบประเภทรายงานตนเองนั้นมีโอกาสที่อาจจะเกิดเหตุการณ์ไม่พึงประสงค์น้อยมาก รวมทั้งไม่พบว่ามีความเสี่ยงที่เป็นอันตรายรุนแรง

**จะอย่างไรถ้ามีบางสิ่งบางอย่างผิดปกติเกิดขึ้นในระหว่างการศึกษาวิจัย?**

หากนักเรียนมีอาการเหนื่อยล้า รู้สึกเครียด หรือรู้สึกไม่สบายใจระหว่างการทำแบบทดสอบ นักเรียนมีสิทธิ์ที่จะขอพักได้ และสามารถบอกเล่าความรู้สึกไม่สบายใจแก่ผู้วิจัยได้ทันที

**การเข้าร่วมการวิจัยจะมีประโยชน์กับข้าพเจ้าหรือคนอื่น ๆ หรือไม่?**

ผู้เข้าร่วมการวิจัยอาจไม่ได้รับประโยชน์โดยตรง แต่ผลการวิจัยที่ได้จะเป็นประโยชน์ต่อส่วนรวมในอนาคต คือเป็นข้อมูลพื้นฐานสำหรับสถาบันการศึกษาหน่วยงานที่เกี่ยวข้องทั้งภาครัฐและเอกชน รวมไปถึงชุมชนแวดล้อม เพื่อให้เกิดความตระหนักถึงความสำคัญและเป็นแนวทางสำหรับการพิจารณาวางแผนกำหนดนโยบายด้านการเสริมสร้างวิถีการเผชิญปัญหา และสัมพันธ์ภาพกับบุคคลรอบข้างอย่างเหมาะสม

**เกิดอะไรขึ้นถ้าข้าพเจ้าต้องการที่จะยุติการเข้าร่วมโครงการ?**

นักเรียนมีสิทธิ์ถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้าหรือบอกเหตุผล และการไม่เข้าร่วมการวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อการรักษาที่นักเรียนสมควรจะได้รับตามมาตรฐาน และจะไม่กระทบต่อผลการเรียนในอนาคตของนักเรียนแต่ประการใด

**ข้าพเจ้าจำเป็นต้องเข้าร่วมในโครงการวิจัยนี้หรือไม่?**

ไม่นักเรียนไม่จำเป็นต้องเข้าร่วมการวิจัยถ้านักเรียนไม่ต้องการ โดยจะไม่มีการบังคับ ขึ้นอยู่กับความสมัครใจของนักเรียน ถ้านักเรียนตกลงเข้าร่วมการวิจัย ผู้วิจัยจะขอให้นักเรียนลงลายมือชื่อในใบชี้แจงข้อมูลและแสดงความสมัครใจเข้าร่วมโครงการวิจัยฉบับนี้ จะมีการขอให้บิดามารดาผู้ปกครอง หรือผู้แทนโดยชอบธรรมของนักเรียนลงลายมือชื่อในแบบฟอร์มเพื่ออนุญาตด้วยเฉพาะในกรณีที่นักเรียนสบายใจเกี่ยวกับการวิจัยนี้เท่านั้น

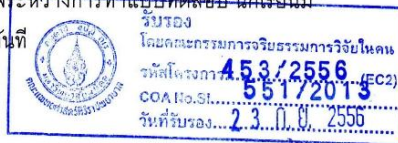
**ข้อมูลของข้าพเจ้าในการวิจัยนี้จะถูกเก็บรักษาไว้เป็นความลับหรือไม่?**

ใช่ จะอนุญาตให้เฉพาะผู้กำกับดูแลการวิจัย สถาบันหรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบรวมถึงคณะกรรมการจริยธรรมการวิจัยในคนเป็นต้นดูข้อมูลวิจัยของนักเรียนได้ และพวกเขาสัญญาที่จะเก็บรักษาข้อมูลเหล่านี้ไว้เป็นความลับโดยข้อมูลส่วนตัวของนักเรียนจะถูกเก็บไว้โดยไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวมโดยไม่สามารถระบุข้อมูลรายบุคคลได้

**มีผู้ใดตรวจสอบหรือไม่ว่างานวิจัยดีพอที่จะทำได้?**



คณะกรรมการจริยธรรมการวิจัยในคน คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล ได้ตรวจสอบการศึกษาวิจัยอย่างละเอียดแล้ว พวกเขาได้อ่านทุกอย่างที่เกี่ยวข้องกับการวิจัย และได้อนุญาตให้ดำเนินโครงการวิจัยได้



ดิฉันผม/ ชื่อ ..... อายุ .....

อยู่บ้านเลขที่ .....

ผู้วิจัยได้อธิบายข้อมูลและขั้นตอนต่างๆ ในการตรวจข้างต้นให้ฟังแล้ว และดิฉันผมทราบว่า จะยินดีเข้าร่วม/  
โครงการหรือไม่ก็ได้ โดยไม่มีผลกระทบต่อการศึกษาพยาบาลของดิฉันผม/  
ดิฉันผมเข้าใจโครงการนี้ และ/โดยความเห็นชอบของผู้ปกครองของดิฉันผม จึงได้ตกลงเข้าร่วมโครงการวิจัยนี้/

(.....) (.....)

นักเรียนที่เข้าร่วมโครงการวิจัย ผู้ชี้แจงและเชิญให้เข้าร่วมโครงการวิจัย

วันที่ ..... วันที่ .....

(.....) (.....)

บิดามารดาหรือผู้แทนโดยชอบธรรม พยาน

วันที่ ..... วันที่ .....

- หมายเหตุ 1. พยานจะต้องมีเฉพาะในกรณีที่มีผู้อ่านเอกสารชี้แจงนี้ให้นักเรียนฟังเท่านั้น
2. บิดา หรือมารดา หรือผู้ปกครองของนักเรียนต้องลงนามยินยอมใน Consent form ต่างหาก

ถ้าข้าพเจ้าตัดสินใจที่จะเข้าร่วมในการศึกษาวิจัย ข้าพเจ้าและบิดามารดาหรือผู้แทนโดยชอบธรรมของ  
ข้าพเจ้าจะได้รับสำเนาของเอกสารชี้แจงข้อมูลนี้จำนวน 1 ฉบับ



**แบบสอบถามในวิทยานิพนธ์เรื่อง “การศึกษาความสัมพันธ์ของรูปแบบความผูกพันกับกลวิธีการเผชิญ  
ปัญหาของวัยรุ่นตอนปลาย ในกรุงเทพมหานคร”**

เรียน ผู้ตอบแบบสอบถาม

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเพื่อศึกษาเกี่ยวกับความสัมพันธ์ระหว่างบุคคลกับความเครียดและพฤติกรรมที่เกี่ยวข้อง ผู้วิจัยขอความร่วมมือจากท่าน โปรดตอบแบบสอบถามนี้ทุกข้อ และตอบตามความรู้สึกที่ตรงกับตัวท่านมากที่สุด ในการตอบแบบสอบถามนี้ไม่มีคำตอบใดที่ถูกหรือผิด โดยคำตอบที่ได้จากท่านจะถูกเก็บเป็นความลับ และจะไม่มีผลกระทบต่อท่านทั้งสิ้น ผลการวิจัยจะไม่แสดงข้อมูลให้เห็นเป็นรายบุคคล แต่จะแสดงข้อมูลเป็นภาพรวม และนำข้อมูลไปใช้ในการศึกษาเท่านั้น

ขอขอบพระคุณเป็นอย่างสูงในความร่วมมือของท่าน

ศศิพร เหลืองไพฑูรย์

**ตอนที่ 1 ข้อมูลทั่วไป** โปรดทำเครื่องหมาย ✓ หรือเติมคำตอบที่ตรงกับตัวท่านลงในที่ว่าง

1. เพศ  ชาย  หญิง

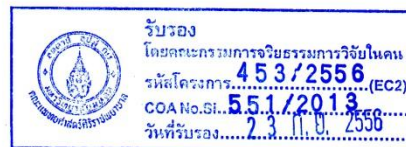
2. อายุ \_\_\_\_\_ ปี \_\_\_\_\_ เดือน

3. ระดับชั้น  มัธยมศึกษาปีที่ 4  มัธยมศึกษาปีที่ 5  มัธยมศึกษาปีที่ 6

4. แผนการเรียน \_\_\_\_\_ 5. เกรดเฉลี่ย \_\_\_\_\_

6. ปัจจุบันท่านอาศัยอยู่กับ  บิดามารดา  บิดา  มารดา

ญาติ (โปรดระบุ) \_\_\_\_\_  อื่นๆ (โปรดระบุ) \_\_\_\_\_



**ตอนที่ 2 แบบสอบถามเกี่ยวกับความสัมพันธ์ระหว่างบุคคล**

คำชี้แจง โปรดอ่านข้อความและประเมินว่าข้อความในแต่ละข้อสามารถบรรยายลักษณะของท่าน เมื่อท่านมีความสัมพันธ์แบบใกล้ชิดสนิทสนมได้ ตรง/ไม่ตรง มากน้อยเพียงใด โดยใส่เครื่องหมาย  ทับคำตอบที่ตรงกับความรู้สึกของท่านในแต่ละข้อ เพียงคำตอบเดียว และโปรดตอบให้ครบทุกข้อ



	ข้อความ	ไม่ตรงเลย	ไม่ตรงปานกลาง	ไม่ตรงเล็กน้อย	ตัดสินใจไม่ได้	ตรงเล็กน้อย	ตรงปานกลาง	ตรงมาก
		-3	-2	-1	0	1	2	3
1	ฉันชอบเล่นหยอกเข้าด้วยการสัมผัสเนื้อต้องตัวผู้อื่น	-3	-2	-1	0	1	2	3
2	การคิดจะสร้างความสัมพันธ์อย่างเดียวเป็นสิ่งที่ปลอดภัยกว่าการสร้างความสัมพันธ์จริงๆมาก	-3	-2	-1	0	1	2	3
3	บางครั้ง ฉันรู้สึกว่าคุณอื่นๆ เกือบทุกคนมุ่งร้ายต่อฉัน	-3	-2	-1	0	1	2	3

**ตอนที่ 3 แบบสอบถามเกี่ยวกับตัวท่านในชีวิตประจำวัน**

**คำชี้แจง** โปรดอ่านข้อความในแบบสอบถาม แล้วเลือกคำตอบที่ตรงกับตัวท่านมากที่สุด โดยใช้เครื่องหมาย  ทับบนตัวเลขในส่วนที่ให้เลือกในแต่ละข้อ **เพียงตัวเลือกเดียว** โปรดตอบให้ตรงกับตัวท่าน หรือความรู้สึกของท่านมากที่สุด โดยไม่ต้องคำนึงว่าบุคคลส่วนใหญ่ควรจะตอบอะไร โปรดทำแบบสอบถามเรียงตามลำดับ และทำทุกข้อ

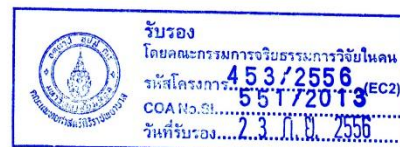
คำตอบในแต่ละข้อมีให้เลือกดังนี้

- |                        |   |
|------------------------|---|
| 1 = ไม่ตรงเลย          | หมายถึง ข้อความนี้ไม่ตรงกับตัวฉันเลย          |
| 2 = ไม่ค่อยตรง         | หมายถึง ข้อความนี้ไม่ค่อยตรงกับตัวฉัน         |
| 3 = ตรงและไม่ตรงพอๆกัน | หมายถึง ข้อความนี้ตรงและไม่ตรงพอๆกันกับตัวฉัน |
| 4 = ตรง                | หมายถึง ข้อความนี้ตรงกับตัวฉัน                |
| 5 = ตรงมาก             | หมายถึง ข้อความนี้ตรงกับตัวฉันมาก             |

**ตัวอย่างการตอบ**

หากท่านเห็นว่าประโยค “ฉันเป็นคนตรงต่อเวลา” ไม่ค่อยตรงกับตัวท่าน ให้ท่านทำเครื่องหมาย  ในแถวของ “ไม่ค่อยตรง” บนตัวเลข 2 ดังตัวอย่าง

	ไม่ตรงเลย	ไม่ค่อยตรง	ตรงและไม่ตรงพอๆกัน	ตรง	ตรงมาก
ข้อความ	1	2	3	4	5
1   ฉันเป็นคนตรงต่อเวลา	1	<input checked="" type="radio"/> 2	3	4	5



เมื่อท่านกำลังประสบปัญหาบางอย่าง หรืออยู่ในสถานการณ์ที่ทำให้เกิดความเครียด ท่านทำสิ่งต่อไปนี้  
มากหรือน้อยเพียงใด ขอให้เลือกคำตอบที่ตรงกับตัวท่านมากที่สุด

		ไม่ตรง เลข	ไม่ค่อย ตรง	ตรงและ ไม่ตรง พอๆกัน	ตรง	ตรงมาก
	ข้อความ	1	2	3	4	5
1	ฉันรู้ว่าปัญหาเกิดขึ้นจริงแต่ฉันพยายามจะเล็งมัน	1	2	3	4	5
2	ฉันล้มเลิกความพยายามในการแก้ปัญหา	1	2	3	4	5
3	ฉันบอกตัวเองว่าเหตุการณ์ร้ายแรงที่เกิดขึ้น ไม่ได้เกิดขึ้นจริงๆ	1	2	3	4	5

## **BIOGRAPHY**

<b>NAME</b>	Miss Sasipond Leungpaithoon
<b>DATE OF BIRTH</b>	25 February 1988
<b>PLACE OF BIRTH</b>	Bangkok, Thailand
<b>INSTITUTIONS ATTENDED</b>	Chulalongkorn University, 2006-2009 Bachelor of Science (Psychology) Mahidol University, 2011-2014 Master of Science (Clinical Psychology)
<b>HOME ADDRESS</b>	319 Ladpraow 93, Wangtonglang, Bangkok, Thailand
<b>CONTACT</b>	E-mail: sasipond.leu@gmail.com