

3837135 SHMS/M : MAJOR : MEDICAL AND HEALTH SOCIAL SCIENCE : M.A.

(MEDICAL AND HEALTH SOCIAL SCIENCE)

KEY WORD : AGGRESSIVE BEHAVIOR / DAILY HASSLE / SELF CONCEPT /
AGGRESSIVE-BEHAVIOR LEARNING

SUMITTRA NITHISINPRASERT : MENTAL HEALTH FACTORS AND
AGGRESSIVE BEHAVIOR OF ADOLESCENT STUDENTS IN BANGKOK.

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163 p. ISBN 974-589-218-1

The main objective of this descriptive research was to study aggressive behavior of adolescent students, by considering the effect and correlation of perceived daily-hassle, self concept and aggressive-behavior learning. The sample consisted of 400 male vocational-education students from 4 vocational schools. Data were collected by self-administered questionnaire and analyzed by SPSS/PC⁺ program. The statistical analysis included percentages, frequencies, arithmetic mean, standard deviation, minimum, maximum, standard score, Pearson's Product Moment Correlation Coefficient and Stepwise Multiple Regression Analysis.

The results of this study indicated that almost all of the adolescent students had moderate aggressive behavior, perceived daily-hassle, self concept and aggressive-behavior learning. Findings also indicated that perceived daily-hassle and aggressive-behavior learning had positive relationship with aggressive behavior whereas self concept was inversely related to aggressive behavior. Aggressive-behavior learning and perceived daily-hassle were significant predictors of aggressive behavior. Those two factors accounted for 34.20% of the variance of aggressive behavior of adolescent students. Thus, it would suggest that, in order to reduce aggressive behavior of adolescent students, parents or guardians must be good role models, understand the adolescent behaviors and give freedom to them appropriately.