

**PARENTING STYLES AND HARDINESS
OF STUDENTS OF ONE MILITARY ACADEMY**

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PARENTING STYLES AND HARDINESS OF STUDENTS OF ONE MILITARY ACADEMY

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ABSTRACT

The present study examined the relationship between parenting styles and hardiness, and examined the predictive role of parenting styles to hardiness of students in one military academy. Subjects comprised of 319 military students. The instruments for data collection were questionnaires including the parenting style rating scale and the dispositional resilience scale (DRS-15). The data were analyzed using frequency, percentage, mean and standard deviation. Pearson's correlation coefficient was used for correlation analysis. One-way ANOVA was used to compare hardiness in different styles of parenting. Lastly, stepwise multiple regression was used to analyze predicting ability of parenting styles to hardiness.

Results indicated that military students scored 27.67 in hardiness and authoritative parenting style was the top style reported used to raise military students. Interestingly, each parenting style had significantly different score in terms of indicating hardiness. The correlation test indicated that hardiness had positive correlation with authoritative parenting style ($r=.323$, $p<.01$), but it has inverse significant relationship with authoritarian parenting style and neglectful parenting style ($r= -.226$ and $r= -.278$, $p<.01$). Predictive analysis indicated that authoritative parenting style can significantly predict hardiness (predictability = 10).

Findings from this research can also be used as a guideline to promote hardiness in people for the improvement of society.

KEY WORDS: AUTHORITATIVE /AUTHORITARIAN / PERMISSIVE /
NEGLECTFUL / HARDINESS

66 pages

รูปแบบการได้รับการอบรมเลี้ยงดูกับความเข้มแข็งอดทนของนักเรียนในโรงเรียนทหารแห่งหนึ่ง
PARENTING STYLES AND HARDINESS OF STUDENTS OF ONE MILITARY ACADEMY

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บทคัดย่อ

การศึกษาครั้งนี้เป็นการศึกษาเชิงสำรวจเพื่อหาความสัมพันธ์ระหว่างรูปแบบการได้รับการอบรมเลี้ยงดูกับความเข้มแข็งอดทน และหาความสามารถในการทำนายของรูปแบบการได้รับการอบรมเลี้ยงดูที่มีต่อความเข้มแข็งอดทนของนักเรียนในโรงเรียนทหารแห่งหนึ่งจำนวน 319 คน เก็บข้อมูลโดยแบบสอบถามซึ่งประกอบด้วย แบบสำรวจรูปแบบการอบรมเลี้ยงดู และแบบวัดความเข้มแข็งอดทน วิเคราะห์ข้อมูลโดยการแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์ความสัมพันธ์ด้วยค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน วิเคราะห์ความแตกต่างของค่าเฉลี่ยด้วยการวิเคราะห์ความแปรปรวนแบบทางเดียวและวิเคราะห์ความสามารถในการทำนายด้วยการถดถอยพหุคูณแบบขั้นตอน

ผลการวิจัยพบว่า นักเรียนทหารกลุ่มนี้มีค่าเฉลี่ยความเข้มแข็งอดทน 27.67 และได้รับการเลี้ยงดูแบบเอาใจใส่เป็นอันดับหนึ่งโดยพบว่า รูปแบบการได้รับการอบรมเลี้ยงดูที่แตกต่างกันมีคะแนนความเข้มแข็งอดทนแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ส่วนเรื่องความสัมพันธ์พบว่า รูปแบบการได้รับการอบรมเลี้ยงดูแบบเอาใจใส่มีความสัมพันธ์ทางบวกกับความเข้มแข็งอดทน ($r=.323$, $p<.01$) ส่วนแบบควบคุม และทอดทิ้งมีความสัมพันธ์ทางลบกับความเข้มแข็งอดทน ($r= -.226$ และ $r= -.278$, $p<.01$) อย่างมีนัยสำคัญทางสถิติ และเมื่อวิเคราะห์อำนาจการทำนายพบว่า รูปแบบการได้รับการอบรมเลี้ยงดูแบบเอาใจใส่สามารถทำนายความเข้มแข็งอดทนได้ร้อยละ 10 อย่างมีนัยสำคัญทางสถิติ

จากผลการวิจัยครั้งนี้สามารถนำมาใช้เป็นแนวทางเบื้องต้นเพื่อวางแผนส่งเสริมคุณลักษณะเข้มแข็งอดทนอันเป็นประโยชน์ในการพัฒนาคุณภาพของประชากรต่อไป

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CHAPTER I

INTRODUCTION

Background and Signification of the Problem

Nowadays, Thailand's economy and society has been tremendously changed to allow it to catch up with the rest of the world. This affects all Thai people of all ages and required them to adapt in order to survive in this situation, whether it is the rise in competitions, harder working conditions and the increase in desire for valuable and modern object. In addition, there are also conflicts inside the society as well as unpredictable disasters. If individuals cannot handle these changes, it will cause a discontent in living a healthy life; which in turn will cause stress, follow by a chain reaction that can affect both physical and mental health condition.

Stress is caused by an imbalance condition which is also caused by a recognition process or an assessment of an individual in defining that the particular situation is a threat. The recognition process or an assessment of an individual is the result of a relationship between people which are personality, attitude, emotion and experience with the environment which are living environment, working environment and life event. It can cause stress if the particular effect is beyond the individuals' threshold of available resources and abilities to handle it (Lazarus, 1966).

In the study of stress from the recognition process and life event appraisal, in 1966, Lazarus and Folkman (Lazarus & Folkman, 1984) had propose the theory regarding the stress that each individual's difference in stress depends on a cognitive appraisal. It means that when an individual use a cognitive process to appraise the threaten situation for its characteristic, relation and effect to oneself, the estimation if oneself can handle the threat in which depending on each individual's factor. Due to a difference in an individual's factor, the stress level of each individual will be difference while facing the same situation. Hardiness is the factor which can define as the reason why people in the same situation can have a difference in response. In 1999, Bartone's research found that veteran soldiers that have Posttraumatic stress

disorder (PTSD) will have a statistically significant of lower hardiness point than a group that doesn't have Posttraumatic stress disorder (PTSD). Moreover, further research suggest that hardiness is statistically significant related to cognitive appraisal ($r=.23$, $p\leq.001$) (Pagana, 1990). From the above mentioned, it appear that hardiness can influence the cognitive appraisal against the threat. This hardiness is the person's individual traits that consist of three major characteristics which are commitment (to believe in one's own ability in a decision to do as best as possible), control (to believe in one's ability to control the situation and deal with difficulties that enter life, and challenge (a kind of individual that believe that there is always changes in life, in which, a challenge to learn and earn more experience). All these characteristics will develop into the main personalities and assist individual to adapt and survive the stress cause from an aggressive change in life (Kobasa, Maddi, & Kann, 1982). Individuals that have a strong and enduring characteristics will have a better mental health and will become happier in living amid the change and unpredictability in life. This is in accord with the research of Nayyeri and Aubi in 2011. The research suggest that hardiness can predict the happiness in life. The prediction power is statistically significant at 38.1 percent, i.e. if there is an increase or decrease of hardiness level, it will also effect the happiness level in life as well. From the aforementioned, it can be summarizes that in facing a threaten situation, each individual will have a different perspective which will also cause a different level of cognitive appraisal against the threat. This is also follow by a difference in stress level. Hardiness is an influential factor to cognitive appraisal as a support for individuals, helping and enabling them to handle the threat efficiently. It is considered a good thing if individuals have a strong an enduring characteristic as this become very useful as it can be used to defend and adapt against the threat, allowing one to continue a happy life.

The individual's characteristic that are called personalities has been defined from many factors such as genetic and environment. The genetic will define the abilities threshold or the likelihood of development and the environment will be a driving force that can accelerate or delay the development (Prapaipun Pumwuthisarn, 2534). Parenting Style is also one of the significant factor in forging the individuals to create different kinds of personalities. Appropriate Parenting Style will make children grow into a good and responsible adult in the future that will transform to an

appropriate driving force of the society. The current world situation have changed simultaneously into both positive and negative ways. Human are faced with even more threats which force them to adapt which will allow them to survive and live happily. It will be very beneficial if Parenting Style can positively affect the children by increasing the hardiness which will allow them to handle the situation efficiently. The study of Parenting Style can be considered as important because it is one of the basics that effect the development of personalities of individuals. The research found that parenting style serves as an important role for individuals in obtaining hardiness (Mirzaei & Kadivarzare, 2013).

The information indicates that parenting style can influence the individuals to create hardiness which is a good personality that individuals should have. When individual can handle stress, it will cause other good effects in life such as a being successful in education (Sheard & Golby, 2007), raising a good leadership ability (Eid, Johnsen, Bartone, & Nissestad, 2008), etc. However, other researched regarding Parenting Style that effect the hardiness is still minimal inside Thailand which make the researcher interested in study the said influence.

In a major society such as Thailand, an important factor that affects the prosperity or regression of country's economy, society, politics and stability is Thai people. Thailand will prosper, unafraid of any kinds of threat from outside or inside the country if Thai people possess qualities such as wisdom, strong in both physical and mental condition, know their duties, responsible, fully committed to the duties at hand and perform their job or practice with honesty. When mentioning the career, each career has different conducts, challenge, and work stress level. To make the work successful and fully efficient, minds and emotion are also needed to be strengthening in various levels depending on the task. Those who pass the appropriate parenting style are likely to able to face more threat and stress in the work place which will lead to a more successful life. It can be said that if the organization consists of personnel not possess only just abilities but mental hardiness as well; it will allow the organization to be more successful and positively affects the national scale. Thailand will go a long way if there are a higher proportion of successful people.

Military personnel is one of the occupations that many Thai people are interested and focused in. It is an honorable job and respected by common individuals.

Nowadays, there are many occasions that military personnel play an important role in politics and the ruling of this nation. Since military personnel need to perform their duty and preserve the nation's security, which is why carrying weapons while performing duties is necessary for this job. The military personnel's mission effects the country regarding society, economy, politics and foreign relations. The commanding officers of the troops need to possess knowledge, abilities, physical endurance and the most important is mental hardiness so that they can perform as parts of something that can lead the nation to stability. In Thailand, there are three types of military personnel that based on each environment which are the army, the navy, and the air force. There are many ways in becoming a candidate such as drafting, enlisting the graduate from various levels and branches. All army corps have opened an institute to train candidates that will enroll in a speciality branch such as military academy of music, Phramongkutklo College of Medicine, military nursing college, Military Training School, etc. But in truth, all corps will have the main institute that will produce people that will become commanding officers of the army as well as the chief of staff which are Chulachomklao Royal Military Academy, Royal Thai Naval Academy and Navaminda Kasatriyadhiraj Royal Thai Air Force Academy. Before enrolling to these institutes, cadets need to enroll in the Armed Forces Academies Preparatory School first which provide a high school level of education as well as military training. Cadets are considered to be growing youths that will become an important part in developing the country and they must readied their wisdom, physical and mental endurance and able to deal with stress in an efficient way. This is in accord with the school's aspiration to focus on producing students that possess unity, leadership, physical and mental endurance, discipline, honor, knowledge and ethics.

For enrolling in a military academy, the cadets will face with changes as they have to leaves their home and going far from their families, enter the military boarding school under a strict discipline, strictly obeying the commanding officers and study academic materials as well as performing military training that rely heavily on adaptation to handle the stress or pressing situation. After graduated from the Armed Forces Academies Preparatory School, each cadet will continue their study in each specialized schools which are Chulachomklao Royal Military Academy, Royal Thai Naval Academy, Navaminda Kasatriyadhiraj Royal Thai Air Force Academy and

Royal Police Cadet Academy as mentioned above. These schools provide specialized educations in a higher education level and each one will also provide an academic study as well as basic military training. From the survey in one of the military academy discovered some groups of cadet need to resign or repeat the year since their mental condition is unprepared for harsh training or their behavior or test score does not reach the threshold. The research discovered that an important key that makes the cadets in one of the military academy graduated from them is hardiness, i.e. hardiness can predict this group of cadet's training result by having a positive relation with each other (Piyamaporn Singkhum, 2553). From the mentioned information, if there are notifications that the group of population need to face with equally high level of stress, how each individual can handles the said situation differently will have what relation with the difference in basic parenting style. The researcher is interested to study about the parenting styles and hardiness of cadets in one of the military academy as a guide to support and create hardiness for individuals who enrolled as a cadet. It will help cadets in handling stress and graduate per their expectation. Moreover, it will be the guide to support in the continuation of creating hardiness in other groups of population.

Objective of the study

1. Study the parenting styles and hardiness level from the cadets in one of the military academy.
2. Study the comparison of hardiness in groups of cadets in one of the military academy in which each group will received different parenting style.
3. Study the relation between the parenting style received pattern and hardiness of the cadets in one of the military academy.
4. Study the parenting styles received pattern prediction capability to the hardiness of cadets in one of the military academy.

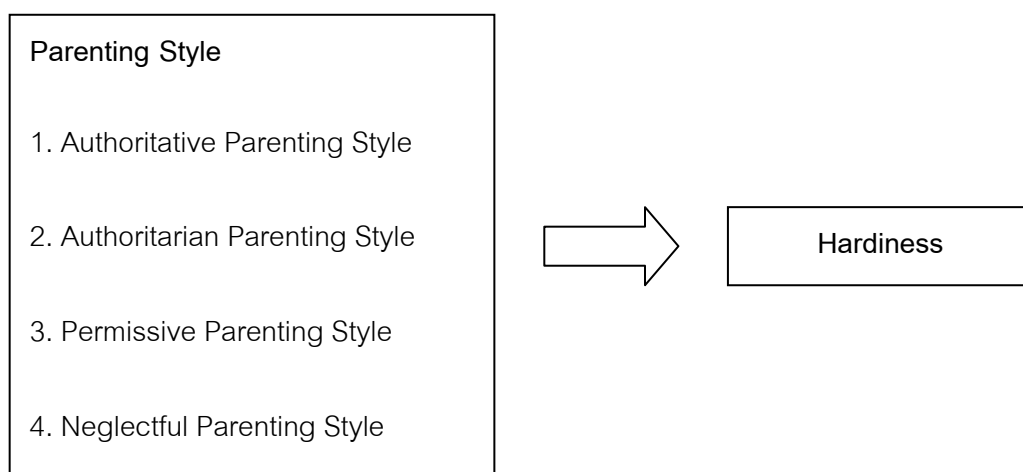
Hypothesis of the study

1. Parenting styles of Authoritative, Authoritarian, Permissive and Neglectful have different hardiness point.
2. Authoritative parenting style has positive relation with hardiness.
3. Authoritarian parenting style has negative relation with hardiness.
4. Permissive parenting style has negative relation with hardiness.
5. Neglectful parenting style has negative relation with hardiness.
6. Parenting style can predict hardiness.

Research Scope

The scope of this study is to find relations between 4 parenting styles and hardiness of 356 cadets in one of the military academy. There are 2 required items which are parenting style rating scale and the dispositional resilience scale (DRS-15) (Thai version). This data gathering has been gathered from all population and there is no random sampling.

Conceptual Framework



Expected Benefit

1. Able to verify the parenting styles received pattern's hardiness level of cadets in one of the military academy which will increase the understanding of this group of cadet and use this information to continue developing this group of cadet.

2. Able to verify the difference between all 4 parenting style that effect hardiness which is basic information required in guidance work and consultation in the military academy to raise the cadet's hardiness. This also include using the result from the study as a reference to support the plan that allow the forming of hardiness in other populations.

3. Continue the research regarding the relation between the parenting styles and hardiness in other groups of population.

Definition used in the Research

1. Hardiness is a personality capable to adapt against stress that can be expressed through attitudes, beliefs and habits (Kobasa, 1979). It is appraised by the Dispositional Resilience Scale (DRS-15), developed by Paul T. Bartone (1995), translated by Piyamaporn Singkhum (2552) and composed of three attributes, which are:

1.1 Commitment is an inclination that the individuals will view the world as valuable and in interested.

1.2 Control is the beliefs in one's own capabilities in controlling or influencing over the outside factors.

1.3 Challenge is to view new experiences or changes as exciting opportunities for learning and developing one self.

2. Parenting Style is the parenting pattern of parents that children are familiar with. It is related to the behavior of parents or guardian acted upon children. It is appraised by Parenting Style Rating Scale developed by Weeranuch Wongkongdej (2547) and separated it into 4 parenting styles (Diana Baumrind 1966, 1967, 1968, 1970, 1972, 1978, 1980, 1989, 1991 cited in Puntip Sirivunnabood et al, 2545) which are:

2.1 Authoritative Parenting Style is the parenting style that required an appropriate behavior for each age range. Rules and discipline will be placed to stimulate the compliance to the rule. There are warmth, love, support and a clear two-way communication. It encourage an individualism and self-reliable in children. It also respect both parents and children rights and give rewards more than punishments.

2.2 Authoritarian Parenting Style is the parenting style that requires a lot of attention. The standard will be clearly set. It is emphasis on obedience, give less warmth and does not support two-way communication. It also restrict the freedom and children's individualism, give parents the full authority as well as threats and punishment.

2.3 Permissive Parenting Style is the parenting style that avoid the demand. There are less restrictions and rules. Behaviors not compatible with the age range will be endured and excepted and children will not be offended. Warmth will be given no more than needed and there will be less interaction and relation. Children will have a larger role in communication more than parents and their decisions will be accepted without them taking responsibility. Children will also be spoiled and there will be less punishment.

2.4 Neglectful Parenting Style is a parenting style that have no demand, rule and caring. Children will be abandoned, treated badly, emotionally distanced and having less communication. Children will be free without the support from parents. The parents' needs is the biggest priority. Children might be physically or emotionally harmed or both.

CHAPTER II

LITERATURE REVIEW

In this research, the researchers define the scope of the review of related literature, concept, theory and research as follows:

2.1 Parenting styles

2.1.1 Theory relating to parenting styles

2.1.2 Evaluation of parenting styles

2.2 Hardiness

2.2.1 Theory relating to hardiness

2.2.2 Evaluation of hardiness

2.3 Related documents and researches

2.1 Parenting styles

2.1.1 Theory relating to parenting styles

Definition of parenting

Psychologists or people who study in parenting styles both in Thailand and other countries have given various definitions of parenting styles which may be briefly summarized as follows:

Pensri Phijaisanit (2522) described the definition of parenting by dividing it into 2 parts. The first part is mentoring which is a guidance, teaching, education and training aiming for children's good behavior, discipline, self-control, responsibility, etc. The second part is supporting which is taking care of children to meet their physical and mental needs aiming for a good health and wellness without disease or disabilities, good mental health, intelligence, good relationship with other people, etc.

Somporn Sudhasani (2530) gave the definition that parenting is a parent-child interaction both direct and indirect and both in verbal and action which affects children's feelings.

Sirikul Isaranurug and Pranee Suthisukon (2550) said that parenting is an important factor in children's growth and holistic development. Parenting includes guiding and teaching which aim for children's good behavior, discipline, self-control and responsibility and supporting to meet children's physical and mental needs which aims for a good health and wellness without disease or disabilities, good mental health, intelligence and good relationship with other people. Children's growth and holistic development depend on 2 main factors which are heredity and environment where parenting is an important environment for children.

Craig (1979) (cited in Somkid Isarawatana 2542 P.9) gave the definition that parenting is a process where an individual can learn and develop attitudes, beliefs, values, knowledge and expectations of society along with developing a suitable practice for their role in the society as well.

Shapiro (1997) gave the definition that parenting is the way parents treat children by providing guidance, teaching, helping, protecting, giving love and warmth and responding to the children's physical and mental needs so that children can live and thrive in every aspects and become a good member of society.

From the above definitions of parenting, it can be concluded that parenting is a parent-child interaction which the interaction is to teach children on how to behave and to respond to children's physical and mental needs. This will enable children to learn and forge their personality. It will also have an influence on the perception and the response to an environment of an individual.

Parenting styles

Psychologists and researchers who study in parenting styles both in Thailand and other countries have studied on its theory and categorized various types of parenting styles which can be briefly described as follows:

Duangduen Bhanthumnavin et al. (2528) categorized parenting styles into 5 types as follows:

1. Love and supportive parenting is a method which parents treat children with love and care. Parents are close to children and support everything that children want.

2. Rational parenting is a method which parents explain their reasons for supporting or not supporting children in any subject. The parents also provide an appropriate punishment and reward.

3. Mental punishment parenting is a method which parents verbally reprove children when children make mistakes. Parents may threaten children that they will not love or will restrict children's privileges for having unwanted behavior.

4. Authoritarian parenting is a method which parents give commands to children and monitor them closely. If children do not comply with the order, they will be punished.

5. Quick self-reliant parenting is a method which parents give children the opportunity to do things on their own. Parents will occasionally assist or provide guidance for children.

Phuangphet Suratanakavikul (2542) categorized parenting styles into 3 dimensions as follows:

1. Restrictiveness – Permissiveness dimension
2. Warmth – Hostility dimension
3. Anxious Emotional Involvement – Calm Detachment dimension

Schaefer (1959) categorized parenting styles into 2 dimensions. The first dimension is love which is the opposite of hostility. The second dimension is autonomy which is the opposite of control. When the 2 dimensions are combined, the parenting styles can be categorized into 4 types as follows:

1. Love - Autonomy is a democratic style which parents listen to and accept children's opinions, as well as provide love and warmth to children.

2. Love - Control is a style which parents provide love and warmth to children, as well as being overprotective. Parents usually handle problems for children.

3. Hostility - Autonomy is a style which parents neglect and abandon their children, as well as sometimes being aggressive to children.

4. Hostility - Control is a style which parents are hostile. Parents usually meddle and give commands to children.

Roger (1972) categorized parenting styles into 3 types which are

1. Democracy parenting is a parenting method which parents make children feels that they are being treated fairly, have freedom and being loved and cared. Parents are not too indulgent or too restrictive, reasonable and supportive of children’s abilities and opinions.

2. Rejection parenting is a parenting method which parents make children feel that they are being hated and not loved or cared. Children are being neglected without any support or guidance. Parents usually make harsh and unreasonable punishment.

3. Overprotection parenting is a parenting method which parents make children feel that they do not have sufficient freedom in choosing or deciding on issues and they must follow established rules, as well as being protected and helped all the time.

Steinberg and Belsky (1991) categorized parenting styles into 2 dimensions as follows:

The first dimension is Accepting - Rejecting dimension. For accepting dimension, parents will provide love and warmth and respond to children’s needs. And for rejecting dimension, parent will not respond to children’s need and usually punish children.

The second dimension is Demanding - Lenient dimension. For demanding dimension, parents will have high control and expect children to strictly follow and obey a command. And for lenient dimension, parent will have low control and let children do as they pleased.

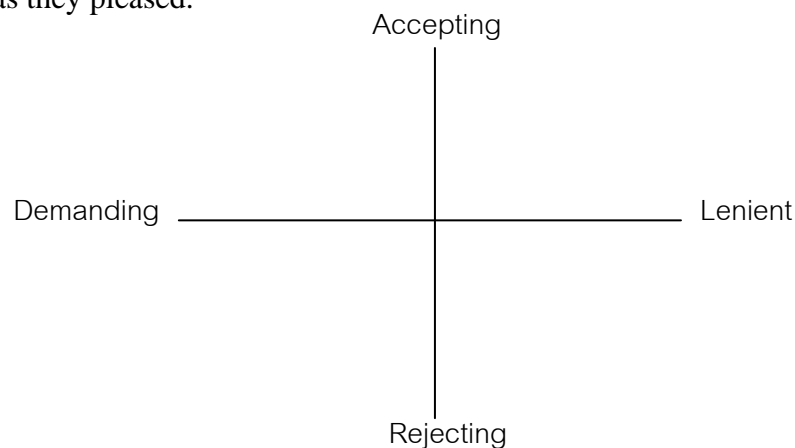


Figure2.1 The parenting style based on Steinberg and Belsky’s concept (1991)

Baumrind (1967) conducted a research about the relationship between children's behavior and parenting styles as well as about parents' attitude which affects the parenting styles. The elements of parents' behavior in parenting are categorized into 2 dimensions which are

1. Controlling / Demand dimension is that parents establish certain rules for children and demand children to follow the rules. The level of the rules in each family is different, that is, some parents have a high standards and demand that their children follow the set standards. While some parents demand their children to follow few standards and do not use their influence to control children.

2. Responsive dimension is that parents or guardians respond to children's needs. Some parents will accept, understand and respond the children's needs well which will encourage children to think and decide for themselves. While some parents will ignore and deny children's needs.

Baumrind (1971) combined said 2 dimensions and categorized the parenting styles into 3 styles. Maccoby and Martin (1983) then studied Baumrind's parenting styles and categorized one additional parenting style which is neglectful parenting style. The 4 parenting styles are as follows:

1. Authoritative parenting style has high score in controlling and responsive dimension. It is a parenting which parents support development and maturity of children. Parents will give children the freedom appropriate to their maturity. But parents will limit children's behavior and try to make children listen and obey parents' guidance with reasons. Although parents are demanding, they will give love and warmth as well as attention to children. They will give opportunity to be themselves and listen to children's reason and encourage children to participate in family decisions.

2. Authoritarian parenting style has high controlling dimension but low responsive dimension. Parents will establish rules for children to follow strictly. If children do not follow the rules, they will be forced and punished by using their authority. Parents usually alienate and neglect children.

3. Permissive parenting style has high responsive dimension but low controlling dimension. Parents let children conduct as they pleased without limiting the extent of actions. Parents will rarely resort to punishment and will try to use

reasons with children but have little control over their behavior. Parents always give love and warmth and respond to children’s needs.

4. Neglectful parenting style has low controlling and responsive dimensions. Parents give very little care to children. They usually ignore children’s behavior or needs which may be the result from their outright rejection of children or that parent might be preoccupied with problems and pressure in their daily lives resulting in having no time to take care of children.

Table 2.1 shows the 4 parenting styles categorized from Baumrind’s 2 dimensions.

		Parenting	
		Controlling / Demand	Uncontrolling/ UnDemand
Response to children’s		Controlling dimension	Uncontrolling/ UnDemand
		Responsive dimation	Uncontrolling/ UnDemand
Response to children’s	Responsive & Warm	1. Authoritative Parenting Style	3. Permissive Parenting Style
	Aloof & Unresponsive	2. Authoritarian Parenting Style	4. Neglectful Parenting Style

For this research, the researchers have taken Diana Baumrind’s Parenting Styles to use in the study. This concept is obtained from the study of parents’ attitude which have an effect on the parenting styles. The researchers have also taken a connecting research on the relationship between children's behavior and different parenting styles. They are consistent with this study on their objective to study the effects of different parenting styles. Thus, the researchers adapted the parenting styles developed by Baumrind (1971) as the parenting styles in this study.

From the above-mentioned, it can be seen that there are various studies on parenting styles resulting in various theories. There is also various categorization of parenting styles in both Thailand and other countries. Parenting styles in western and eastern culture can be compared and are found that they have many different aspects.

From the study done by Chantima Ongkosit (2540), the characteristics of parenting in eastern culture and western culture are compared as shown in table 2.2

Table 2.2 shows the comparison of the parenting characteristics of families in eastern culture and western culture

Characteristics	Family in eastern culture	Family in western culture
	Nuclear and extended	Nuclear
Influence of family on children	High	Low
Self-reliance	Low	High
Self-confidence	Low	High
Freedom	Low	High
Support	High	Low
Security	High	Low
Complexity	High	Low

From the table, it can be observed that different cultures have different parenting styles. Thus, the culture influences should be considered as a significant factor on how parents treat children.

2.1.2 Evaluation of parenting styles

There are many tools developed to measure parenting styles. In Thailand, several tools are developed based on Diana Baumrind's parenting styles such as Sarapee Yuenyong's (2541) Petcharat Chantos's (2542). Then in B.E. 2545, Puntip Sirivunnabood, Theeraporn Uwanno, Penpilai Ritthakananone, Supapan Kotrajaras, Kakanang Maneesri and Panrapee Suttiwan of Faculty of Psychology, Chulalongkorn University developed a Parenting Style Rating Scale based on Baumrind's parenting to use in a research titled "The Study of Pattern of Relationships Between Contemporary Behaviors of Thai people and Socialization Process of Thai families in Relation to the Development of the Country". This questionnaire is widely used in various researches.

For process of creating and developing Parenting Style Rating Scale from Baumrind's concept, Puntip Sirivunnabood et al. studied the concepts, researches and

documents relating to Baumrind as well as studied domestic researches relating to parenting styles of Thai families conducted in B.E.2528-2542 so that the created items are consistent with social context in Thailand. The questionnaire is self-report from respondents and uses 5-point Likert scale. It has 99 items which evaluate 4 types of parenting styles that is authoritative parenting style, authoritarian parenting style, permissive parenting style and neglectful parenting style. The quality of the tools is assessed by finding the Validity resulted from Corrected Item-Total Correlation at between .36 and .78 ($p < .05$) and the Reliability resulted from Cronbach's alpha coefficients in each parenting styles at between .81 at .91.

Then in B.E. 2547, Weeranuch Wongkongdej improved this Parenting Style Rating Scale by collecting the sample data from 134 students on Matthayom 2 and Matthayom 5 at Wachirathamsatit School. Number of items in the survey was reduced from 99 to 67. The quality of the tool was assessed and found that Corrected Item-Total Correlation is from .17 to .64 ($p < .05$) and Cronbach's alpha coefficient on each parenting style is from .76 to .92 (Dulaya Chitayasothorn, 2552).

Table2.3 shows alpha coefficient on each parenting style comparing between the questionnaire from Puntip Sirivunnabood et al. (2545) and Weeranuch Wongkongdej (2547)

Parenting styles	Alpha value from		Alpha value from	
	Puntip Sirivunnabood et al. (99 items)		Weeranuch Wongkongdej (67 items)	
	No. of items	n = 600	No. of items	n = 134
1. Authoritative parenting style	25	.86	17	.82
2. Authoritarian parenting style	26	.91	17	.92
3. Permissive parenting style	23	.81	16	.76
4. Neglectful parenting style	25	.89	17	.87

(Source : Weeranuch Wongkongdej, 2547)

From the above literature review in the development of Parenting Style Rating Scale from Diana Baumrind's concept, the researchers are interested in using Weeranuch Wongkongdej's questionnaire (2547) since it is developed on the same basic concept as Puntip Sirivunnabood et al. (2545) which suits the social and cultural context in Thailand. Additionally, the alpha coefficient from the two questionnaires are not significantly different and both have high value in statistical quality assessment but Weeranuch Wongkongdej's survey has lower number of items at 67 items which will save time for participants and participants may have higher attention in answering the survey.

2.2 Hardiness

2.2.1 Theory relating to hardiness

Hardiness is first studied by Kobasa (1979) who is an existentialism theoretical psychologist. It is created from the observation that under the same level of stress some people can be exposed to such stress without any negative impacts on them while others could not handle such stress which in turn causes negative impacts on them such as physical or mental illness. Kobasa's study found that the factor which cause a person to adapt and face a high level of stress is called Hardiness. People with high hardiness will be determined, agile as well as have a good attitude and have internal locus of control. This means that if a person has hardiness, he will have a good response to stress and can maintain good physical or mental health under stress.

From the definition of hardiness, it can be said that hardiness is similar to resilience. Resilience is the tendency of an individual to be able to rapidly return to self-equilibrium and to maintain mental health while facing with stressful situations. Hardiness is an internal factor which can help identify or explain the reasons for an individual to have such resilience. There is also various factor which affect an ability to have resilience such as social support from family and friends, good working environment and good well-being. But when identifying the internal factor of resilience, hardiness is one of the main factors (Bartone, 2015). This concept of hardiness makes it possible to understand styles of response to stress of an individual

or a group that have a rapid equilibrium return and can be considered that it is a characteristic or group of personalities. But it can be said that this mental hardiness is a normal form of cooperation of several aspects including cognition, emotion and behavior (Bartone, 2008).

In addition, if people with high level of hardiness are compared with an ability to overcome obstacles or Adversity Quotient (AQ) which illustrates life as mountain climbing, it will be found that people with high hardiness can be illustrated as relentless climbers which are characterized by their dedication to strive towards a better position. They are never satisfied with their current position and always create something new. They have motivation, continuously discipline themselves as well as their organizations and enjoy new challenges. This is consistent with a personality with high hardiness which consists of three characteristics (Kobasa, Maddi, & Courington, 1981) as follows:

1. Commitment is the characteristic of individuals who see the value and importance of their decision, which is consistent with the realistic goal in life. They focus on their own action resulting in their willing and utmost dedication even they faced with a difficult situation. Thus, they will have dedication and ability to solve problems as well as have skills to build relationships with other people which is the basic of accomplishments of various activity.

2. Control is the characteristic of individuals who fundamentally believe that they have the control and influence over changes in life. Individuals having this control characteristic will believe that they can handle the situation even if it is difficult or poses a threat to them because they believe in their foresight and planning to deal with such situation. Thus, individuals having control characteristic tend to have self-confidence, dare to take action and believe that they can control their own discipline within the social norms without excessive stress.

3. Challenge is the characteristic of individuals who fundamentally believe that life is always changing, so they will not perceive incoming problems as difficult issues. On the contrary, they will think problems are predictable and important to the development of individuals as problems is required to be facing with for learning experiences. They will think that problems are interesting and challenging. So individuals with challenge characteristic will wish to learn something new and can see

the change of events as learning experiences. They are open-minded, flexible and keen to learn even when faced with obstacles. As a result, they will be successful in their responsibilities without excessive stress.

Individuals with hardiness will have courage and ability to deal with stressful situations. They will not be affected by stress and they will have rapid recovery from various levels of stress. In addition, it is found in past researches that when individuals with high hardiness face with a stressful situation, they will not only maintain their balance but also show the ability to perform better under such stress (Bartone, 2008). Thus, hardiness is a characteristic which separates individuals who can maintain their balance under stress from individuals who cannot maintain their balance and have their level of stress correlating with their problems causing other negative impacts.

2.2.2 Evaluation of hardiness

A tool for hardiness evaluation is first developed by Kobasa in 1979 having 71 items. It was then improved to reduce the number of items to 36 which are all negative items. Thus, it was further improved by adding positive items and negative items resulting the total of 50 items. The third improvement is developed by Maddi and Khoshaba who named this measure as The Personal View Survey III-R (PVS III-R). In Thailand, this version of hardiness measure with 50 items is translated by Pakapan Wootiluk and Ubol Niwathchai in B.E. 2541 and was tested with 30 university instructors resulting in Cronbach's alpha coefficient at .89. This hardiness measurement is widely used in Thailand in studies relating to hardiness in a group of working-age adults such as researches titled Relationship Between Daily Hassles and Hardiness of Faculty Members (Pakapan Wootiluk, 2541), Hardiness Among Professional Nurses in Community Hospital Chiang Mai Province (Kannika Sombatwattanangkul, 2547), Psychological Hardiness and Caring Behaviors of Schizophrenia Patients' Caregivers (Juntana Charoenwet, 2556) and Hardiness Among Professional Nurses Working in Hospitals of Three Border Provinces, Southern Thailand (Wittaya Boonchit, Weena Chanchong, and Tippa Chetchowwalit, 2550).

The dispositional resilience scale (DRS-15)

Developed by Bartone in 1982, it has the same basic concept as Kobasa's. It was first studied with drivers in Chicago to indicate the causes of stress of the drivers. It was found that the stress at work relates to level of health problems but the drivers with hardiness characteristic will be tolerant of effect of the illness from stress. This study use hardiness measure with 50 items.

Then in 1989, the hardiness measure was used with a group of soldiers and the number of items was reduced to 45 with 15 items in each characteristic (Commitment, Control and Challenge). Later in 1991, the number of items was reduced to 30 with 10 items in each characteristic and it was named as DRS-30.

In 1995, Bartone developed a new measure for an increased suitability. The items were reduced to 15 items consisting of 3 components which are commitment, control and challenge. It was used to measure in 600 army support units in Gulf War resulting in Cronbach's alpha coefficient at .83 which the commitment is .77, the control is .71 and the challenge is .70. From this research, DRS-15 can predict mental illnesses and health problems in both male and female army support units in Gulf War and it is used to measure in a group of medical workers of army in Croatia. The results are confirmed in the same way as Bartone's measure using test-retest reliability of DRS-15 in 104 people of first year cadets of U.S. Military Academy, West Point resulting in Cronbach's alpha coefficient at .75 which commitment is .75, the control is .58 and the challenge is .81. Additionally, the research was conducted in 403 people of fourth year cadets of U.S. Military Academy, West Point resulting in Cronbach's alpha coefficient at .70.

The dispositional resilience scale (DRS-15) is continuously developed and the latest version of this test is 3.2 (DRS-15 Version3.2). This version creates norms from the survey of 7,281 adults between the ages of 20 – 60 years in Norway resulting in Adult Norms (combined men and women) and the levels of hardiness are categorized as follows:

Very high hardiness (39 scores or more) This group of individuals will always have an interesting perception of the world and full of meanings. They are happy with activity on the daily basis and believe that they have an influence on their

environment. They can rapidly adapt to changing circumstances. The individuals in this group can be found about 7 percent.

High hardiness (34-38 scores) This group of individuals will usually have an interesting and meaningful perception of the world. They are happy with activity on the daily basis and believe that they have an influence on their environment. When facing with changes, it is not difficult for them to adapt. The individuals in this group can be found about 24 percent.

Average hardiness (28-33 scores) This group of individuals will often have an interesting and meaningful perception of the world. They are mostly happy with activity on the daily basis. They generally see themselves as able to influence things, but also see many situations as not under their control. Most people in this group prefer predictable and certain situations. The individuals in this group can be found about 38 percent.

Low hardiness (22-27) This group of individuals will see the world as uninteresting and that the activity they do are meaningless. They feel that they do not have an ability to change or influence their environment. They prefer certain and predictable situations even if the situations are boring. The individuals in this group can be found about 24 percent.

Very low hardiness (21 scores or less) This group of individuals will see the world as boring and uninteresting and that the activity they do are meaningless or not important at all. They feel that they do not have an ability to change or influence their environment on the daily basis. They will always look for security. The individuals in this group can be found about 7 percent.

In Thailand, DRS-15 version 1 was translated into Thai by Piyamaporn Singkhum in B.E. 2552. It was tested with 30 members of first year naval cadet. It was examined and validated by a linguist and 3 psychologists. The results are that Cronbach's alpha coefficient of overall measure is at .82 consisting of 3 components which are commitment having Cronbach's alpha coefficient at .72, control having Cronbach's alpha coefficient at .70 and challenge having Cronbach's alpha coefficient at .73.

From the literature review relating to the development of hardiness test, the researchers are interested in using the dispositional resilience scale (DRS-15) that

was translated into Thai by Piyamaporn Singkhum in B.E. 2552 since it was tested with military group which is the same population in this research resulting in consistent expression of the questions. Additionally, this test has high value in every aspect of statistical quality assessment.

2.3 Related documents and researches

Parenting styles

Researches relating to parenting styles are widely studied and there is a difference in the use of basic theory of parenting styles in each research. However, the results of parenting style study are usually in the same direction. As an example, researches that studied the effect of parenting styles on thinking patterns have agreeable results, that is, parenting styles in accepting dimension will cause a positive thinking or positive self-concept. In 2014, Fan and Zhang studied the effect of parenting styles on thinking patterns of students. It is found that parenting styles in accepting dimension have positive effects on their creativity. Additionally, students that are aware of neglectful parenting would have a creativity score less than students that are aware of other parenting styles (authoritative, authoritarian, and permissive). While Zakeri and Karimpour's research in 2011 studied parenting styles and self-esteem. It is found that parenting styles in acceptance-involvement and psychological autonomy granting dimensions are the predictive factors of self-esteem in students with a statistically significant positive correlation to each other.

In addition to the influence of parenting on thinking pattern of individuals, parenting also have an influence on academic achievement. As an example, Chen's research in 2015 studied the relationship between perception of parenting styles and academic achievement. The goal orientation is set as a mediator variable in the students in the University of Hong Kong. It is found that the perception of authoritative parenting style is related to mastery goal and performance-approach goal of individuals. It also has a positive correlation with academic achievement. While the perception of authoritarian parenting style is found to have a positive correlation with performance-approach goal. It also has a positive correlation with academic achievement. However, it is found that the perception of authoritarian parenting style

has a positive correlation with performance-avoidance goal as well which has a negative correlation with academic achievement.

For the study of the effect of parenting styles on mentality, it is found that the perception of authoritarian and the perception of permissive parenting style has a statistically significant negative correlation with mental health of students (Lavasani et al., 2011). Also, Mirzaei and Kadivarzare's research in 2013 studied the influence of parenting on mentality. It is found that authoritarian parenting style has negative correlation with mental hardiness. The negative predictive value is 29 percent.

From the above researches on the parenting style, it can be seen that different parenting styles have different effects on children. They can be summarized as follow: The authoritative parenting style is likely to have positive effects on children. The research found that this parenting style tends to make children happy, competent and successful in life (Maccoby, 1992). While the authoritarian parenting style is likely to have negative effects on children, that is, children will have low self-esteem and feel inferior to others. They are also less happy in life and has lower social skills (Maccoby & Martin, 1983). The children grew up in families with this parenting style often learn that to make others do what the children want or to get respect they have to force inferior people. The children in this group often try to control others or behave as bullies to those who are younger or more inferior so that they can get what they want. For the permissive parenting style, it is found that children who have been raised with this style are susceptible to social pressure and they will express with anti-social manner (Condry & Simon, 1974). They tend to use alcohol, lack of self-control, lack of self-discipline and lack of social skills such as sharing. For the last parenting style which is neglectful parenting style, it is found that children who have been raised with this style tend to show impaired cognitive, emotional and social skills.

Hardiness

For the researches on hardiness, Kobasa (1979) studied individuals who received the same level of stress and observe the occurring physical illness. From the study, it is found that individuals can be divided into 2 groups which are High stress/ Low illness group that is the group exposed to high stress but found no physical illness and High stress/ High illness group the group exposed to high stress and reported to have physical illness after exposed to such stress. When these two groups are

compared, it is found that High stress/ Low illness group has higher hardiness than the other group.

Various researches on hardiness found that hardiness is one of the factors which affects life of individuals, that is, this hardiness is in each individual and the different levels of hardiness in each individual will have an effect on their different behavior which will lead to different result. For instance, the research on relation of 5 traits of personality and work efforts having hardiness as a moderator variable and studied in 403 people with various occupations found that individual with 5 traits of personality (extraversion, agreeableness, conscientiousness, emotional stability and openness to experience) at a high level will have high work efforts. The hardiness is a moderator variable having an influence on these 5 traits of personality and work efforts making them have higher level of relation. Additionally, it is found that commitment which is a component of hardiness is a moderator variable having the most influence on this relation (Merino-Tejedor, Hontangas-Beltran, Boada-Grau, & Lucas-Mangas, 2015). This correlates with Sheard and Golby's research in 2007 which found that commitment component of hardiness variable is more influential than other components, that is, commitment has a statistically significant positive correlation with academic achievement. From this research, it is found that hardiness also has a statistically significant positive correlation with academic achievement.

In addition, there are also researches on relation of hardiness and stress as in Jameson's research in 2014 which is an experimental research using hardiness educational intervention to study with nurse students. The research found that this intervention reduces the perceived stress scale of nurse students. Salim Wadey and Diss's research in 2015 studied hardiness and stress as well. It was studied with 206 athletes who injured from playing sports and recently returned to play again and found that hardiness has a statistically significant positive correlation with the awareness of this group of athletes on stress-related growth having an emotional support and positive thinking as mediator variables.

The researches on mental hardiness as described above are also widely conducted on military which there are studies on cadets and soldiers. From the researches, however, the results are in the same direction. For instance, Escolas, Pitts, Safer, and Bartone's research in 2013 found that hardiness has a negative correlation

with Posttraumatic stress disorder (PTSD) where the number and duration of participations in wars has a positive correlation with Posttraumatic stress disorder (PTSD) and hardiness is a mediator variable, that is, in a group with high hardiness, the duration or number of participations in wars will not affect the group. This is consistent with Eid and Morgan's research in 2006 which found that hardiness has a negative correlation with risk factors of PTSD (peritraumatic dissociation) in Norway cadets faced with simulated stressful situations. Additionally, the influence of hardiness on stressful situations as describes above is consistent with Bartone's research in 1999 which was conducted in army officers and found that hardiness is a protective factor in preventing illness from stress especially under the situation with high stress and high variety.

Eid, Johnsen, Bartone, and Nissestad's research in 2008 studied the role of hardiness on the development of transformation leader in 66 Norway naval cadets and found that hardiness has a relation to transformation leadership while it barely has a relation to passive-avoidance leadership.

For the research studying on hardiness in the aspect of success in a sample group of soldiers, it is found that US Army Special Forces course graduates are significantly higher in hardiness compared to non-graduates (Bartone, Roland, Picano, & Williams, 2008).

From the researches relating to parenting styles, it can be seen that parenting styles have an important role in the development of many aspects of individuals not only thinking and learning but also mental health. The different parenting styles will affect differently on the development. The authoritative and accepting parenting style will have a positive effect on the development compared to other parenting styles. The researchers also found that hardiness is a factor influenced by parenting. From the literature review of hardiness, it can be seen that hardiness is a good characteristic. Individuals with hardiness will be able to overcome the difficulties they faced more efficiently resulting in better subsequent results.

CHAPTER III

METHODOLOGY

This study is a survey research to find the relation of parenting style perception and hardiness. The research methodology is detailed below.

Population

The population are first year to fifth year cadets in a military academy, first semester of year 2016 which consist of 356 men and the data were collected from the entire population.

Research Tools

The used tool consists of 3 parts

Part 1 General information which are age, year of study and line-corps

Part 2 Parenting Style Rating Scale

It is developed from the parenting styles according to Puntip Sirivunnabood et al. (2545) who created and developed the questionnaire based on Diana Baumrind's concepts and researches (Diana Baumrind 1966, 1967, 1968, 1970, 1972, 1978, 1980, 1989, 1991 cited in Puntip Sirivunnabood et al., 2545). It has 67 items with 5-point scale (1-5). The respondents are to consider the message in each item whether it is matched with parent's actions or attitudes which are categorized as 4 parenting styles as follows:

1. Authoritative parenting style consists of 17 items (alpha value .82, n=134)

- 2. Authoritarian parenting style consists of 17 items (alpha value .92, n=134)
- 3. Permissive parenting style consists of 16 items (alpha value .76, n= 134)
- 4. Neglectful parenting style consists of 17 items (alpha value .87, n=134)

Scoring and interpretation

The answers of the items in this questionnaire are from 1 (Strongly disagree) to 5 (Strongly agree). There are 2 types of items in the survey for scoring which are positive items and negative items. The total score can be 67 - 335 scores having the rating scale as follows:

Table3.1 Scoring of the Parenting Style Rating Scale

Answer	Score (Positive items)	Score (Negative items)
Strongly agree	5	1
Agree	4	2
Neither agree nor disagree	3	3
Disagree	2	4
Strongly disagree	1	5

The parenting style rating scale has the categorization of parenting styles according to Puntip Sirivunnabood et al. (2545) having the scoring steps as follows:

- 1. Find the score of each parenting style from the items and find mean score of each parenting style from the total score
- 2. Calculate Z-score from the total score of each parenting style and mean score from the first step (Each cadet will have 4 values of Z-score on each parenting style.)
- 3. Take the Z-score of each parenting style and minus the Z-scores from 3 other styles
- 4. Categorize the cadets into the parenting styles where the Z-score of that parenting style must be higher than 3 other styles by half of standard deviation

Part 3 Dispositional Resilience Scale (DRS-15)

Created by Paul. T. Bartone in 1995, it was developed into Thai by Piyamaporn Singkhum in B.E. 2552. This measure is a 4-point scale (0-3). The respondents are to consider the message in each item whether it is matched with themselves. It consists of 15 items and Cronbach's Alpha Coefficient is .82. The components are categorized into 3 components which are commitment consisting of 5 items where 4 items are positive and 1 item is negative (alpha value .72, n=30), control consisting of 5 items where 5 items are positive (alpha value .70, n=30) and challenge consisting of 5 items where 2 items are positive and 3 items are negative (alpha value .73, n=30).

Scoring and interpretation

The answers of the items in this hardiness test are from 0 (Not at all true) to 3 (Completely true). There are 2 types of items in the test for scoring which are positive items and negative items. The total score can be 0 – 45 scores having the rating scale as follows:

Table 3.2 Scoring of the Dispositional Resilience Scale (DRS-15)

Answer	Score (Positive items)	Score (Negative items)
Not at all true	0	3
Slightly true	1	2
Quite true	2	1
Completely true	3	0

This version of hardiness test has no Norms in Thai population but the mean of hardiness can be used to consider instead. The group with highest average of hardiness is the group with high hardiness while the group with lowest average of hardiness is the group with low hardiness.

Data collection

1. Ask the developers for the permission to use the tools

2. Ask the Ethical Review Committee for Human Research Protection Unit for the permission to conduct the research
3. Write a letter from Faculty of Graduate Studies, Mahidol University to the commander of a military school asking for the permission to collect the data
4. Collect the data by researchers on the specific date and time where the researchers will inform the objectives, benefits and data protection rights
5. Calculate the collected data to find the score from the rating scale of each questionnaire
6. Analyze the collected data statistically

Data analysis

The data were analyzed using SPSS, a statistical software, with Descriptive Statistic to describe the general characteristics of the population and show the frequency, percentage, mean and standard deviation.

The hypothesis testing was done to find the difference of the mean of hardiness in 4 groups of parenting styles using One-way ANOVA.

The hypothesis testing was done to find the relation between variables of 4 parenting styles and hardiness using Pearson's Correlation Coefficient analysis.

The hypothesis testing was done to find the ability to predict variables of 4 parenting styles and hardiness using Stepwise Multiple Regression Analysis.

CHAPTER IV

RESULTS

This study is a survey research. The objectives are as follow:

- 1) To study the parenting style and hardiness level of cadets in one of the military academy.
- 2) To study the comparison of hardiness in groups of cadets that received different parenting style.
- 3) To study the relation between the parenting style and hardiness of cadets in one of the military academy; and
- 4) To study the capability in prediction of parenting style to hardiness of cadets in one of the military academy.

The population of this research are all-male cadets in one of the military academy from the first to fifth year of the first semester of 2016. The total number of cadets with analyzable data are 319 participants. Among these are 309 cadets who complete the dispositional resilience scale (DRS-15), there are 313 cadets who complete the parenting style rating scale and there are 303 cadets who complete both parenting style rating scale and dispositional resilience scale (DRS-15).

The analysis to test hypothesis

One-way ANOVA and Stepwise multiple regression analysis use a sample group of 143 people that can classify the parenting style during the analysis.

Pearson's Correlation Coefficient uses a sample group of 303 people during the analysis (A sample group that completely respond both the dispositional resilience scale (DRS-15) and parenting style rating scale. Among these are people that can be and cannot be classified into parenting styles)

Presentation of the data result is separated into three parts as follow:

Part 1 Sample group's general data classified by year of study.

Part 2 Basic Statistics of all variables.

Part 3 Listed Results from the analysis of hypothesis.

Part 1 General data of the sample group

General data of the sample group analysis is classified by year of study. It is distributed into percentage values.

Table4.1 General data of the sample

General data of the sample group	Amount (Person)	Percent
Year of Study		
1	72	22.57
2	80	25.08
3	61	19.12
4	41	12.85
5	65	20.38
Total	319	100.00

Table 4.1 Shows the analysis result of general data from the sample group of 319 people in this study described as follow:

From the collection of statistical data gathered from population of this military academy. There are a total of 356 cadets and 349 cadets are willing to participate in this research. The researcher has removed 15 participants who cannot complete both Parenting Style Rating Scale and The Dispositional Resilience Scale (DRS-15) out of the sample. The remaining participants with usable data are 319 cadets. All of these participants are male that can be classified into each year of study as follow: The largest group is the second year with 80 cadets which is 25.08 percent of total participants. The second largest is the first year with 72 cadets which is 22.57 percent of total participants. Third and Fifth year have similar amount of participants at 61 and 65 cadets which are 19.12 percent and 20.38 percent, respectively. Fourth year have the least participants at 41 cadets which is 12.85 of the total participants.

Part 2 Basic statistical data of all variables.

Basic statistical data of all variables compose of mean and standard deviation.

Table4.2 Mean and standard deviation of hardiness score of cadets in one of the military academy (n = 309).

Variables	Full Score	Mean	S.D.
Hardiness	45	27.67	5.36
Commitment	15	10.26	2.30
Control	15	10.23	2.33
Challenge	15	7.18	2.58

Table4.2 Shows the analysis result of mean of hardiness. It has found that this group of cadets have the average score of hardiness at 27.67 score from the total of 45 score. The average score of commitment is at 10.26. The average score of control and challenge are 10.23 and 7.18 from the total score of 15, respectively.

Table4.3 Mean and standard deviation of hardiness score of cadets in one of the military academy classified by the year of study (n = 309).

Academic Years	Variables								p-value ^a
	Hardiness		Commitment		Control		Challenge		
	M	S.D.	M	S.D.	M	S.D.	M	S.D.	
1 st year (n=69)	27.48	5.64	10.49	2.53	10.25	2.49	6.74	2.68	.718
2 nd year (n=78)	28.13	5.57	10.45	2.31	10.23	2.43	7.45	2.61	
3 rd year (n=60)	28.13	5.99	10.28	2.37	10.53	2.44	7.32	2.83	
4 th year (n=39)	26.92	4.15	9.77	2.01	9.69	1.66	7.46	2.10	
5 th year (n=63)	27.33	4.88	10.03	2.13	10.27	2.25	7.03	2.42	

^ap-value of F-test

Table4.3 Shows the analysis result of mean of hardiness classified by the year of study. It has found that this group of cadets in each year of study have statistically significant indifferent hardiness score and when consider average score of hardiness in each year of study, it seems that cadets from the second and third year have the same hardiness score and the highest score is at 28.13 while the first, fourth and fifth year have lower average score than the average score of every cadets in the whole academy wherein the fourth year got the least hardiness score

Table4.4 Mean and standard deviation of 4 parenting styles score of cadets in one of the military academy (n = 313).

Variables	Full Score	Mean	S.D.
Authoritative	85	65.57	7.66
Permissive	80	42.94	9.10
Authoritarian	85	36.38	11.97
Neglectful	85	36.23	11.77

Table4.4 Shows the analysis result of mean in all 4 types of Parenting Style and found that Authoritative parenting style has the highest average score which is 65.57 from the full score of 85. After that is Permissive Parenting Style with the average of 42.94 from the full score of 80. Both Authoritarian Parenting Style and Neglectful Parenting Style have similar score which are 36.38 and 36.23 from the full score of 85, respectively. Authoritarian Parenting Style shows a higher average score by a small margin.

Table4.5 Amount and percentage of cadets in one of the military academy whom received parenting style that can and cannot be classified (n = 313).

Parenting style	Amount (Person)	Percentage
1. Authoritative parenting style	100	31.95
2. Permissive Parenting Style	22	7.03
3. Neglectful Parenting Style	11	3.52
4. Authoritarian Parenting Style	10	3.19
5. Unclassified Parenting Style	170	54.31
Classified Parenting Style	143	45.69
Total Amount	313	100.00

In data analysis, shows the amount of cadets that received Classified Parenting Style. The researcher has calculated scores from each type of the Parenting style into Z-score, then bring the Z-score and minus it with other types of Z-score. Any cadets that has received Classified Parenting Style must possesses the Z-score of that particular type higher than the other three for at least half of the S.D. value (the half of Z-score S.D. is equal 0.5). The group that received Unclassified Parenting Style means that parenting style received by this group is indistinct. Nevertheless, every cadets will have raw scores from all 4 Parenting Style which can be used to analyze the relation with hardiness score and will be described further.

Table4.5 Shows around half of 313 cadets that the Parenting style can be classified (about 143 cadets which is 45.69 percent) and more than half that the parent style cannot be classified (about 170 cadets which is 54.31 percent)

Table4.6 Amount and percentage of cadets in one of the military academy that each type of the Parenting Style can be classified (n = 143)

Parenting style	Amount (Person)	Percentage
1. Authoritative parenting style	100	69.93
2. Permissive Parenting Style	22	15.39
3. Neglectful Parenting Style	11	7.69
4. Authoritarian Parenting Style	10	6.99
Total Amount	143	100.00

Table4.6 Shows that there are 143 cadets that the Parenting Style can be classified. There are 100 cadets with Authoritative Parenting Style which is 69.93 percent, Permissive Parenting Style at the amount of 22 cadets which is 15.39 percent, Neglectful and Authoritarian Parenting Style that have similar amount which are 11 cadets (7.69 percent) and 10 cadets (6.99 percent) respectively.

Part 3 The hypothesis testing

Hypothesis 1 Authoritative, Authoritarian, Permissive and Neglectful Parenting Style have different hardiness score by analyzing the One-way ANOVA and Post-hoc test with Fisher's Least Significant Difference (LSD) method.

This part of analysis use 143 cadets that have Classified Parenting Style. There is 1 cadet that does not complete the dispositional resilience scale (DRS-15) which means that he cannot participate in this test. This process shifts the amount of participants from 143 to 142 cadets.

Table4.7 Compare the average of hardiness score in 4 classified parenting styles and Post-hoc test value (n=142).

Parenting style	X± SD	F-test	p-value	Post-hoc
1. Authoritative Parenting Style (n = 99)	29.59±5.65	3.51	.017*	1-2, 1-4
2. Authoritarian Parenting Style (n = 10)	25.30±3.77			
3. Permissive Parenting Style (n = 22)	27.86±5.51			
4. Neglectful Parenting Style (n = 11)	25.64±4.37			

*p<.05

Table4.7 found that the factor of Parenting style can affect the hardiness in different level, i.e. The One-way ANOVA contain at least a pair of Parenting Style that have statistically different average of hardiness score at a significant level of 0.05. After post-hoc test, the result is that cadets who received Authoritative Parenting Style will have statistically different hardiness score from cadets who received Authoritarian Parenting Style and Neglectful Parenting Style at a significant level of 0.05. Cadets who received Authoritative Parenting Style are inclined to have higher average hardiness score.

Hypothesis 2, 3, 4, and 5 Authoritative Parenting Style has positive relation with hardiness while Authoritarian Parenting Style, Permissive Parenting Style and Neglectful Parenting Style have negative relation with hardiness from the analysis using Pearson's Correlation Coefficient method.

This part of analysis use 303 cadets of both Classified and Unclassified Parenting Style since all cadets that complete Parenting style rating scale will have raw scores from all 4 types parenting style that can be used to analyze and enabling the test of Hypothesis 2, 3, 4, and 5.

Table 4.8 Correlation Coefficients between 4 types of parenting style and hardiness (n= 303).

	Authoritative	Authoritarian	Permissive	Neglectful
Hardiness	.323**	-.226**	-.083	-.278**
Commitment	.429**	-.317**	-.194**	-.375**
Control	.269**	-.149**	-.049	-.197**
Challenge	.050	-.056	.043	-.069

** $p < .01$ (two-tailed)

Table 4.8 Shows the analysis result of relation between 4 types of Parenting style with hardiness and found that Authoritative Parenting Style have statistically significant positive relation with hardiness ($r = .323$, $p < .01$) while Authoritarian and Neglectful Parenting Style have statistically significant negative relation with hardiness ($r = -.226$, $p < .01$ and $r = -.278$, $p < .01$ respectively) and there is no discovery that Permissive Parenting Style is statistically significant related to hardiness.

The analysis of hardiness's subcomponent found that the commitment has statistically significant positive relation with Authoritative Parenting Style ($r = .429$, $p < .01$) but has statistically significant negative relation with Authoritarian, Permissive and Neglectful Parenting Style ($r = -.317$, $p < .01$, $r = -.194$, $p < .01$ and $r = -.375$, $p < .01$ respectively)

Control has statistically significant positive relation with Authoritative Parenting Style ($r = .269$, $p < .01$) but has statistically significant negative relation with Authoritarian and Neglectful Parenting Style ($r = -.149$, $p < .01$ and $r = -.197$, $p < .01$ respectively) while there is no discovery that Permissive Parenting Style is statistically significant related to control.

The last component is challenge which does not statistically significant related to all 4 types of Parenting Style which are Authoritative, Authoritarian, Permissive and Neglectful Parenting Style

Hypothesis 6 Parenting style can predict the hardiness through Stepwise Multiple Regression Analysis.

This part of analysis use 143 cadets that have Classified Parenting Style. There is 1 cadet that does not complete the dispositional resilience scale (DRS-15) which means that he cannot participate in this test. This process shifts the amount of participants from 143 to 142 cadets.

Table4.9 Analysis of the 4 parenting styles explaining the hardiness by Stepwise Multiple Regression Analysis (n=142).

Prediction Variable	<i>b</i>	SE _{<i>b</i>}	<i>β</i>	<i>t</i>	p-value
Constant	10.585	4.614	-	2.294	.023
Authoritative Parenting Style	0.261	0.066	0.316	3.947	.000

SE_{est} = ± 5.316
R = .316 ; R² = .100 ; F = 15.576 ; p-value = .000

Table4.9 found that only the Authoritative Parenting Style can predict the hardiness in which the Authoritative Parenting Style has relation with hardiness with the correlation coefficient is equal to 0.316 and can predict the hardiness by 10 percent ($R^2 = .10$) with statistically significant at the .001 level by the standard error of prediction that equal ±5.316. When consider the regression coefficient (*b*), it will allow the creation of hardiness prediction equation after notified that the score of Authoritative Parenting Style is $Y' = 10.585 + 0.261X$

From the above regression equation, Y' is hardiness score and X is Authoritative parenting style score. This shows that the increased of Authoritative Parenting Style score by 1 point will affect the change in predicted hardiness score by 0.261 point.

CHAPTER V

DISCUSSION AND CONCLUSION

This study is a survey research aiming to study the received parenting styles and hardiness of the cadets in a military academy by comparing their hardiness in the different group of parenting styles and finding the relation between the parenting styles and hardiness including the ability of the parenting styles to predict the hardiness of the cadets in said academy. The researcher will provide the discussion, conclusions and suggestions of the research below.

5.1 Research Discussion

The researchers will discuss the results from the objectives of the research as follows:

5.1.1 Hardiness and received parenting styles of the cadets in a military academy

5.1.1.1 Hardiness of the cadets in a military academy

From the study of 309 cadets who completely answered The Dispositional Resilience Scale (DRS-15), it is found that the average of hardiness is at 27.67. When compared with Bartone's study which used the same version of hardiness test (version 1) and studied in United State Military Academy at West Point Cadets with 4,102 respondents, it is found that the average of hardiness is at 29.20 which is slightly higher than the result from this study. This might be the result from sociocultural factors, other personal factors or different academy environment where West Point military academy is a large academy with the number of cadets many times higher than the academy in this study and it also has female cadets. Such difference can affect the score of hardiness. This version of hardiness test used in this study (version 1) has no norms. However, when the 2 results of the studies are compared to rank the level of hardiness according to Adult Norms

(combined men and women) of the hardiness test version 3.2 which has norms from the survey of 7,281 adults aged between 20 – 60 years in Norway, it is found that the cadets in this study and in West Point military academy have the same average level of hardiness. Individuals who have this average level of hardiness will have an interesting perception of the world and full of meanings. They are mostly happy with activity on the daily basis and believe that they have an influence on their environment but there are some situations that are out of their control. Most people in this group prefer predictable and certain situations. They do not really like to find new experience.

The tool used to evaluate the level of hardiness in this study has no standard scores or norms of Thai population. Thus, the level of hardiness cannot be categorized as high or low. However, the results of this study can be compared with the study of the same sample but in different time and it is found that in academic year 2009 the 216 cadets in this military academy have the average hardiness of 26.54 (Piyamaporn Singkhum, 2552). It can be seen that the average hardiness is only slightly different and the cadets in this study has slightly higher average hardiness. The studies are conducted in the same population having similar basic experience, situations or surroundings, which the results are not much difference in hardiness score.

When considering the components of hardiness, it is found that the average scores of commitment and control characteristics are similar (10.26 and 10.23 respectively). The commitment is the characteristic of individuals who see the value and importance of their decision (Kobasa, Maddi, & Courington, 1981) and the control is the characteristic of individuals who fundamentally believe that they have the control and influence over changes in life (Kobasa, Maddi, & Courington, 1981). When the average scores of these two characteristics are compared with the scores from the cadets in this military academy in academic year 2009 which the average score of commitment is 9.17 and the average score of control is 9.76 (Piyamaporn Singkhum, 2552), it can be seen that the cadets in this military academy have increased scores in both characteristics. It might be said that the cadets in this military academy tend to see the value of their action and believe that they can use their ability to deal with occurring situations even they are difficult. While in the challenge characteristic which is the characteristic of individuals who fundamentally believe that life is always changing and they will not perceive incoming problems as difficult issues but think that problems are interesting and challenging (Kobasa, Maddi, &

Courington, 1981), it is found that it is the lowest score at 7.18. When considering from the Adult Norms (combined men and women) as mentioned above, this group of cadets has the overall level of hardiness at the average. Most people in the average tend to like predictable and certain situations and do not really like to find new experience. Thus, they are consistent. In Piyamaporn Singkhum's research in B.E. 2552, it also found that the score in challenge characteristic of cadets in this academy is the lowest score as well (7.60). This might be the result from the clear scheduled activities each day and strict time. Thus, it may cause cadets to have little flexibility if an unexpected situation interrupts their daily basis and they will feel unfamiliar as well as have difficulty managing the situation.

Also, when considering the year of study, it is found that the 2nd year and 3rd year cadets have the highest hardiness score while the 4th year cadets have the lowest hardiness score. From such results, it might be concluded that the 2nd and 3rd year cadets are being pressured by the seniors and they have to be prepared to face the pressuring situation in many aspects as well as they have to be responsible in studying thus they have to fully utilize their potential to handle the situation. While the 4th year cadets are being pressured or punished by 5th year cadets less than others since they are high in year of study and only one year apart from the 5th year cadets. The 4th year cadets have to prepare to be a cadet leader and an assistant to the activity chairman so they will not be watched closely as other years. Also, they have adapted to the surrounding environment making the 4th year is the year that could be said to be the most relaxed compared to other years. Additionally, assigned tasks and the level of strictness that cadets in each year have to face are different and it may affect the hardiness score as well. However, the cadets in each year of study does not have statistically significant difference in hardiness score which shows that the factor in year of study does not have a significant effect to the level of hardiness in cadets in this military academy.

5.1.1.2 Parenting styles of cadets in a military academy

From the results, when considering the average of the scores of each parenting styles in 313 cadets who completely answered The Parenting Style Rating Scale, it is found that the average scores of authoritative parenting style is 65.57, authoritarian parenting style is 36.38, permissive parenting style is 42.94, and neglectful parenting style is 36.23. When considering the categorization of parenting styles, it is found that the parenting styles can be clearly categorized for only 143 cadets. Out of 143 cadets,

100 cadets (69.93 percent) have authoritative parenting style, 22 cadets (15.39 percent) have permissive parenting style, 11 cadets (7.69 percent) have neglectful parenting style and 10 cadets (6.99 percent) have authoritarian parenting style. This is consistent with the research in Thailand which found that the authoritative parenting style is the most prevalent style followed by the permissive parenting style while the authoritarian and neglectful parenting style are the last two styles which are not much difference in number. As in the research of Weeranuch Wongkongdej (2547) which studied in Matthayom students in Bangkok district, it is found that out of 739 students which the parenting styles can be clearly categorized, the authoritative parenting style is the most common style at the first place (47.9 percent) followed by the permissive parenting style (21.2 percent) and followed by the authoritarian parenting style (15.6 percent) while the least common is the neglectful parenting style (15.3 percent). Additionally, this is also consistent with the research of Puntip Sirivunnabood et al. (2545) which studied the relation of behavior of Thai people and socialization process of modern family contributing to the development of the country. Out of 1,316 students which the parenting styles can be clearly categorized, the authoritative parenting style is most prevalent across all regions (49.3 percent) followed by the permissive parenting style (19.8 percent) and followed by the authoritarian parenting style (16.0 percent) while the last place is the neglectful parenting style (14.9 percent).

5.1.2 Hardiness in different parenting styles and the relation of parenting styles and hardiness of cadets in a military academy

From the result of comparing hardiness of cadets raised with 4 different parenting styles which can be clearly categorized, it is found that cadets raised with different parenting styles have different hardiness at the statistical significance of 0.05 which is in accordance with the first assumption. When analyzing multiple comparison of the averages using Least Significant Difference (LSD), it is found that the cadets raised authoritative parenting style have statistically significantly higher hardiness ($X=29.59$, $S.D.=5.65$) than the cadets raised with authoritarian parenting style ($X=25.30$, $S.D.=3.77$) and the cadets raised with neglectful parenting style ($X=25.64$, $S.D.=4.37$). The average hardiness of the cadets raised with permissive parenting style ($X=27.86$, $S.D.=5.51$) may not be statistically significantly different from the cadets raised authoritative parenting style

but the group with authoritative parenting style will have the average hardiness higher than the group with permissive parenting style.

From the above results, it can be seen that the cadets raised with authoritative parenting style are the group which have higher hardiness than cadets raised with other parenting styles. This is consistent with the results of this research which the researchers studied the relationship between 4 parenting styles and hardiness and found that authoritative parenting style has a positive correlation with hardiness at the statistical significance of .01. This means that if the authoritative parenting style is increased, the hardiness will also be increased which is in accordance with the second hypothesis. In addition, when considering each component of the hardiness, it is found that the authoritative parenting style has a statistically significant positive correlation with commitment and control. This is because authoritative parenting style is the parenting style which parents give children the freedom appropriate to their maturity while limit children's behavior into an appropriate guideline with reasons, love, warmth and attention (Baumrind, 1967,1971; Maccoby & Martin, 1983). This parenting style have many positive effects on children such as creativity development (Fan & Zhang, 2014), self-esteem (Zakeri & Karimpour, 2011), academic achievement, self-reliant with low possibility of anxiety and depression and low problem behavior (Steinberg, Mounts, Lamborn & Dornbusch, 1991), secure adult attachment (Doinita & Maria, 2015), determination without discouragement from difficulties (Kerka, 2000) and an ability to adapt and trend to be succeeded academically higher than other parenting styles (Strage & Brandt, 1999). Also, the studies in Thailand found that children raised with authoritative parenting style have better family adjustment and face the problem with more focus and less avoidance (Supapan Kotrajaras and ChumpornYongkittikul, 2545). They also have higher Emotional Quotient score than children raised with authoritarian, permissive and neglectful parenting styles (Kantawan Meesomsarn, 2544). Additionally, the researchers found that mothers who interact with children in a positive direction, that is, with accept, generous, compassionate but also control and support children can be considered as an authoritative parenting according to Baumrind's theory. Children raised as above will have resilience ability higher than children who have never been treated as such (Wermer & Smith, 1982; Ritter, 2005; Zakeri, Jowkar, & Razmjoe, 2010). This resilience ability is partially related to hardiness, that is, they are a similar ability to efficiently adapt when facing threatening situations.

Thus, the results of authoritative parenting as described above are contribute to the development of children so that they are ready to face threatening situations and perceive such situations as challenging and manageable as well as committed to what they do. These are the characteristics of the hardiness resulting in children raised with authoritative parenting style having higher hardiness than those raised with other parenting styles.

From this study, it is found that the authoritarian parenting style has a statistically significant negative correlation with hardiness at the statistical significance of 0.01. This shows that if the authoritarian parenting style is increased, the hardiness will be decreased which is in accordance with the third hypothesis. In addition, when considering each component of the hardiness, it is found that the authoritarian parenting style has a statistically significant negative correlation with commitment and control. This is because authoritarian parenting style is the parenting style which parents will establish rules for children to follow strictly. They do not respond or listen to children's needs and force and punish children if they do not follow the rules as well as give low love and warmth (Baumrind, 1967, 1971; Maccoby & Martin, 1983). This parenting style makes children have difficulties in their adaptation (Hurlock, 1956; Becker, 1964; Mussen, 1969; Rogers, 1972; Shapiro, 1997 cited in Kantawan Meesomsarn, 2544) and children are found to have low resilience (Ritter, 2005). In addition, there is a research in China which studied and compared the authoritative and authoritarian parenting styles. It is found that authoritarian parenting style is likely to make children aggressive, lack of social ability and have problem with their relationships with friends while authoritative parenting style is found to have a negative correlation with adjustment problem and have a positive correlation with social adjustment and with school friends (Chen, Dong, & Zhou, 1997). From the authoritarian parenting style as mentioned above, it shows that the children response to difficult or threatening situations is inefficient and it also shows the inappropriate attitude in handling problems which relates to the hardiness of individuals. Thus, it can be said that this results in children with authoritarian parenting having lower hardiness than children with authoritative parenting.

From this study, it is found that the permissive parenting style has no statistically significant correlation with hardiness which is not in accordance with the fourth hypothesis and it is also found that there is no statistically significant difference in hardiness score from the authoritative parenting style. This is because permissive parenting

style is the parenting style which parents let children conduct as they pleased without limiting the extent of actions and they always give love and warmth and respond to children's needs (Baumrind, 1967, 1971; Maccoby & Martin, 1983). From various researches, it is found that permissive parenting style does not solely have a negative effect on children such as in Darling's research in 1999 which found that children raised with permissive parenting style will have higher self-esteem and better social skills than children raised with authoritarian and neglectful parenting styles. This is consistent with the research which studied to find which parenting styles among authoritative, authoritarian, permissive and neglectful parenting styles have the highest positive effect on children in Spanish family. The results found that participants with permissive parenting style will have self-esteem and personal competence scores higher than those with authoritarian and neglectful parenting styles but will have lower problems in adjustment considering psychological maladjustment and problem behavior. It should be noted that this research compared the permissive parenting style and authoritative parenting style and found that individuals with permissive parenting style will have a close score and positively higher score than individuals with authoritative parenting style. Namely, when comparing self-esteem with academic, social, family and physical subscales, individuals with permissive parenting style have a close score to individuals with authoritative parenting style while on self-esteem with emotional subscale, they have a higher score than individuals with authoritative parenting style. For the comparison on problems in adjustment considering psychological maladjustment, individuals with permissive parenting style have emotional irresponsiveness subscale ("It is hard for me to show my friend that I really like them") and negative worldview subscale ("I feel very upset when bad things happen") into more positive direction which means that they have these two subscales less than individuals with authoritative parenting style and have the scores in hostility ("I think about fighting"), negative self-esteem ("I don't like myself") and negative self-adequacy ("I can't compete successfully for the things I want") subscales close to individuals with authoritative parenting style. For the comparison on personal competence, it is found that individuals with permissive parenting style have the scores in social competence ("self-aware of their popularity, friendly, and social compatibility) and grade point average close to individuals with authoritative parenting style but have lower rate of exam failure than individuals with authoritative parenting style. For the last comparison on problem behavior (school

misconduct, delinquency and drug use), it is found that individuals with permissive parenting style have the scores in this topic close to individuals with authoritative parenting style. This research concluded that permissive parenting style in Spain is one of the best style which shows in 4 types of evaluation (self-esteem, psychological maladjustment, personal competence, problem behavior). It is found that individuals with permissive parenting style give better results in every aspect than individuals with authoritarian and neglectful parenting styles and when compared to individuals with authoritative parenting style, it is found that individuals with authoritative and permissive parenting styles have a close result in some aspects and permissive parenting style have a better result in some aspects (Garcia & Garcia, 2009). It is also consistent with the research in Southern Europe and countries in South America which found that individuals raised from family with permissive parenting will have overall efficiency close to or better than individuals raised from family with authoritative parenting style (Marchetti, 1997; Musitu & Garcia, 2001, 2004; Martinez et al., 2003; Martinez et al., 2007; Villalobos et al., 2004 cited in Garcia & Garcia, 2009). From what has been mentioned, these might explain the results which show that children receiving the permissive parenting style are not statistically significant difference in hardiness score comparing with the group that received authoritative parenting style and unable to find the relation between permissive parenting style and hardiness. However, when considering the correlation coefficient, permissive parenting style have negative effect with hardiness ($r = -.083$, $p = .147$) and when considering each component of the hardiness, it is found that commitment has a statistically significant negative correlation with the permissive parenting style which can be said that even if there is no statistically significant relation between permissive parenting style and hardiness but this parenting style is also unlikely to support the forming of hardiness as well. Even though, the permissive parenting style contains some part that positively affect the children, it also negatively affect them as well. This type of parenting style will make the children sensitive to the surrounding environment that contain anti-social characteristic (Condry & Simon, 1974) and lack in discipline and responsibility (Baumrind, 1967, 1971; Maccoby & Martin, 1983).

Finally, neglectful parenting style as this study found that neglectful parenting style has statistically significant negative correlation with hardiness at the statistical significance of 0.01 which shows that if there is an increased in neglectful parenting style

score, the hardiness score will decreased which is also correspond with fifth hypothesis. In addition, if considering the component of hardiness, the neglectful parenting style has statistically significant negative correlation with commitment and control at the statistical significance of 0.01. Since neglectful parenting style is the style that parents maintain minimal caring in tending the children, ignoring children's behavior and needs, lack the emotional bond and social interaction between parents and children. (Baumrind, 1967, 1971; Maccoby & Martin, 1983). This parenting style make children into solitude, lack social ability (Miller, 2010), lower the emotional control (Somporn Suthasanee, 2530) as well as the inclination in creating mental disease and mental health condition (Young, Lennis, & Minnis, 2011). It is also correspond with one of the research that study the comparison of authoritative parenting style and neglectful parenting style. It found that the children that received neglectful parenting style will employ an inappropriate method to achieve the goal, and lack of motivation for self-enhancing while authoritative parenting style have the opposite effect (Aunola, Stattin, & Nurmi, 2000). From the effect of said neglectful parenting style, these individuals are inclined to lack a good management skill when facing problems and also inappropriately reflect their aspect while facing with threaten situations. This is the reason why children that received neglectful parenting style will have a lower level of hardiness than children who received authoritative parenting style.

5.1.3 Capability in predicting the received parenting style to hardiness of cadets in one of the military academy

The result of this study suggest that when analyzing the Stepwise Multiple Regression Analysis, parenting style that can influence the hardiness prediction is authoritative parenting style. The prediction is 10 percent at the statistical significance of 0.01 which correspond sixth hypothesis that has been set. While authoritarian, permissive and neglectful parenting style was removed from the equation to allow the creation of regression equation with the best regression coefficient for prediction. This means that authoritative parenting style can influence or define the forming of hardiness by 10 percent and the other 90 percent are caused by other circumstances. This shows that there are other factors that can affect individual's hardiness. The evidence from the studies found that hardiness is a trait and state i.e. individual can have the same level of hardiness even when

there are changes occurred in time, situations and circumstances but also possible that the attitude toward hardiness and behavior can be affected by other factors such as society and the plurality of environment. Therefore, hardiness is not only just a fix personality, but can also be changed (Bartone, 2008). From what Bartone described, even if there is no clear conclusion that hardiness is a trait or state, but it can be concluded that hardiness is quite constant regardless of changes in time but it might changes due to the difference in environment. From the above mentioned, this study found that authoritative parenting style can predict the hardiness at 10 percent which means that authoritative parenting style can only minor affect the forming of hardiness. Hardiness is not only just the result from parenting style received during childhood, but a characteristic that can increase or decrease due to other factors that might also predict like external factors such as past experience or received the intervention that support the forming of hardiness and internal factor are biological factors or others psychological factors. The result from this study is an information that described external factors like parenting style that takes part in forming the hardiness which is a preferably personality in creating happiness for individuals (Nayyeri & Aubi, 2011). This is because parents is like one of the supporter that assist the children to easily adapt while facing stressful or threaten situations (Werner, 1989). How parents express themselves in the above mentioned is generally an authoritative parenting style.

Parenting styles, Family patterns as well as parents' behavior are environments that surround children and affect their health and mental condition (Mussen, 1963). It is also a very crucial matter to be considered. There are many types of parenting style and from the result of this study, authoritative parenting style as per Baumrind's theory is one of the factor that can predict the forming of hardiness. Since authoritative parenting style is like the starting point in forging individual's personalities by using love, caring and reason to positively develop all children's aspect such as mental and physical aspects. For physical aspect, parents need to tend their children in various matters such as hygiene and food that can directly affect children's physical development. As for the mental aspect, parents that love and take care of children will improve their personalities and mind whether it is emotional intelligence (Kantawan Meesomsarn, 2544; Supapan Kotrajaras and ChumpornYongkittikul, 2545), secure adult attachment (Doinita & Maria, 2015), self-esteem (Zakeri & Karimpour, 2011), having low rates in anxiety and depression (Steinberg, Mounts, Lamborn & Dornbusch, 1991). Various positive

development that has been mentioned are important factors that related to hardiness, so authoritative parenting style is also one of the factor that can predict the forming of hardiness.

5.2 Conclusion

This study found that 1) Total cadets of this study in this military academy have average hardiness score of 27.67. When classified by the year of study, the second and third year cadets have the highest score of hardiness while the fourth year has the least score. Authoritative parenting style is the top style reported used to raise military students. 2) The difference in received parenting style will statistically significant cause the difference in hardiness score 3) Authoritative parenting style has a statistically significant positive correlation with hardiness while authoritarian parenting style and neglectful parenting style have statistically significant negative correlation with hardiness and 4) The received authoritative parenting style can statistically significant predict the hardiness at 10 percent.

This study provides further understanding in factors regarding the parenting style related to hardiness, i.e. obtaining the information that authoritative parenting style can predict and also cause the forming of hardiness while authoritarian parenting style and neglectful parenting style are incline to decrease the hardiness. This study has caused the realization in the role of parenting style and its influence in creating good personalities in children which, in this particular case, is hardiness. On the contrary, when consider this study in other angle, there can also be another conclusion that hardiness is a personality that each individual can develop later on and does not only strictly influence by parenting style in childhood. It can be said that even though hardiness is the result of authoritative parenting style but said parenting style can only predict the hardiness at 10 percent. Even if the individual does not possess an appropriate parenting style of the one that can help create hardiness during the growth period, it is only just partially. Hardiness can be further developed at present and in the future. Nevertheless, the result of this study is a data analysis from the sample group that has particular characteristic since it is conduct in one of the military academy in which participants have already passed the selection trail before entering and there is

also further military training course that can affect result. One might have to reconsider in using this study to define the other population groups but if comparing this study with the national level of study that contain sample group from all regions, it can be found that the ratio of received parenting style from both studies are corresponding with each other, i.e. most received authoritative parenting style follow by permissive parenting style and authoritarian parenting style and neglectful parenting style (Puntip Sirivunnabood et al, 2545). This indicate that this study might be used as a guideline for other groups of people.

Hardiness is one of the most important personality since it can positively influence many aspects like happiness or the successfulness in life such as study, working or problem management. Hardiness is similar with the ability to solve problems or AQ (Adversity Quotient) i.e., both are characteristics that stimulate the individual to progress in life and stand against problems which follow by becoming successful. With the importance and benefit of AQ for the self, organization and society development, major first-class company in USA have brought this concept and used it to develop the work process as well as the department of education that used it to developed students. In Singapore, this concept has been used in school. Since there is some relation between AQ and hardiness, it can be said that hardiness is one of the factor that should be planned and formed in each individual for the prosperity of the country.

For the plan to support in forming hardiness in each individual, this study provides the information that hardiness is the personality that can be developed later on and not strictly depending on the received parenting style. This means that the target of the plan to support hardiness does not only include children but also adult in all age. Each department can further develop a policy for the personnel inside the organization to increase hardiness. If the organization is aware of this matter and planned to support it, that organization is inclined to has a higher ratio of hardiness which will surely prove beneficial in the long run.

When referring to the target group in children which is the group that is raised by parents and guardian, the support to create hardiness in this target group should be focused on the role of parenting style which is still viable even though the prediction rate is at 10 percent. If an individual has opportunities to developed this part

since childhood, then it will be easier to develop better personalities as one grows up. This study is very beneficial as the obtained data can be used for a reference in a plan to form hardiness in children and focus on the authoritative parenting style to prepare and create immunity for children and help them in the future as adults. This can be achieved by publicizing the information to parents to create the understanding and make them realize their role in children's life and provide a more appropriate parenting guideline.

In addition, when mentioning about the benefit of this study for this military academy, the statistic result of hardiness level and the received parenting style of cadets will increase the understanding of staff regarding this group of cadets. This will further assist in the prevention of study problem, living problem as well as mental problem that might affect the happiness of cadets. Such guideline might be done by creating a policy to promote hardiness in cadets even if some of them didn't receive an appropriate parenting style from the first place, but this study discovered that hardiness can be increased by other factors. If this military academy wishes to support said personality, it should start by creating an intervention that increases hardiness. All cadets are inclined to have an increase in hardiness which is beneficial to themselves as well as the army corps since these cadets will grow into a military personnel and army manager in the future. If the army gained personnel that possess hardiness, it will inevitably lead to progress and efficiently driven forward to the future.

5.3 Research Limitations

1. Tools used in this research are DRS-15 questionnaire and Parenting Style Rating Scale in which both of these are self-report questionnaires. This has caused some difficulties in some participants as they have to recall their long-term memory and life experience. These difficulties can distort the fact from what really happened at that time.

2. The DRS-15 is a questionnaire that is yet to have a standard threshold for each group of Thailand's population and there is also no cut-off point which disabled the classification of hardiness level.

3. All participants in this sample group are male which disabled the study of variable related to gender

4. The number of participants in this research are small. During the classification of each parenting style, some of the participants are indicated as unclassified, which further decrease the number of participants with classified parenting style for the research

5.4 Recommendations for Further Study

1. There should be the further study for this study with additional sample groups to compare and confirm this study

2. Futhur study should be conducted with larger participants in order that when classifying parenting styles in sub groups, there will still have sufficient amount of participant to analyze.

3. There should the study for hardiness with additional prediction variable besides the parenting style because there is still a small sum of research regarding hardiness which most are the hardiness comparison researches among the different group of population or finding the result of having hardiness, such as the role of hardiness is a successful career, the role of hardiness in creating transformational leadership, role of hardiness for happiness in life, etc. If the factors that can affect the hardiness are made clear, it will be very beneficial in support planning, for example, creating intervention that support the forming of hardiness or gain more understanding in such matters. This will be very useful in supporting the development of population's living condition in the future.

4. There should be a study to create norms and find cut-off point to classify hardiness level of Thai population.

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APPENDICES

APPENDIX A

APPROVAL FROM THE COMMITTEE ON HUMAN RIGHT

RELATED TO HUMAN EXPERIMENTATION

2 WANGLANG RD. BANGKOKNOI
BANGKOK 10700



Tel. +66 2419 2667-72
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Siriraj Institutional Review Board

Certificate of Approval

COA no. Si 094/2016

Protocol Title : PARENTING STYLES AND HARDINESS IN ROYAL THAI NAVAL ACADEMY STUDENTS

Protocol number : 704/2558(EC2)

Principal Investigator/Affiliation: Miss Pornthida Chaiharn / Department of Psychiatry
Faculty of Medicine Siriraj Hospital, Mahidol University

Research site : Faculty of Medicine Siriraj Hospital

Approval includes :

1. SIRB Submission Form
2. Participant Information
3. Informed Consent Form
4. Case record form
5. Curriculum vitae

Approval date : February 10, 2016

Expired date : February 9, 2017

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 or Harmonization in Good Clinical Practice (ICH-GCP)



.....
(Prof. Chairat Shayakul, M.D.)
Chairperson

16 FEB 2016
.....
date



.....
(Prof. Dr. Prasit Watanapa, M.D., Ph.D.)
Dean of Faculty of Medicine Siriraj Hospital

17 FEB 2016
.....
date

Page 1/2

หน่วยงานที่โรงพยาบาลศิริราช 2341/3,000 แผ่น/ค.ท.57/M/2667/Mat.10023252/3060

APPENDIX B

PARENTING STYLES SCALE APPROVAL

แบบสำรวจรูปแบบการอบรมเลี้ยงดู

คำชี้แจง โปรดทำเครื่องหมาย X ในช่องคำตอบเพื่อประเมินว่าข้อความต่อไปนี้ ท่านเห็นว่าตรงและสอดคล้องกับลักษณะพฤติกรรมของพ่อแม่ท่านมากน้อยเพียงใด

หมายเหตุ “พ่อแม่” ในแบบสอบถามนี้ หมายถึง พ่อแม่ หรือผู้ปกครองที่เลี้ยงดูท่านมาเป็นเวลานานที่สุด

- 1 หมายถึง ไม่ตรงเลยสำหรับตัวท่าน
- 2 หมายถึง ไม่ค่อยตรงสำหรับตัวท่าน
- 3 หมายถึง ตรงและไม่ตรงพอๆกันสำหรับตัวท่าน
- 4 หมายถึง ตรงสำหรับตัวท่าน
- 5 หมายถึง ตรงมากสำหรับตัวท่าน

การกระทำหรือทำที่	ตรงมาก 5	ตรง 4	ตรงและ ไม่ตรง พอๆกัน 3	ไม่ค้อย ตรง 2	ไม่ตรง เลย 1
1. พ่อแม่จะให้เวลาฉันเฉพาะเมื่อพ่อแม่เห็นว่าจำเป็นจริงๆ	5	4	3	2	1
2. พ่อแม่ตั้งระเบียบและกฎเกณฑ์ที่เคร่งครัดมาก เพื่อให้ฉันปฏิบัติตาม	5	4	3	2	1
3. พ่อแม่สนับสนุนให้ฉันคิดและทำสิ่งต่างๆด้วยตนเอง	5	4	3	2	1
4. พ่อแม่มักให้ฉันทำตามวิธีการของท่าน เพราะเห็นว่าเป็นวิธีที่ถูกต้องและเหมาะสมกว่า	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1
.....	5	4	3	2	1
67.	5	4	3	2	1

APPENDIX C

DISPOSITIONAL RESILIENCE SCALE (DRS15) APPROVAL

แบบวัดความเข้มแข็งอดทน Dispositional Resilience Scale (DRS-15)

คำชี้แจง ข้อความต่อไปนี้เกี่ยวข้องกับเรื่องราวในชีวิต ที่บุคคลมีความรู้สึกแตกต่างกัน ดังนั้นกรุณาตอบตามความเป็นจริงตรงกับความคิดของท่านมากที่สุด ไม่มีคำตอบที่ถูกหรือผิด โดยใส่เครื่องหมาย X ในช่องที่ตรงกับความรู้สึกของท่านมากที่สุด

- | | | |
|---|---------|-----------------------------------|
| 0 | หมายถึง | ไม่เป็นความจริงเกี่ยวกับตัวท่าน |
| 1 | หมายถึง | เป็นจริงบางส่วนเกี่ยวกับตัวท่าน |
| 2 | หมายถึง | ค่อนข้างจริงเกี่ยวกับตัวท่าน |
| 3 | หมายถึง | เป็นจริงมากที่สุดเกี่ยวกับตัวท่าน |

ข้อคำถาม	ไม่เป็นความจริง	เป็นจริงบางส่วน	ค่อนข้างจริง	เป็นความจริงมากที่สุด
	จริง		2	
	0	1		3
1. ฉันใช้เวลาส่วนใหญ่ในชีวิตทำสิ่งที่มีคุณค่า	0	1	2	3
2. การวางแผนล่วงหน้า จะช่วยให้เราไม่ประสบปัญหาในอนาคต	0	1	2	3
3. ฉันไม่ชอบให้มีการเปลี่ยนแปลงตารางประจำวันของฉัน	0	1	2	3
4.	0	1	2	3
5.	0	1	2	3
.....	0	1	2	3
15.	0	1	2	3

LICENSE AGREEMENT

Dispositional Resilience Scale (DRS-15)

October 15, 2015

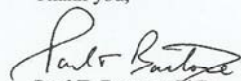
Pornthida Chaiharn
Mahidol University
THAILAND

To All Concerned:

This letter verifies that Pornthida Chaiharn is authorized and licensed to use the DRS-15 (Dispositional Resilience Scale) instrument in academic research related to her educational program at Mahidol University.

This license is valid for one year from the above date. It is understood that the DRS-15 instrument will not be used for any commercial purpose, but is for academic research only, and that copyright and license terms apply to any translations of the DRS-15. No modifications are permitted to the items or scale. If translated, a true copy of the translated scale will be provided to the author at the address given below. Additional terms contained in the DRS-15 Academic License User Agreement will also be followed.

Thank you,



Paul T. Bartone, PhD.
2547 Arbor Ct.
Davidsonville, Maryland 21035
USA
Email: bartonep@gmail.com



บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล
๒๕/๒๕ ถ.พุทธมนทลสาย ๔ ศาลายา นครปฐม ๗๓๑๗๐
โทร. ๐-๒๔๔๑-๔๑๒๕ ต่อ ๑๐๙-๑๑๑ โทรสาร ๐-๒๔๔๑-๙๘๓๔

ที่ ศธ ๐๕๑๗.๐๒ / ๑๐๙๖๖
วันที่ ๑๗ พฤศจิกายน ๒๕๕๘
เรื่อง อนุญาตให้ใช้เครื่องมือวิจัย

เรียน ประธานหลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก

อ้างถึงหนังสือที่ ศธ ๐๕๑๗.๐๖๗ / บพ.๑๒๓ ลงวันที่ ๑๕ ตุลาคม ๒๕๕๘ หลักสูตราแจ้งว่า
ผู้ใช้เครื่องมือวิจัย : นางสาวพรธิดา ไชยหาญ นักศึกษาหลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก
คณะแพทยศาสตร์ศิริราชพยาบาล

งานวิจัยของผู้ใช้เครื่องมือ : “รูปแบบการอบรมเลี้ยงดูกับความเข้มแข็งอดทนของนักเรียน
นายเรือ” โดยมี อาจารย์แพทย์หญิงทิพย์พร หอสิริ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก

เครื่องมือวิจัยที่ใช้ : แบบสอบถาม “the Dispositional Resilience Scale (DRS-15)” ฉบับภาษาไทย
เครื่องมือวิจัยนี้พัฒนาโดย : เรือโทหญิงปิยมภรณ์ สิงห์คำ ซึ่งเป็นส่วนหนึ่งของวิทยานิพนธ์ตามหลักสูตร
วิทยาศาสตรมหาบัณฑิต สาขาจิตวิทยาคลินิก คณะแพทยศาสตร์ศิริราชพยาบาล พ.ศ. ๒๕๕๓ เรื่อง
“HARDINESS AND NAVAL PROFESSIONAL TRAINING PERFORMANCE IN ROYAL THAI NAVAL
ACADEMY STUDENTS.” ซึ่งมี รศ.ดร.สุชีรา ภัทรายุตวรรตน์ ทำหน้าที่อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล ได้พิจารณาแล้วไม่ขัดข้องอนุญาตให้ นางสาวพรธิดา ไชยหาญ
ใช้เครื่องมือวิจัยดังกล่าวได้ เนื่องจากเป็นการศึกษาวิจัยทางด้านวิชาการ แต่ทั้งนี้ขอได้โปรดระบุให้ชัดเจนด้วย
ว่าเครื่องมือวิจัยดังกล่าวมาจากวิทยานิพนธ์ของนักศึกษาระดับบัณฑิตวิทยาลัยมหาวิทยาลัยมหิดล และมีอาจารย์ท่าน
ใดทำหน้าที่อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก

จึงเรียนมาเพื่อโปรดทราบ และดำเนินการต่อไปด้วย จักขอบพระคุณยิ่ง

(รองศาสตราจารย์ ดร. วราภรณ์ อัครปฐมวงศ์)
รองคณบดีฝ่ายวิชาการ
ปฏิบัติงานแทน คณบดีบัณฑิตวิทยาลัย

3/11/58
S
17/11/58

BIOGRAPHY

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