THE RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE OF TEENAGERS AND QUALITY TIME MOTHERS SPENT WITH THEM

JUMPOON CHAVASIRI

A Thesis Submitted in Partial Fulfillment of the Requirements For the Degree of

MASTER OF SCIENCE

Department of Counseling Psychology
ASSUMPTION UNIVERSITY
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This study was undertaken to determine a relationship between teenagers’ academic performance and quality time mothers spent with them. The samples were 237 teenagers from 2 schools in Bangkok which were Patai Udom Secondary School and the Assumption College and their mothers.

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The Relationship between Academic Performances of Teenagers and Quality Time Mothers Spent with Them

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The purpose of the study was to find a relationship between teenagers' academic performance and quality time mothers spent with them.

An instrument to find the relationship was designed questionnaires which were completed by 237 teenagers and their mothers. The questionnaires were made into 2 sets; one was for the teenagers and the other one for their mothers. The teenager's questionnaire was to find out his or her academic performance of the 1st and 2nd term in the academic year in 2001 and how they felt for their mother's spending time with them. The mother's questionnaire was to find out what activities the mothers spent with the teenagers at work, during trip between home and school, and during the leisure time.

The questionnaires were distributed to the students of 2 schools in Bangkok which were Patai Udom Secondary School and the Assumption College and their mothers. The statistics used include Mean and Standard Deviation, Regression Analysis, and Coefficient Analysis to examine the distribution of the populations, samples, and determined the degree of variance of the subject which was grouped according to the dependent variables.

The Multiple Regression was used to find significant differences between the dependent and independent variables which are as follows:
Relationship between times the mothers spent with teenagers and their teenagers’ academic performance.

The suggested findings are as follows:

1. The teenagers’ mothers were in closer contact to them than the fathers or others were.

2. The mothers played relatively more roles than the fathers in relation to teenagers’ activities at school and at home.

3. There is a positive relationship between the teenagers’ academic performance and the quality time mothers spend with them. The more time they spend, better is their academic performance.

The study suggests that the mothers’ time spent with teenagers had significant influence on the teenagers’ progress in their studies and their academic performance.

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ACKNOWLEDGEMENTS

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CHAPTER 1

The Problems and Its Background

Most societies consider teens to be the most critical period in life as they grow to adulthood (Crow 1956). People tend to believe that adulthood will depend on how they were brought up during their adolescence or teenage. This belief is evidenced by the way the teenagers think and behave as they develop into the adulthood (Crow 1956). Yet the changes may not be clearly seen because the changes happen gradually. It is said that parents would not be able to see how their children change, if they stayed with the teenagers all the time (Hurlock 1949). Others, who seldom see their children, surprisingly experience major changes in them.

During this critical period they not only change their physical appearance but also their behavior and thoughts (Banjong 1986). The rate of teenagers grows from the critical period to a mature stage depending on their individual environments, lifestyle, and their peers.

A study of psychological aspects of teenagers is the study of their behaviors or their “self” (Chanem 1969). This would also help to predict what kind of persons they would grow to be. The teenagers’ behaviors have been studied and analyzed because of the following reasons (Atkinson 1993):

1. Teenagers will soon become adults, hence they need to be supported, educated, and understood how they can grow to be good adults.
2. Teenagers will confront various problems such as drugs, hallucination, and delinquency, they therefore need to be prepared to learn and understand these things.

3. Teenagers always imagine and sometimes get out of control; they therefore need to be guided to adjust their thoughts in the right direction.

4. Teenagers are at a turning point in life, they therefore need to be assisted and guided in the creation of their life philosophy or life concept.

The environmental conditions, which determine how an individual’s intellectual potential will develop, include nutrition, health, quality of stimulation, emotional climate of the home, and type of feedback elicited by behavior (Darlington, 1986).

Many child development programs that attract parents interest the children in their development show that the more stimulating the home environment, the greater gains tend to be produced (Darlington, 1986).

Vygotsky (1978) claims that education cannot simply wait for children to reach the next stage of development on their own; children have to learn in order to develop.

According to Vygotsky, children have a zone of proximal development, which he defined, as the distance between what a child can do on his/her own and what the child can do with the help of adults.

For example, children improve their recall of a story as adults provide appropriate hints and reminders; children can solve more complicated math problems with an adult’s help, than when alone. After an adult had provided help for a while, the child will begin to solve the same kind of problems without help.

The quality time a parent provides children will go a long way in the development of the child, Smith (1990) investigated the relationship between academic achievement and students’ time with parents. He administered questionnaires to 7th to 9th grade students in 14
public schools regarding the time spent in leisure reading that predicted academic achievement. Many previous studies suggested that parental involvement in a child’s schooling predict success in school. Smith, (1990) claims that it is what parents do when spending time with their children that affects academic achievement, not the amount of time per used. He (Smith 1990) posed the question about quality time: “Does the type of joint activities or the quality of the interaction between parents and adolescent has a greater impact on the child’s school performance and overall emotional development?”

This is the reason for this study, to see how time spent with mothers at home can influence or supplement a teenager’s academic performance in school.
Statement of the Problems

The research aims to answer the following questions:

1. What is the relationship between the teenagers’ academic performance (GPA) and quality time spent with their mothers?

2. What are the activities, which teenagers spend with their mothers that contribute to quality time?

Hypotheses

The following Null Hypotheses will be tested in the Study:

1. There is no significant difference between academic performance of teenagers (GPA) and quality time spent with their mothers.

2. There is no significant difference in the characteristic factors of quality time spent with mothers as perceived by teenagers and mothers.

Limitations of the Study

The sampling distribution in the pretest survey was limited to high-school teenagers and their mothers. The participants of the pretest survey were those teenagers whose mothers were working at the Royal Garden Resort where the researcher worked to monitor the number of respondents completed the survey. The teenagers were from different schools which had different grading system. The purpose of the pretest was to validate and eliminate irrelevant questions in the research.
The sampling distribution in the actual study was limited to students who were at the Patai Udom School and Assumption College. The schools are private schools where they have the same grading system outlined by the Ministry of Education. The schools are in Bangkok and the students are from middle and high income groups.

The participants in this study are students in Matayomsuksa 3 of both schools who volunteered to complete the survey. As each school is governed by rules and regulations, the survey was done with permission and assistance of school teachers. The researcher was allowed only in these schools out of 4 schools which the researcher contacted.

The participants were mostly male students from the schools because Assumption was a boys’ school and only male students from Patai-Udom volunteered to participate.

**Purpose of the Study**

The following points are the purposes of the study:

1. To understand factors which influence the academic development of teenagers in high schools in Bangkok area.
2. To understand how mothers spend time with their teenagers in high schools which relate to their academic performance.

**Significance of the Study**

1. The study will contribute to the understanding of teenagers’ academic development (when the presence of the mother is factored in).
2. The study will help the mothers understand the relationship between their teenagers’ academic performance and time they spend with them.
Definition of Terms

Academic performance includes grade point average, continuation in school, likelihood of graduation, and active involvement of school activities.

Identity is one of the major development tasks of adolescence which is to create an identity to develop answers to the questions “Who am I?” and “Where am I going?”

Quality time means activities which teenagers in this study share with their mothers.

Selected activities are those activities which the teenagers spend time with their mother in each daily life which include talking about the teenagers’ homework, problems or performance at school, friends they have at school and etcetera.

Zone of proximal development (Vygotsky 1978), is the distance between what a child can do on his own and what the child can do with the help of adults. The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86)
Theoretical Framework

This study is based on the theory of Vygotsky (1978, 1987) on the Zone of Proximal Development which claims that Education cannot simply wait for children to reach the next stage of development on their own; children have to learn in order to develop. Children or teenagers have a zone of proximal development, which Vygotsky (1978, 1987) defined, as the distance between what a child can do on his or her own and what the child can do with the help of adults. The zone of proximal development (ZPD) (Vygotsky 1978, 1987) was explained in Vygotsky’s research was typically thought of as the range of potential each person has for learning, with that learning culturally shaped by the social environment in which it takes place.

The ZPD has powerful methodological significance for educational researchers. The implications stem from questions about the extent and character of the zone itself, in particular the way the conceptualization of the ZPD suggests that the mind is not fixed in its capacity but rather provides a range of potential. The mind, therefore, is both elastics in term of the different directions cognitive growth may take depending on the sociocultural environment in which it develops, and unbounded in term of its potential for growth and the physical space it occupies (Vygotsky 1987).
**Scope of the Study**

The questionnaire was distributed to 400 teenagers aged between 13 to 16 years who were studying in secondary schools in Bangkok and their mothers. There were only 237 questionnaires returned. The study was conducted during the last term of 2001 (November to March) academic year.

The academic performances taken into the study were the average score of 2001 academic year, the score of the first term, and the second term. The studies focused on the differences on the academic performance in those terms.

The reasons for choosing mothers and their teenage children as respondents was to find a relationship between academic performance and the time spent with their teenage. The teachers in the selected schools distributed both questionnaires to the students who completed the questionnaires in the classroom while the mothers completed the “mother’s questionnaire” at home.

The collection of questionnaires were done by the teachers in both the schools in which consisted the teenagers and their mothers.
CHAPTER 2

LITERATURE REVIEW

The researcher referred literatures related to adolescents or teenagers, how and what influences their growth and performance in school which related to the studies of how mother spent time with her children that impact the children’s thinking and ability to grow. There are interesting literatures from both Western and Thai researchers which explain how mother’s care and quality time with their children would be a part of how children would grow in the future.

The word “adolescence” comes from Latin which refers to the period of transition from childhood to adulthood (Erikson, 1968). The age limits are not clearly specified, but they extend roughly from years 11 to the late teens. Most developmental psychologists believe that adolescence should be a period of “role experimentation” in which young persons can explore alternative behaviors, interests, and ideologies. Many beliefs, roles, and ways of behaving may be tried on, modified, or discarded in an attempt to shape an integral concept of the self. One of the major development tasks of adolescence is to create an identity to develop answers to the questions “Who am I?” and “Where am I going?” The psychologist, Erikson (1968) uses the term “identity crisis” to refer to this active process of self-definition.

Teenage or adolescence is a period between childhood and adulthood and could be divided into 3 stages for both men and women.
1. Puberty Stage
   - Girls from 11 - 13 years
   - Boys from 13 - 15 years

2. Early Adolescence Stage
   - Girls from 13 - 15 years
   - Boys from 15 - 17 years

3. Late Adolescence Stage
   - Girls from 17 - 20 years
   - Boys from 18 - 21 years

**Puberty Stage**, at puberty, hormonal changes produce bodily changes that serve to distinguish males from females (Atkinson, Smith, & Bem, 1993). This is a period when the body is fully grown in both boys and girls. It is the period of sexual maturation that transforms a child into a biologically mature adult capable of sexual reproduction which takes place over a period of about 3-4 years. It starts with a period of rapid physical growth (the adolescent growth spurt) accompanied by the gradual development of the reproductive organs and secondary sex characteristics (breast development in girls, beard growth in boys, and the appearance of pubic hair in both the sexes).

**Early Adolescence or Critical Period** (Atkinson, Smith, & Bem, 1993) as their mind and thoughts begin to change. They become more independent, have their own peers, and are more socialized. The change in their psychological aspects will now depend on the environment, which they are with and what they have learned rather than how they have been brought up.
Late Adolescence, (Atkinson, Smith, & Bem, 1993) the development of their mind and body are at its peak. This period is the most critical because their minds and thoughts are being developed. External influences will determine their adulthood.

During their late adolescence stage the teenagers will try to imitate their modeling adults (Atkinson, Smith, & Bem, 1993) such as smoking, drinking and socializing. They start dressing up the same way as their parents or the ones whom they want to imitate.

In Atkinson, Smith, and Bem (1993) studies explained the Characteristics of Adolescence which are divided into different periods as follows:

1. **Period of Reconstruction** It is a period when the body grows very fast and becomes slower at the end of the late adolescence stage.

2. **Period of Transformation** There are changes in the physical appearance and thoughts.

3. **Period of Independence** They depend on themselves by learning to defend themselves and are quite emotional, immoral and unreasonable.

4. **Period of Problems** It is a period of "storm and stress" characterized by moodiness, inner turmoil, and rebellion. The teenagers tend to make fast and unstable decisions without second thoughts or careful consideration. Their emotions will be shown clearly without control.

(There is no research to support this permissive view). A recent study followed, more than 300 young adolescents (Petersen, 1988a) indicated that puberty has significant effects on body image, self-esteem, moods, and relationship with parents and members of opposite sex. Most of adolescent make it through this period without turmoil.
The puberty stage affects girls’ relationship with their parents; girls who are developed mentally talked less with their parents and had fewer positive feelings about family relationship than less developed girls (Simmons & Blyth, 1988). The puberty change appeared to be a positive experience for boys (Petersen, 1988a).

The development of the teenagers or the adolescents concerned with their physical appearance more than the development of emotions or feelings in the early stage and would change in later stages. During the changing stages the nurturing and care shown by parents could be one of the important factors which influence their behavior intellectually and socially.

Suchar Chan-em (1977) gave a detailed view on how the adolescents developed and what were the factors concerning adolescence development.

Erikson (1968) believes that the major development task of adolescence is to create an identity and answer the questions “Who am I?” and “Where am I going?” The psychoanalyst, Erik Erikson, coined that term “identity crisis” to refer to this active process of self-definition. The word crisis is perhaps unfortunate, because Erikson (1968) believed that self-doubt as an integral part of healthy psychosocial development. Similarly most developmental psychologists believe that adolescence should be a period of “role experimentation” in which young persons can explore alternative behaviors, interests and ideologies. Many beliefs, roles and ways of behaving may be “tried on”, modified, or discarded in an attempt to shape an integrated concept of the self. Ideally the “identity crisis” should be resolved by the early or mid-twenties so that the individual can move on to other life tasks.

When this process is successful, the individual is said to have achieved an identity; at a minimum, this usually means having committed oneself to a sexual identity, a vocational
direction, and an ideological worldview. Until the identity crisis is resolved, the individual has no consistent sense of self or internal standards for evaluating his or her self-worth in the major areas of life. Erikson (1968) called this unsuccessful outcome *identity confusion*.

Erikson's (1968) ideas were explored empirically by Marcia in 1966 and 1980 who designed a semi-structured, open-ended interview in which adolescents were asked questions like "Is there any time when you have come to doubt any of your religious beliefs? When? How did it happen? How did you resolve things?" In the occupational area, interviewees were asked what their majors were, what they planned to do after college, how willing they thought they would be to change their occupational plans if something better came along and so forth.

On the basis of these interviews, Marcia (1966) concluded that there are four identity statuses or positions on Erikson's identity-formation continuum; identity achievement, foreclosure, moratorium, and identity diffusion. These four statuses are distinguished by whether the person perceives the domain in question as an identity issue and whether a resolution has been reached.

**Identity Achievement** (Marcia 1966) those in this status have passed through an identity crisis, a period of active questioning and self-definition. They have committed to ideological positions they have worked out for themselves and decided on an occupation. They have begun to think of themselves as future doctors, not just a pre-medical with chemistry major. They have re-examined their beliefs and discarded those that do not seem to fit their identity.

**Foreclosure** (Marcia 1966) those in this status are also committed to occupational and ideological positions, but they show no signs of ever having gone through an identity
crisis. It contains those who never tried to work through the identity issue within a domain in question; they have simply accepted the position of their families.

Moratorium (Marcia 1966) contains those currently in the midst of an identity crisis, actively training to resolve the issues for themselves.

Identity Diffusion (Marcia 1966) contains those who have not attained an integrated identity. Some may have experienced an identity crisis but never resolved it; others may still be too young to have reached this phase of adolescent development.

Marcial (1966) explained stage and how male and female teenagers were developed into their adulthood.

With regard to sex, two critical distinctions should be kept in mind. The first stems from the fact that, although we begin to mature sexually at puberty, the basis for our sexual identity is established in a womb. We therefore distinguish between adult sexuality that is, beginning with changes at puberty and early sexual development. The second distinction is between the biological and environmental determinants of sexual behaviors and feelings. For many aspects of sexual development and adult sexuality, a fundamental question is the extent to which the behavior or feeling in question is a product of biology – particularly hormones – or environment and learning – early experiences and cultural norms – or of an interaction between the two.

Change at Puberty – roughly from 11 to 14 years hormone changes produces bodily changes that serve to distinguish males from females.

From the studies found that males are mature slowly than female two years and an average age is 13 years old when for both males and females start having hormones related to the reproduction system.
An interesting study from Chanem (1969) from Kasetsart University sited in his textbook of Development of Psychology, the characteristics of Adolescence which were divided into different periods as follows:

1. Period of Reconstruction: It is a period when the body grows fast and becomes slower in the late adolescence stage.
2. Period of Transformation: There are changes in physical appearance, minds and thoughts.
3. Period of Independence: They depend on themselves by learning to defend themselves and are quite emotional, immoral and unreasonable.
4. Period of Problems: It is a period of "storm and stress" characterized by moodiness, inner turmoil, and rebellion. This period the teenagers tend to make fast and unstable decisions without second thoughts or careful consideration. Their emotion will be shown clearly without any control.

The following section explains the types of parents used studies of how parents' behaviors affect the growth of teenagers. The study gives importance not only the development of teenagers but also the different types of parents who influence the teenagers.

**Parents**

A study of four kinds of parenting patterns which had been shown empirically to be associated with different outcomes for the teenagers began since the early childhood (Baumrind, 1967, 1971; Maccoby & Martin, 1983). The four parenting patterns are as follows:

1. Authoritative Parent
2. Authoritarian Parent
3. Indulgent Parent
4. Neglecting Parent

The Authoritative Parents

The parents who combine control with acceptance and child-centered involvement together. They exercise high levels of control and require their children to behave at intellectual and social levels consistent with their age and abilities. The authoritative parents combine their control and demands with warmth, nurturance, and two-way communication. They solicit their children opinion and feelings when family decisions are made, and they offer explanations and reasons for punitive and restrictive measures whenever they feel these must be imposed. Research shows that children of such parents tended to be independent, self-assertive, friendly with peers, and cooperative with parents. They were likely to be successful both intellectually and socially, they seemed to enjoy life and they had strong motivation to achieve.

The Authoritarian Parents

Controlling and demanding parents simply assert their power without warmth, nurturance, or two-way communication. They attempt to control and evaluate the behavior and attitudes of their children in accordance with a set of standards: they value obedience, respect of authority, work, tradition, and preservation of order. Children of such parents tend to be moderately competent and responsible, but they also tend to be socially withdrawn and lack spontaneity. The girls seem to be particularly dependent on their parents and lack achievement and motivation. Boys tend to be more aggressive than other boys, some studies also find a link between authoritarian parenting and low self-esteem in boys (Coorpersmith, 1967).
The Indulgent Parents

The third category is accepting, responsive, child-centered parents who place few demands on their children. Such children are more positive in their moods and show more vitality than children of authoritarian families, but their behavior tends to be immature in that they lack impulse control, social responsibility, and self-reliance (Baumrind, 1971).

The Neglecting Parents

Most such parents are not neglecting in the extreme ways that would constitute child abuse. Rather, they are concerned with their own activities and uninvolved with those of their children—they are parent-centered rather than child-centered. These parents would not know their children’s where-about, activities, and associates when children are away from home; they are uninterested in the events at the children’s schools; they have few daily conversations with their children; and they do not consider their children’s opinions (Baumrind, 1971).

A large-scale longitudinal study conducted in Finland assessed children at ages 8, 14, and 20 years that had parent-centered parents. Compared with children of child-centered parents, children of parent-centered parents at 14 years were impassive; they lacked concentration, were moody, spent money quickly rather than saving it and had difficulty controlling aggressive outbursts. They were not interested in school, likely to be truant, and spent time on the streets and at hangouts. They tend to drink, smoke, and date at an earlier age. At 20, they were hedonistic and frustrated tolerance and emotional control; they also lacked long-term goals, drank to excess, and often had a record of arrests (Pulkkinen, 1982).

Most parents and teenagers manage to negotiate a new form of interdependence that grants the adolescent more autonomy, a more equal role in family decision, and more responsibilities. If a teenager fails to negotiate a working relationship with his or her parents
in early adolescence (if, for example, the parents are authoritarian and unwilling to grant more autonomy), then conflict may escalate into major difficulties by late adolescence (Petersen, 1988b).

Parents who provide explanations for their decision, who relax parental control during adolescence, and who employ a democratic structure of decision making within the family give their offsprings a sense of autonomy that reduces conflict and eases the transition to adulthood (Maccoby & Martin, 1983).

The aspects of Intelligence or academic performance of the teenagers provided by the studies of Barrett and Depinet in 1991 and other studies are discussed below:

**Intelligence** means the ability to learn from experience, think in abstract terms, and deal effectively with one's environment. Academic performance may include grades, continuation in school, and likelihood of graduation. Youngsters who achieve higher scores on tests like the Stanford-Binet and Wechsler Intelligence Scales get better grades, enjoy school more, stay in school longer, and tend to have greater job success (Barrett & Depinet, 1991). As students move up the educational ladder the correlation between intelligence test scores and measures of academic performance become progressively lower (Barrett & Depinet, 1991).

Some psychologists view intelligence as a general capacity of comprehension and reasoning that manifests itself in various ways. David Wechsler believed that “intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechler, 1958).
Genetic Relationships and Intelligence

Most of the evidence bearing on the inheritance of intelligence is derived from studies correlating IQs between persons of various degrees of genetic relationship. The table below summarizes the results of over 100 studies of this type (Bouchard, 1990). The closer the genetic relationship was, the more similar the tested intelligence. The average correlation between the IQs of parents and their natural children is .40; between parents and their adopted children, the correlation is about .31. Identical twins, has the correlation between their IQs are very high about .86. The IQs of fraternal twins have a correlation coefficient of about .60.

Although genetic determinants of intelligence are strong, the results shown in the table indicate that environment is also important. When siblings are reared together in the same home environment IQ adopted children is higher than would be predicted on the basis of their natural parents’ ability (Scarr & Weinberg, 1976). Environment does make a difference in intelligence.

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<td>Reared apart</td>
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<td>Fraternal Twins</td>
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<td>Reared together</td>
<td>.60</td>
</tr>
<tr>
<td>Siblings</td>
<td></td>
</tr>
<tr>
<td>Reared together</td>
<td>.47</td>
</tr>
<tr>
<td>Reared apart</td>
<td>.24</td>
</tr>
<tr>
<td>Parent/Child</td>
<td>.40</td>
</tr>
<tr>
<td>Foster parent/child</td>
<td>.31</td>
</tr>
<tr>
<td>Cousins</td>
<td>.15</td>
</tr>
</tbody>
</table>
Darlington’s (1986) study showed that child’s intelligence was better when parents and their children were together. The environmental conditions which determine how an individual’s intellectual potential will develop include nutrition, health, quality of stimulation, emotional climate of the home, and type of feedback elicited by behavior.

Many programs that actively involve the parents that interest the children in their development show that the more stimulating home environment, the greater gains tend to be produced (Darlington, 1986).

**Genetic and Environmental Influence Intelligence**

People differ in intellectual ability. How much of this difference is due to the particular genes we inherit, and how much is due to the environment in which we are raised (Darlington, 1986). The heredity-environment issue, which has been debated in regard to many aspects of human behavior, has focused primarily on the areas of intelligence. Most experts agree that at least some aspects of intelligence are inherited, but opinion differs as to the relative contribution made by heredity and environment.

It must be kept in mind that heritability research is based on field studies and not on well-controlled laboratory experiments; individual cases are observed where they can be found. Heredity clearly has an effect on intelligence, but the degree of this effect is uncertain.

Baumrind in this book of Parental Childbearing Practices, suggested that after the first year of a child’s life, child bearing becomes more complex as parents take on the tasks of discipline, control and character building (Baumrind, 1967, 1971; Maccoby & Martin, 1983).

Parents differ markedly from one another in how they approach these tasks. Some are warm, nurturant and relaxed; others are cold, aloof, and tense. Some are highly controlling while the others tend to be indulgent with their children. Some are child-centered, highly
involved in their children's lives; others are parent-centered, more occupied with their own interests and activities. A basis task for psychology is to categorize and summarize these many differences and to determine if and how they help shape the child's personality.

**Childbearing Patterns**

<table>
<thead>
<tr>
<th>Demanding Controlling</th>
<th>Accepting Responsive Child-Centered</th>
<th>Rejecting Unresponsive Parent-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Authoritative</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>Undemanding Not Controlling</td>
<td>Indulgent</td>
<td>Neglecting</td>
</tr>
</tbody>
</table>

It divides parenting practices on two dimensions; the first distinguishes parents who are demanding and controlling from those who are undemanding of their children; the other distinguishes parents who are accepting, responsive, and child-centered from those who are rejecting, unresponsive, and child-centered (Baumrind, 1967, 1971; Maccoby & Martin, 1983).

Interestingly children defined roles of mother, father, and teacher differently. Their perceptions were examined in a sample of 98 (Anne, 1988) children of 7 to 9 years. Among those there were 54 children of working mothers. Interview data were coded into five main role categories, which were 1) Child-Care, 2) Paid Work, 3) Biological, 4) Personal, and 5) Working Mother. Results showed no effect of age of maternal work status on children's responses. Mothers were perceived as mainly doing repairs or outdoor tasks. Nearly the same number of responses described mothers and fathers as doing child-care. Mothers were perceived to be more likely to perform routine care and the fathers were more likely to take children on outings or to provide stimulation (Anne, 1988). Teachers were perceived primarily as fulfilling an educational role in the classroom. About one-fifth of the samples
described verbal control of behavior custodial child-care and positive socio-emotional response as part of the teacher’s role, but no children ascribed domestic activity to teachers. Perception of parents by primary school children was found to be very similar to those of pre-school children in a precious study.

From the mothers’ point of view, there was a data from the National Educational Longitudinal Study of 1988 relating to a total sample size of 20,491 students (after exclusions) in 802 public and 233 private schools were analyzed. The analysis indicated that parents did not discriminate between sons and daughters when they left children unsupervised. Hispanics and Asians were more likely, and Anglos least likely, to make their children have adult supervision.

The highlights of the National Educational Longitudinal Study of 1988 showed that the parents with only a high school education were more likely to provide supervision, and parents with advance degrees were most likely to have their children unsupervised for short period of time. Students living with both natural parents were supervised more than students living in other family types. Homemaking mothers were twice as likely as working mothers to make sure their child was supervised. The analysis of the consequences of lack of supervision indicated that the number of hours the students watching television increased with the number of hours spent unsupervised. Students left unsupervised for less than an hour performed better on tests than students in other groups. Students left unsupervised for long periods of time received lower grades than those in other groups (Muller, Chandra, & Others, 1988).
Literature from Children Literature “We Don’t Wear Aprons Anymore: An Annotated Bibliography of Working Mothers”

View of children toward their working mothers, the children who were depicted were generally shown in a positive manner and were well adjusted to employment. Children in the stories had positive attitudes about their mothers working and had good relationship with them (Miller & Margaret, 1994).

Parental rules Participation and Perceptions of Responsibilities for children’s School

This section examines the effects of parental participation in work and family roles on perceptions of responsibility for their children’s school adjustment for 129 females and 124 male college students. Results raised concerns about perceptions of responsibility for divorces among working mothers, who were given less credit and more blame than other groups (Jackson & Sullivan, 1993).

Traditional Role of Thai Women and Working Outside Home

Studies on women’s role in Thai society reveal that married women are primarily responsible for house keeping, cooking and childcare (Wanee, 1990; Amara, 1987). Most women woke up between 5 and 5:30 am. They began the day by cooking rice or boiling water for their babies’ milk. The mother had to dress their children for school and feed them. They would help clean the house and wash dishes. On Sundays most working women take a day off. Nevertheless, they still rise early to undergo the daily routine.

Decision-Making Power Available data suggest that there existed a certain degree of autonomy as regards both husband and wife decision-making power especially in personal matters such as choosing friends or relatives to affiliate with. It was found that 83.3% of the studied families reported autonomous decisions. And as far as work was concerned,
husbands' choice of work was mostly decided by the husbands themselves. At least 90% said the wives made their decisions as regards what to do and where to work.

At the same time, 80% of the families reported that both husbands and wives jointly decided on matters related to the number of children, their health and education. About education husbands seemed to exercise more influence, i.e., 29% reporting so, while about 60% said it was still a joint decision.

Majority of working mothers assumed the role of family breadwinners, their traditionally assigned mother role was still fully devoted to child rearing. The mothers felt that their work deprived them of good and perfect motherhood. When given a chance to speak out, most women said, if there were no economic difficulties involved, they would rather stay home and take care of the children. While it was obvious that the women had to assume heavy child rearing responsibility, the men, on the contrary, assumed very little responsibility.

**Labor Division in the Family (percentage)**

<table>
<thead>
<tr>
<th>Domestic Work</th>
<th>Mother Does All</th>
<th>Mostly Mother</th>
<th>Mutually Do</th>
<th>Mostly Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>To discipline a child</td>
<td>2.1</td>
<td>6.3</td>
<td>79.2</td>
<td>6.3</td>
</tr>
<tr>
<td>To take a child to bed</td>
<td>8.3</td>
<td>35.4</td>
<td>39.6</td>
<td>12.5</td>
</tr>
<tr>
<td>To take a child to a doctor</td>
<td>2.1</td>
<td>18.8</td>
<td>70.8</td>
<td>8.3</td>
</tr>
<tr>
<td>To take care a child when she/he is sick</td>
<td>2.1</td>
<td>29.2</td>
<td>52.1</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Mitchell (1992) indicates that children are, at school, asked who and how children related to. Their connectedness was mentioned or asked by teachers at school. In every class (cited by Mitchell, 1992), in every subject, students will learn to ask and to answer these questions:
1. From whose viewpoints are we seeing or hearing or reading?

2. How do we know what we know?

3. How are things, events or people connected to each others?

4. What if.....? Could things be otherwise than they are?

5. Why does it matter? What does it mean? Who cares?

A writer who taught for a year in a New York City junior high school described her average students in these words:

*But their academic successes were so few, and their emotional and social problems so overwhelming, that school long ago stopped being a place to learn. It was, first and foremost, a place to act out— to explore, to play and shout and rant, to vent all their anger and confusion about life at home and the world around them.*

The disconnected, unmotivated students were found not only among the lower socio-economic groups where physical existence is a struggle. The dropout rate is high in middle-class and even upper-class institutions, and absences account for a quarter to a third of any school's population.

Children at all levels of American society are different from children twenty, ten or even five years ago. Their parents were the first generation who grew up entirely under the influence of television. The children, the ones in school (and frequently out of it), are the true inhabitants of Marshall McLuhan’s (1989) global village. For them, television is background; life without it is unimaginable.

But what distinguishes these children from their parents is the huge amount of stimulation available in their environment. Advertising is ubiquitous, even in school; music bathes them in rhythm heard from radio and cassettes constantly, sometimes in the
classroom, from teachers who play music as background, hoping to create an atmosphere congenial to students; and consuming is their preoccupation as they accumulate whatever clothing and equipment are the current fad (Mitchell, 1992).

**Pals, not Parents, Shape Kids**

Harris began her presentation at the annual meeting of Psychological Association in 1998, by asking the following questions: “What are ordinary parents to think? Could it really be true that all their ritualized devotion to their children – the latest toilet-training techniques, the endless bedtime stories – has nothing much to do with the adults they’ll become?

Harris presented that “the only point worth paying attention to – which she exaggerates – is that parents are not the only influence on children,” fumes Kagan, researcher, author and one of the Harris’ most vocal critics, “That’s absolutely right. But to claim that their influence is minimal, that severely wrong.”

There are thousands of studies that show parents’ impact on children, Kagan says. Indeed, Harris spends a good portion of her book trying to debunk them, arguing that they mistake cause for effect, fail to take genetics into account, or fall prey to various methodological blunders (Harris, 1998).

Harris concluded it that the Nature versus Nurture debate has taken a new turn with an American psychology writer contending that peer pressure is a more potent force than parental influence in mounding children’s future. (Harris, 1998, D. C1).

The following literatures suggested caring and connectedness had influences on adolescence’s health and well-being which included the adolescence’s performance at school.

Resnick studies over 36,000 7th to 12th grade students focused on protective factors against the quietly disturbed and acting out behaviors, which together represent the major
social morbidity of adolescence. Multivariate models developed separately for girls and boys repeatedly demonstrated the protective functions of caring and connectedness in the lives of youth, particularly a sense of connectedness to family and to school. A sense of spirituality, as well as low family stress (referring to poverty, unemployment substances use and domestic violence) are functioned as protective factors. Measures of caring and connectedness surpassed demographical variables such as two parents vs. single parent family structure as protective factors against high risk behaviors. Numerous reports have documented the shift from biological to social causes of morbidity and mortality among adolescents. These trends believe the traditional view adolescence is a time of optimal health and well-being (1-7). Other trends, particularly that rising proportion of children and adolescents living in poverty, patterns of school drop out and poor school performance, disaffection, alienation, and the pervasive impact of racism and limited economic opportunities lend urgency to the need for communities to respond to the health and social needs of their youth, and for policy makers and funders to help assure a better fit between health and social programs and the youth problems that are intended to address (8-10).

The study of Resnick showed that among girls, the most powerful protective factor against the quietly disturbed behavior was family connectedness, referring to adolescents who indicated they enjoyed, felt close to and were cared for by family members. This variable alone explained 12.5% of variance in group classification. School connectedness, the second explanatory variable in the stepwise equation referred to students who enjoyed school, experiencing a sense of belonging and connectedness to it (which did not always correspond with high academic performance). Family stress, the theoretical explanatory variable, was a composite measure of parental unemployment, poverty, domestic violence, and parental substance use, with low family stress functioning as a protective factor. Spiritual
connectedness referred to those students who defined themselves as spiritual or religious individuals. The last factor, age, was positively related to risk, with younger adolescence indicating less involvement in quietly disturbed behaviors than their older counterparts. Together, these five variables correctly classified 71.8% of adolescents, including close to 9 out of those at low risk for quietly disturbed behaviors.

Among boys, three protective factors against the quietly disturbed behaviors were identified, including family connectedness, school connectedness, and low family stress. These correctly classified 71.2% of boys overall, including 72% of those at low risk for quietly disturbed behaviors, and 64% of those at high risk.

The final discriminant model for acting out behaviors in boys included the full set of variables found in the girls’ model for this behavior cluster. School connectedness was the single most powerful variable in the equation, with two parent family entering as the last explanatory variable in the model.

The most powerful protective factors across models were family and school connectedness. What is striking about the family connectedness variable is that this factor referred to a sense belonging and closeness of families, in whatever way family was comprises of defined by the adolescence. Thus, the centrality of families in the promotion of well-being among young people was reaffirmed, but without specifying the form or composition that families must take in order to serve this protective function. At the core of family connectedness is the adolescent’s experience of being connected to at least one caring, competent adult in a loving, nurturing relationship. Similar results have been reported by investigators assessing resiliency and well-being among youth who otherwise would be expected to be high risk for multiple adverse health and social outcome (47-52).
Academic Engagement: In School Performance and Out-of-School Time

Shaklee, Family Development Specialist, University of Idaho Cooperative Extension

Laurence Steinberg explained in his research on students who fell into the “disengaged” in school category. His findings led him to conclude that all of the educational innovation in the world may not be able to counteract the forces at home and in community that undercut the value of young people place on education. Three forces he finds to be especially potent are parents, peers and jobs.

Parents have long been identified as primary motivators for student’s achievement. Steinberg’s study helps us to understand just how some parents succeed so well as this, while others fail so miserably. Probably most important is parental support of academic effort. Home based efforts such checking to see that homework is done, or making sure that teens get enough sleep for school are good, but what really carried weight with teenagers is parent participation in events in the school building (Shakee 1996).

Early Childhood care and education in South-East Asia: Working for access, quality and inclusion in Thailand, the Philippines and Vietnam.

In the World Conference on Education for All in 1990, UNESCO and its partners had been at the forefront of global advocacy efforts for increased attention to Early Childhood Care and Education (ECCE), with a special emphasis on the millions of young children who are born, grow up and develop in difficult and challenging circumstances. They are often unable to gain access to ECCE programs which could mitigate the negative impact of poverty and other social factors that put them at risk.

Los Angeles stated in his study regarding the Thai family. Two important changes within the Thai family were particularly significant for children today: a reduction in the number of
children per household; and the emergence of the nuclear family. In four decades, the number of children per family has fallen from an average of around six in the 1960s to one in the case of many urban families today. Clearly, this has important repercussions on the child’s socialization process (Los Angeles 2004).

Los Angeles explained that several cultural factors, including norms and inherited beliefs, which inhibit attitudes towards early childhood education, many of which perpetuate deeply-ingrained misconceptions about the nature of children’s development: the view that children are passive and dependent learners, who need to be subjected to parental control, and should not distract or disrupt adult activities; substituting material gods for parental attention and love; and the mistaken belief that young children are not yet responsive to learning programs, hence the absence of effort to support their learning and development.

An interesting study of how working mothers feel about spending time with their children. Motherhood and career are two of the most gratifying experiences a woman can have in her lifetime (Norment 1989). These are experiences that independent of each other provide great pleasure and satisfaction, but when they overlap, they can also cause much anxiety, frustration and doubts about priorities and goals.

There are some 54 million women in the U.S. labor force, and of those 21.5 million have children under the age of 18. While their jobs may vary from factory worker to corporate executive, many working mothers acknowledge that they simply don’t have enough time in their lives to accommodate both career and family as well as they would like to, but most say they are happier working outside the home than no; and in most cases, the family needs the second paycheck. Working mothers say they are willing to make sacrifices and compromise, not so they can “have it all, but so they can lead “whole, fulfilling lives.”
Carol Williams Hood agreed that spending meaningful time with the children should be a top priority for working mothers. Whereas she formerly worked long hours, sometimes not getting home until after her daughter had gone to bed, she now take off around 3 p.m. so she can spend more time with her. She said that, "I discovered that the time I spend with her directly correlated to her productivity in school." "When I was spending more time in the office, her school work went down, When I started spending more time with her, her work improved immensely" (Norment 1989).

It is a delicate balance that working mothers must maintain to bridge the diverse and hectic worlds of home and work. At home, they have plenty of opportunities to use the time-management and problem-solving skills they learn on the job. Most working mothers see their children as a pleasant addition to their lives rather than as a reason to divert full attention from career to home. And most make it work, somehow balancing the diverse demands of a career or job, and children and family.

Say Ms. Long: "If I had not worked, it would have created a different person, but it would not have been a better mother. I consider myself to be a very good mother. Work has not interfered with that at all."

Studies on Parenting Strategies

Most studies on dual-earner parents of adolescents examine the effect of mothers’ employment on adolescent development (Galambos and Maggs 1995; Galambos, et al. 1990; Orthner 1990; Paulson et al, 1990). Becker and Moen’s (1999) research on 117 parents in dual-earner households found that great majority were engaging in “scaling back” strategies that helped the couples reduce and restructure their commitment to paid work, thereby buffering them from work encroachment. Wives disproportionately scaled back: some husbands and wives traded off family and career responsibilities at different life stage.
The study of Kaplan (Ph.D.) and Davidson (Ph.D.) Scheduling, Worrying, and Stepping Up: Working Parents’ Strategies for Providing Care to Middle-School Children, drew on the literature on care and on parents’ perception of their teenagers’ needs, on their own abilities to perform the necessary caring tasks, and on their appraisals on their spouses’ commitments to caring for their teenagers. Rather than produce strategies that are based on negotiations with family members, parent in the study tended to develop their own individual strategies when confronted with a set of problems in caring for young teenagers, principle among these is the contested nature of teenagers’ need for care – contested by the educational institution, by employers, by spouses and teenagers themselves. They concluded in their study by suggested that the parents’ strategies lead to unequal divisions of physical and emotional care that were shaped by gender, race and institutional intransigence.

Setting the boundaries for a young teenager can be a major challenge for working parents. As their offspring grow, parents discover that their “cute” and dependent child has grown into a 12 or 13 year old with a point of view and with the capability to organize his or her own activities (Kaplan 2000; Steinberg 1991; Cole 1991). It is, therefore, unfortunate that most theories from the care perspectives and those on parenting strategies have been based mainly on sample of families with young children and have not been applied to parent with children the age of 10 or 11.

Most employed parents work longer hours than parent did 20 years ago. As a result, they have little time to spend with their children (Council of Economic Advisors 1999; Demoos 1992; Othner 1990’ Nock and Kingston 1995). The school system offers programs for pre schoolers and after school activities for elementary school children. Once children reach middle school, parents find few after-school program geared to their needs (Kaplan 2000; Polatnick 1999).
Care theorists (Tarlow 1996; Ruddick 1995; Abel and Nelson 1990; Fischer and Tronto 1990) agree that the essence of care is an emotional bond, but point out that neither the feelings of love and concern alone nor the mere physical work of reproducing and maintaining life are enough in and of themselves to constitute care. Rather, both the physical and the emotional must coexist. In Ruddick’s (1995:5) words, care is simultaneously “labor and relationship.” These theories are also in agreement about basic attributes of caring that differentiate it from other types of social action.

In the study, Abel and Nelson’s (1990), Tarlow’s (1996), and Hochschild’s (1998) they gave explanation on theories of care. These authors describe care as labor-intensive emotional bond work that requires physical as well as emotional labor, at least on the part of the caregiver, in which the caretaker feels responsible for others’ well-being and does mental, emotional, and physical work in the course of fulfilling that responsibility in the context of intimacy.

Kaplan and Davidson (2002) suggested those parents’ strategies to compensate for the ever increasing demands of work and to maintain some control over their children’s after-school activities. These caring strategies varied by individual parents and were based on perceptions of the other parent’s time and emotional availability. Although these strategies often reflected traditional gender ideology, the crucial factors determining the intensity of the emotional fallout from the division of strategies was not gender inequality itself, but how it was interpreted by parents. Peace in the family was maintained parents felt comfortable in their tasks.

It is in Vygotsky’s (1978) emphasis on the socialinteractional origins of individual mental functioning that the notion of dialogue figures most prominently for him. The Zone of Proximal Development (ZPD) has proven to be among the most useful, both theoretically
and practically, of all the concepts advanced by Vygotsky. The ZPD serves as a connecting concept in Vygotsky's work, bringing together in a single construct the various strands of his thought pertaining to the sociogenesis of specifically cultural forms of thought. Defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86), this ZPD represents, in particular, a concrete and programmatic manifestation of Vygotsky's border theoretical contention regarding the genetic relationship between interpsychological and intrapsychological functioning. This dynamic, emergent aspect of mental functioning is reflected more specifically in the child's assisted performance on a task, in the joint, collective activity of child and more competent other.

The selected references have provided the researcher a direction to carry out the study to find a relationship between academic performance of teenagers and quality time mothers spent with them. The selected sources have given a detailed discussion of how parents influence teenagers' development.
CHAPTER 3
RESEARCH METHODOLOGY

Research Design

The research focused on finding the relationship between the mother's time spending with their teenagers and the teenagers' academic performance and intellectual development. The results of the research are based on sets of questionnaires; one was for the teenagers and the other for their mothers.

The survey was conducted in 6 steps as follows:

1. A focus group was formed to collect sets of questions for the first set of trial questionnaires.
2. The trial questionnaires were distributed to 50 teenagers and 50 mothers to validate the questionnaire.
3. The questionnaires were revised for better clarity and were validated and reviewed by the Dean of Counseling Psychology, ABAC and a Professor from Mahidol University before they were used in the main research.
4. The actual questionnaires were distributed to 2 groups of samples to find the relationship between the academic performance of the selected teenagers and their mother spending time with them.
5. The questionnaire were analyzed and reported.
6. The research was concluded and recommended for further studies.
**Instrument**

The researcher designed the questionnaire. To derive at the questions, the researcher collected the information from a focus group of 15 persons who were the parents of teenagers. The parents (mostly mothers) were briefed about the research. The parents were asked for questions to be used in both teenager’s and the mother’s questionnaires. The researcher selected questions which were open-ended and closed questions, from the focus group. The questions were grouped and sent out for the focus group to tick off for what the group considered important to each one of them. The researcher selected only those questions that were selected by 3 or more than 3 persons.

The questionnaires were designed from those selected questions and distributed to 50 pairs of mothers and teenagers age 14 to 15 who studied in secondary schools in Bangkok area. The group of 50 pairs were asked to give feedback and asked if they did not understand any of those questions. The questionnaires and the feedbacks were collected and a content analysis was done. The invalid questions were eliminated after the content analyzed. Then the researcher sent the questionnaire to 3 experts in the field the opinions and suggestions were taken care. The validity of the questionnaire was determined. But a drawback here is the reliability of the questionnaire was not determined.
Main Research

The research was to find a relationship between the caring of the mothers and academic performance of their children from ages 13 to 16 who studying in high schools in Bangkok.

The data collection was conducted, by using 2 sets of carefully designed and validated questionnaires, for teenagers and their mothers. The teenagers were the students whose ages ranged from 13 to 16 years from 2 schools which were 1) Pathai Udom Primary School and 2) Assumption College. The questionnaires were collected from the teenagers and their mothers for analysis.

Population

The sample population of the research were the teenagers' in the age from 13 to 16 studying in high schools in Bangkok and their mothers who might be working or not working.

The questionnaires were designed to collect relevant information such as how the mothers and the teenagers spent time together, the lifestyle of the families, and both academic and participation of teenagers in the school.

Questionnaires were given to the surveyed-schools' school masters who requested the high-school class 3 teachers to distribute and administer the questionnaires. The students who completed the questionnaires were given the mother’s questionnaires. After the mothers completed the questionnaire, the questionnaires were returned the next day.

The data collection was done during the mid term of 2001 academic year in 2001 comparing with the results of 2001 teenagers’ study results.
Sample

Study includes samples of 237 mothers regardless of their occupations and 237 teenagers studying in Mathayomsuksa 3 at the Patai-udom and Assumption Schools

Teenagers' Questionnaire

<table>
<thead>
<tr>
<th>Part</th>
<th>Subject</th>
<th>Section</th>
<th>Content of the Questions</th>
<th># of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>General Information</td>
<td>1.01-1.04</td>
<td>Personal profile</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.05-1.07</td>
<td>Persons whom teenagers stay with</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>Time spent with mother during school days</td>
<td>2.01-2.03</td>
<td>Spending time together in the mornings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.04-2.06</td>
<td>Traveling to school together</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.07-2.07</td>
<td>Topic normally talked about</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.08-2.09</td>
<td>Traveling back to home</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.10-2.13</td>
<td>Time spent together during dinner</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.14-2.15</td>
<td>Spending time after dinner</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>Time spent together during holidays</td>
<td>3.01-3.02</td>
<td>Going through school work</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.03-3.03</td>
<td>Time spent with family members at home</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>Academic Performance</td>
<td>4.01-4.03</td>
<td>GPA Result</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.04-4.09</td>
<td>Participate in school activities, club, sports</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.10-4.10</td>
<td>Any disciplinary action at school</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.11-4.12</td>
<td>Mother spent time dealing with school</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.13-4.14</td>
<td>Performance status and improvement</td>
<td>2</td>
</tr>
<tr>
<td>V</td>
<td>General Behavior</td>
<td>5.01-5.03</td>
<td>Relationship among friends, mothers, and teenagers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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Mother Questionnaire

<table>
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<th>Section</th>
<th>Content of the Questions</th>
<th># of Questions</th>
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<tbody>
<tr>
<td>I</td>
<td>General Information</td>
<td>1.01-1.04</td>
<td>Personal profile</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.05-1.09</td>
<td>Number of dependents the mother is taking care of</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.10-1.15</td>
<td>Responsibility of the mothers</td>
<td>7</td>
</tr>
<tr>
<td>II</td>
<td>Quality Time the Mother spent with teenager</td>
<td>2.01-2.12</td>
<td>Spending time together in mornings</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>Academic Performance</td>
<td>3.01-3.02</td>
<td>GPA results and reasons</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.03-3.04</td>
<td>Reason of better performance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.05-3.07</td>
<td>Reason of worse performance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.08-3.15</td>
<td>Impact on student performance</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>Teenager behaviors</td>
<td>4.01-4.04</td>
<td>Quality of relationship between mother and teenager</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>Related to the Student</td>
<td>5.01-5.04</td>
<td>Members living in the house</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Administration

The questionnaires were distributed in both the schools in sets of mother’s and teenager’s. For the teenagers’ the students of Mathayomsuksa 3 of both the schools completed the questionnaire in the classroom. The mothers’ questionnaire was self-administered and completed by the mothers at home and the completed questionnaires were returned to the school teachers the next day.

Scoring and Interpretation

SPSS for MS Windows Release 6.1 was used to analyze the collected data from both the schools. Each answer was given a score of 1 point. As the research meant to find out how mothers and teenagers spent time with each other and what would be the relationship of teenager’s academic performance and caring of the mother.
Statistical Analysis

To interpret the collected data and findings of the research, the following statistical tools were used:

- Test of dependence based on Regression Coefficients
- Normal frequency distribution
- Mean and Standard Deviation of the variables.
- ANOVA Analysis

Variables

The research based on the following quantitative variables:

Dependent Variables:
- Academic Performance The academic performance of the teenagers included the grade point average of their examination of the grade point average for the first term’s GPA and the mid-term’s GPA in the year 2001.

Independent Variables:
- Time mothers spent with the teenagers
- Age of the teenagers
Process

The questionnaires were distributed to both teenagers and their mothers. The teachers assisted in administering the teenagers’ questionnaires in the classrooms. The mothers were given the questionnaires in envelopes to complete them at home. The completed questionnaires were sent back in sealed envelopes.

The total 400 sets of questionnaires were sent out, 237 sets were returned from the teenagers and the mothers.

The collected data were analyzed to find the relationship between the teenagers’ academic performance and time the working and non-working mothers spent with them.

Statistical Analysis

The SPSS was used to analyze the results and the relationship and the results were interesting and encouraging for the other researcher to continue finding other relationships between the teenagers and the mothers or the fathers. The following statistical analytical formulae were used:

1. Mean and Standard Deviation were used to examine the distribution of the populations, samples, and determined the degree of variance of the subject which were grouped according to the dependent variables.

2. Analysis of variance (ANOVA), a hypothesis-testing procedure was used to find significant differences between the dependent and independent variables were given below:

   2.1 Relationship between time the mother spent with teenagers and the teenagers’ academic performance in the first term.
2.2 Relationship between time the mothers spent with teenagers and the teenagers’ academic performance in the second term.

2.3 Relationship between time the mothers spent with teenagers and the teenagers’ academic performance in the second year.
CHAPTER 4

PRESENTATION OF FINDINGS

This chapter presents the findings from both studied and the selected literature as secondary data and the research as primary data. The presentation and discussion of the findings are discussed in the following sections:

Section 1: Findings of the teenage respondents.

Section 2: Findings of the mother-respondents

Section 3: The statistical analyses of relationship between teenagers’ academic performance and times spent with their mother.

Section 1

Findings of the teenagers

The teenagers at the Patai Udom Secondary School and Assumption College were given the questionnaires by their teachers. The teenagers were asked to complete and return the questionnaire. A total number of 237 respondents out of 400 returned questionnaires (59.25%).

Table 1 - Frequency According to Age of the Teenagers

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Teenagers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>14</td>
<td>160</td>
<td>67.5</td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>30.8</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>237</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The age groups of teenagers were from 13 to 16 years. Around 157 or 67.5% of the total number of respondents were 14 years old. The oldest respondent was 16 years and the youngest was 13 years old. They represent only 0.8% of the sample. Around 30.8% of the total number of respondents was 15 year olds.
Table 2 - Occupation of Mothers

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Servant</td>
<td>18</td>
<td>7.7</td>
</tr>
<tr>
<td>Semi-government</td>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>Personal Enterprise</td>
<td>98</td>
<td>42.1</td>
</tr>
<tr>
<td>Non-working Mothers</td>
<td>80</td>
<td>34.3</td>
</tr>
<tr>
<td>Employee</td>
<td>24</td>
<td>10.3</td>
</tr>
<tr>
<td>No Answer</td>
<td>9</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data above shows a majority of the mothers having their occupation as self-employed which accounts to 42.1% and the second number is 34.3% were those who were not working or were housewives. There are 10.3% or 24 mothers employed in private companies and 7.7% are government employees.

The data collection was done during July 1 – October 31, 2001 after the results of the second term of examinations were declared.

Table 3: Family Members with Whom the Teenagers Live

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father/Mother</td>
<td>207</td>
<td>87.34%</td>
</tr>
<tr>
<td>Father only</td>
<td>2</td>
<td>0.84%</td>
</tr>
<tr>
<td>Mother only</td>
<td>14</td>
<td>5.91%</td>
</tr>
<tr>
<td>Friends</td>
<td>1</td>
<td>0.42%</td>
</tr>
<tr>
<td>Other Relatives</td>
<td>13</td>
<td>5.49%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>237</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

The frequency of teenagers lived with both father and mother was greater than others. It showed 207 or 87.34%, or 5.91% living with mothers only. Only 2 or 0.84% of the total teenagers lived with fathers only. 13 respondents or 5.49% lived with relatives.
Table 4: Frequency of Time Spent During School Days (Teenage Responses)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Place where teenagers have breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. At home</td>
<td>129</td>
<td>54.4</td>
</tr>
<tr>
<td>2. In the car</td>
<td>9</td>
<td>3.8</td>
</tr>
<tr>
<td>3. At school</td>
<td>62</td>
<td>26.2</td>
</tr>
<tr>
<td>4. A restaurant</td>
<td>23</td>
<td>9.7</td>
</tr>
<tr>
<td>5. No breakfast</td>
<td>14</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>2. Time spent having breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Less than 15 minutes</td>
<td>22</td>
<td>9.3</td>
</tr>
<tr>
<td>2. 15-30 minutes</td>
<td>120</td>
<td>50.6</td>
</tr>
<tr>
<td>3. Longer than 30 minutes</td>
<td>95</td>
<td>40.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>3. With Whom teenager travel to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Alone</td>
<td>154</td>
<td>65.0</td>
</tr>
<tr>
<td>2. Father</td>
<td>15</td>
<td>6.3</td>
</tr>
<tr>
<td>3. Mother</td>
<td>9</td>
<td>3.8</td>
</tr>
<tr>
<td>4. Relatives</td>
<td>57</td>
<td>24.0</td>
</tr>
<tr>
<td>5. Friends</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>4. Time spent traveling to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 15-30 minutes</td>
<td>51</td>
<td>21.5</td>
</tr>
<tr>
<td>2. 30-45 minutes</td>
<td>106</td>
<td>44.7</td>
</tr>
<tr>
<td>3. Longer than 45 minutes</td>
<td>80</td>
<td>33.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>5. Topics of conversation, while travelling back home with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No answer</td>
<td>61</td>
<td>25.7</td>
</tr>
<tr>
<td>2. School activities</td>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>3. Homework</td>
<td>152</td>
<td>64.1</td>
</tr>
<tr>
<td>4. General</td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>6. Place having dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. At home</td>
<td>224</td>
<td>94.5</td>
</tr>
<tr>
<td>2. In the car</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>3. At school</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. A restaurant</td>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>5. With others</td>
<td>5</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The questions were to be answered with a “yes” or “no” or to be filled in blanks. As the activities of teenagers were captured within the school terms, the questions were therefore constructed to find out joint activities between the mothers and the teenagers during school terms and holidays or weekdays and weekends. The activities varied from spending their time in the morning, traveling from home to school, in the afternoon, dinner time and when the teenagers did their homework. During holidays the questions were to find out what kinds of activities both of them did together and how much time was spent together.

Table 4 shows that 129 or 54.4% of the respondent teenagers had breakfast at home, followed by 62 or 26.2% having breakfast in school and 23 or 9.7% in restaurants.

Breakfast time for 120 or 50.6% of the respondents were from 15-30 minutes, and 95 or 40.1% spent more time than 30 minutes and only 22 or 9.3% took breakfast less than 15 minutes.

Around 154 or 65% of the respondents traveled to school alone, while 57 or 24% go with relatives. Fifteen or 6.3% traveled with their father and only 9 or 3.8% traveled with their mothers to school.

The topics of conversation while traveling back home showed that 152 or 64.1% talked of general topics, 61 or 25.1% talked about school activities and only 10 or 4.2% talked about homework.
Dinner usually took place at home for 224 or 94.5% of the respondents and only 7 or 3% had in restaurants.

Homework is usually done alone for 220 or 92.8% and only 9 or 3.8% did it with friends at home and 5 or 2.1% did it with their fathers, and 3 or 1.3% did it with their mothers.

**Table 5: Academic Performance of the Teenagers**

<table>
<thead>
<tr>
<th>School Terms</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Average GPA of 2001</td>
<td>2.51</td>
<td>1.02</td>
</tr>
<tr>
<td>2. GPA of 1st term in 2001</td>
<td>1.34</td>
<td>0.83</td>
</tr>
<tr>
<td>3. GPA of 2nd term in 2001</td>
<td>1.60</td>
<td>0.76</td>
</tr>
</tbody>
</table>

The teenagers were asked to give actual grade point averages, and the scores ranged from 1.01 to 3.88 for the average of 2001, 1.01 to 3.50 for the first term of 2001, and 1.63 to 3.77 for the second term of 2001.

The academic performance included how well and active in participating other activities at schools such as joining sports and being a school representative, any club and being active members, or any activities.

**Table 6: Types of Activities the Teenagers Participated**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>46</td>
<td>19.4</td>
</tr>
<tr>
<td>Sports</td>
<td>80</td>
<td>33.8</td>
</tr>
<tr>
<td>Entertainment</td>
<td>76</td>
<td>32.1</td>
</tr>
<tr>
<td>Clubs</td>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>Academic</td>
<td>25</td>
<td>10.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>237</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The table 6 shows how the teenagers took part in any school’s activities. Around 191 persons participated in the activities and 46 persons did not join in any. Around 80 of the respondents or 33.5% participated in sports, 76 or 32.1% in Entertainment, and 25 or 10.5% in academic programs.

**Table 7: Teenagers’ Behavioral Performance at School**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Class</td>
<td>105</td>
<td>44.4</td>
</tr>
<tr>
<td>Not in the Class</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>Fighting</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>Tardiness/Improperly Dressed</td>
<td>122</td>
<td>51.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>237</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 7 shows that there were 10 teenagers who involved in rather serious offenses and 122 persons or 51.2% were recorded in minor disciplinary offenses, like tardiness and improper dressing, and 105 or 44.4% were always in class.
Section 2
Findings from Mothers’ Responses

Table 8: Frequency of Mothers and Fathers in the Study

<table>
<thead>
<tr>
<th>Parents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>67</td>
<td>21.9</td>
</tr>
<tr>
<td>Mothers</td>
<td>237</td>
<td>78.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>304</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8 shows the frequency of fathers and mothers in the study, 67 or 21.9% were fathers and 239 or 78.1% were mothers.

Table 9: Activities and Times, the Mothers Spent with the Teenagers during School Days (Mothers Responses)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the mother contact person for school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>195</td>
<td>81.6</td>
</tr>
<tr>
<td>2. No</td>
<td>42</td>
<td>18.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>2. Were you taking care of sick teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>199</td>
<td>83.3</td>
</tr>
<tr>
<td>2. No</td>
<td>38</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>3. Were you counselor for the teenagers’ problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>198</td>
<td>82.8</td>
</tr>
<tr>
<td>2. No</td>
<td>39</td>
<td>17.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>4. Preparation for breakfast with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Husband</td>
<td>15</td>
<td>5.7</td>
</tr>
<tr>
<td>2. Children</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>3. Alone</td>
<td>226</td>
<td>94.6</td>
</tr>
<tr>
<td>4. Others</td>
<td>19</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Activities</td>
<td>Number</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>5. Prepared school kits for the teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Father</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>2. Mother</td>
<td>20</td>
<td>24.3</td>
</tr>
<tr>
<td>3. Self</td>
<td>270</td>
<td>65.0</td>
</tr>
<tr>
<td>4. Housekeeper</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>5. Relatives</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>6. Traveled to school with teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Father</td>
<td>47</td>
<td>15.4</td>
</tr>
<tr>
<td>2. Mother</td>
<td>28</td>
<td>9.1</td>
</tr>
<tr>
<td>3. Self</td>
<td>124</td>
<td>40.5</td>
</tr>
<tr>
<td>4. Friends</td>
<td>13</td>
<td>4.2</td>
</tr>
<tr>
<td>5. Teacher</td>
<td>14</td>
<td>4.6</td>
</tr>
<tr>
<td>6. Relatives</td>
<td>63</td>
<td>20.6</td>
</tr>
<tr>
<td>7. No answer</td>
<td>15</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>7. Had dinner with the teenager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Father</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>2. Mother</td>
<td>30</td>
<td>9.8</td>
</tr>
<tr>
<td>3. Family</td>
<td>207</td>
<td>67.6</td>
</tr>
<tr>
<td>4. Friends</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>5. Relatives</td>
<td>46</td>
<td>15.3</td>
</tr>
<tr>
<td>6. No answer</td>
<td>10</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The activities and time spent together between the teenagers and mothers during the school terms showed that the mothers spent time with the teenagers for those household works, preparation of meals, and taking care of the well-being of teenagers. The fathers were responsible for outside of the house such as driving to school with the teenagers.

Table 9 shows that the contact person for the school was the mother with 195 or 81.6% saying yes.

The one taking care of sick teenagers also showed that 199 or 83.3% of the mothers saying yes.

The counselors for teenagers' problems showed 198 or 83.8% of the mothers saying yes.

The mother also prepared breakfast with 220 or 94.6% saying they prepared it alone, followed 21 or 8.8% prepared by others and 15 or 5.7% by the father.
The preparation of their school kits were done mostly by the teenagers with 270 or 65% saying so followed by 20 or 24.3% prepared by mothers, and 8 or 6.5% by housekeepers.

Table no.9 shows that 124 or 40.5% they traveled by themselves followed by 63 or 20.6% with relatives and 47 or 15.4% with fathers.

Dinner with teenagers showed 207 or 67.6% was done with the family followed by 46 or 15.3% with relatives and 30 or 9.8% with their mothers.

Table 10: Activities Mothers Spent With Teenagers

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watch TV with teenager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Every day</td>
<td>9</td>
<td>3.8</td>
</tr>
<tr>
<td>2. 1-2 days/week</td>
<td>28</td>
<td>11.7</td>
</tr>
<tr>
<td>3. 1 day/week</td>
<td>173</td>
<td>72.4</td>
</tr>
<tr>
<td>4. No</td>
<td>27</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>2. Exercise with teenager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Every day</td>
<td>56</td>
<td>23.4</td>
</tr>
<tr>
<td>2. 1-2 days/week</td>
<td>77</td>
<td>32.2</td>
</tr>
<tr>
<td>3. 1 day/week</td>
<td>59</td>
<td>24.7</td>
</tr>
<tr>
<td>4. No</td>
<td>45</td>
<td>19.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>3. Having conversation about things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Every day</td>
<td>16</td>
<td>6.7</td>
</tr>
<tr>
<td>2. 1-2 days/week</td>
<td>49</td>
<td>20.5</td>
</tr>
<tr>
<td>3. 1 day/week</td>
<td>93</td>
<td>38.9</td>
</tr>
<tr>
<td>4. No response</td>
<td>79</td>
<td>33.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>4. Doing homework with teenager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Father</td>
<td>5</td>
<td>18.3</td>
</tr>
<tr>
<td>2. Mother</td>
<td>77</td>
<td>25.2</td>
</tr>
<tr>
<td>3. Friend</td>
<td>59</td>
<td>19.3</td>
</tr>
<tr>
<td>4. Teacher</td>
<td>112</td>
<td>37.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Activities</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>5. Length of time for doing the homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Less than 30 minutes</td>
<td>58</td>
<td>19.0</td>
</tr>
<tr>
<td>2. 30-60 minutes</td>
<td>160</td>
<td>53.2</td>
</tr>
<tr>
<td>3. More than 60 but less than 90 minutes</td>
<td>35</td>
<td>11.4</td>
</tr>
<tr>
<td>4. No response</td>
<td>51</td>
<td>17.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>6. Having breakfast with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>9</td>
<td>3.8</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>56</td>
<td>23.4</td>
</tr>
<tr>
<td>3. No breakfast</td>
<td>7</td>
<td>2.9</td>
</tr>
<tr>
<td>4. Varies</td>
<td>165</td>
<td>69.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>7. House work with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>46</td>
<td>19.2</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>63</td>
<td>26.4</td>
</tr>
<tr>
<td>3. more than 1 day/week</td>
<td>12</td>
<td>5.0</td>
</tr>
<tr>
<td>4. Never</td>
<td>116</td>
<td>49.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>8. Preparing lunch with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>21</td>
<td>6.9</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>64</td>
<td>20.9</td>
</tr>
<tr>
<td>3. Never</td>
<td>16</td>
<td>5.2</td>
</tr>
<tr>
<td>4. Varies</td>
<td>203</td>
<td>67.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>9. Having lunch with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>21</td>
<td>6.9</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>82</td>
<td>26.8</td>
</tr>
<tr>
<td>3. Never</td>
<td>3</td>
<td>21.0</td>
</tr>
<tr>
<td>4. Varies</td>
<td>198</td>
<td>65.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>10. Having dinner with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>11</td>
<td>3.6</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>35</td>
<td>11.4</td>
</tr>
<tr>
<td>3. Never</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>4. Varies</td>
<td>257</td>
<td>84.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>11. Spending leisure time with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1-2 days/month</td>
<td>17</td>
<td>5.6</td>
</tr>
<tr>
<td>2. 1 day/week</td>
<td>44</td>
<td>14.4</td>
</tr>
<tr>
<td>3. Never</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>4. Varies</td>
<td>237</td>
<td>78.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
During their leisure time including weekends and holidays, the activities of teenagers and mothers shows significant amount of time together. The data shows how much time that the mothers spent with their teenage sons.

Table 10 shows the activities mother did with their teenage sons during non-school days.

1. Watching TV showed 173 or 72.4% spent 1 day a week for that followed by 28 or 11.7% once or twice a week, and only 9 or 3.8% watched TV everyday.

2. Mothers exercised with their teenagers about 77 or 32.3% once or twice a week followed by 59 or 24.7% of them once a week, and 54 or 23.4% everyday.

3. Mothers had conversation with teenagers about 93 or 38.9% of them once a week followed by 49 or 20.5% once or twice a week and 16 or 6.7% everyday.

4. Homework was done with teenagers with teachers by 114 or 37.3% followed by 77 or 25.2% with mothers and 59 or 19.3% with fathers.

5. Homework was done from 30-60 minutes in 160 or 53.2% of the respondents followed by 58 or 19% less than 30 minutes and 35 or 11.4% more than 1 hour to 1 hour and a half.

6. During weekends, teenagers breakfast time varies 167 or 69.9% of them said so although 56 or 23.4% said they had breakfast once a week and 9 or 3.8% once or twice a month.
7. Doing housework with mother revealed that 118 or 49.4% never did housework with mother, followed by 63 or 26.4% did it once a week and 46 or 19.2% did it in 1 or 2 days a month.

8. Preparing lunch with mother showed 205 or 67% varied followed by 21 or 6.9% doing it once or twice a month.

9. Having lunch with mother showed 205 or 67% varied, followed by 82 or 26.8% did it once a week and 21 or 6.9% once a month.

10. Revision of lesson during weekends, 69 or 29.1 of the teenage respondents did it with family, 42 or 17.7% with friends, and 126 or 53.2% did it alone.

Table 11: GPA Results of the Teenager

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 1st Term</td>
<td>1.77</td>
<td>1.22</td>
</tr>
<tr>
<td>The 2nd Term</td>
<td>1.67</td>
<td>1.31</td>
</tr>
</tbody>
</table>

The data collected from the results of Grade Point Average (GPA) showed that the average score of the GPA in the 1st term of 2001 was better than the 2nd term.

Table 12: Perceived Reasons for Poor Academic Performance

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perceived reasons by mothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Spent less time in class</td>
<td>87</td>
<td>28.4</td>
</tr>
<tr>
<td>2. Teacher not interesting</td>
<td>21</td>
<td>6.9</td>
</tr>
<tr>
<td>3. Less morale support</td>
<td>44</td>
<td>14.4</td>
</tr>
<tr>
<td>4. Not close to the mother</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>5. No reasons</td>
<td>148</td>
<td>49.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Perceived reasons by teenagers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Problems at home</td>
<td>33</td>
<td>10.8</td>
</tr>
<tr>
<td>2. Problems in the class</td>
<td>109</td>
<td>35.6</td>
</tr>
<tr>
<td>3. Health problems</td>
<td>21</td>
<td>6.9</td>
</tr>
<tr>
<td>4. Not close to the mother</td>
<td>8</td>
<td>2.9</td>
</tr>
<tr>
<td>5. Other reasons</td>
<td>133</td>
<td>44.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The perceived reasons, which made the academic results of the teenagers, drop from average scores of GPA 1.77 to 1.67 were stated as spending less time in class, 87 or 28.4% followed by 44 or 14.4% having less moral support, 21 or 6.9% said teachers were not interesting, but 150 or 49% had nothing to say.

The perceived reasons from teenagers show that 109 or 35.6% of teenagers were having problems in school and 135 or 44.1% show that they had other reasons which were not mentioned.

**Table 13: Behavior of Teenagers**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teenagers always talked to mothers about problems from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>222</td>
<td>72.5</td>
</tr>
<tr>
<td>2. No</td>
<td>82</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>100</td>
</tr>
<tr>
<td>2. Teenagers brought friend to the house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>164</td>
<td>53.6</td>
</tr>
<tr>
<td>2. No</td>
<td>140</td>
<td>46.4</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>100</td>
</tr>
<tr>
<td>3. Would teenager introduce the friend to the mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Yes</td>
<td>222</td>
<td>72.5</td>
</tr>
<tr>
<td>2. No</td>
<td>82</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>100</td>
</tr>
</tbody>
</table>

The teenagers tend to be open to their mothers about their friends and problems. They were likely to share concerns with their mothers. Table 13 shows that 222 or 77.25% talked to their mothers about problems in school. Teenagers also brought friends to their house, 164 or 53.6% said so and 222 or 72.5% would introduce their friends to their mothers.
Section 3
Findings of the Study to state Relationship between Teenagers' Academic Performance and Time their Mothers Spent with Them

The study of relationship between students' academic performance of the first term of academic year 2001 and mother's time spent with the students show that there is a significant relationship between the time spent with the mothers and the academic performance in the first term of the year 2001. The result shows that $\beta=.758$ (df1) = 3.378 $P<0.01$. This shows that there is a positive significant relationship between the time spent with the mothers on their academic performance as measured by the GPA of the first term such that the more time the mother spends with their teenage children better were their performance in the first term.

Model Summary: Academic Performance of the 1st Term

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Standard Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.759</td>
<td>.576</td>
<td>.575</td>
<td>.51</td>
</tr>
</tbody>
</table>

a. Predictors: (constant), TIME

b. Dependent Variable: Y1

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>82.786</td>
<td>1</td>
<td>82.786</td>
<td>319.662</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>60.860</td>
<td>235</td>
<td>.259</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>143.646</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (constant), TIME

b. Dependent Variable: Y1

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.247</td>
<td>.073</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>3.264E-05</td>
<td>.000</td>
<td>.759</td>
<td>17.879</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y1
The study of relationship between students' academic performance of second term of the year 2001 and the time spent with their mothers showed that there is a significant relationship the time spend by the mothers and the academic performance of the second term of the year 2001. The result shows that \( \beta = .655 (df1) = 13.297 \) \( P < 0.001 \) which is highly significant. This shows that there is a positive significant relationship between the time spent with the mothers on their academic performance as measured by the GPA of the term, such that the more time the mothers spend with their teenage children better were their performance.

**Model Summary: Academic Performance of the 2nd Term**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Standard Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.655a</td>
<td>.429</td>
<td>.427</td>
<td>2.12</td>
</tr>
</tbody>
</table>

c. Predictors: (constant), TIME  
d. Dependent Variable: Y2

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum or Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Siq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>793.915</td>
<td>1</td>
<td>793.915</td>
<td>176.800</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>1055.258</td>
<td>235</td>
<td>4.490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1849.173</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Predictors: (constant), TIME  
d. Dependent Variable: Y2

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Siq.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>10.102</td>
<td>.305</td>
<td></td>
<td>33.083</td>
</tr>
<tr>
<td>TIME</td>
<td>1.011E-04</td>
<td>.000</td>
<td>.655</td>
<td>13.297</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y2
The study of relationship between students' academic performance in the second year and mother's time spent with students showed that there is a significant relationship to the time spent by the mothers and the academic performance. The result shows that $\beta=0.866$ (df1) =26.532 $P<0.001$ which is highly significant This shows that there is a positive significant relationship between the time spend by the mothers on their academic performance as measured by the GPA of the second year such that the more time the mother spend with their teenage children better were their performance.

**Model Summary: Academic Performance of the 2nd Year**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Standard Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.866a</td>
<td>.750</td>
<td>.749</td>
<td>4153.19</td>
</tr>
</tbody>
</table>

e. Predictors: (constant), TIME
f. Dependent Variable: Y3

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Siq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1.21E+10</td>
<td>1</td>
<td>1.21E+10</td>
<td>703.924</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>4.05E+09</td>
<td>235</td>
<td>17249026</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.62E+10</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. Predictors: (constant), TIME
f. Dependent Variable: Y3

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Siq.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2960.694</td>
<td>.395</td>
<td>.866</td>
<td>4.947</td>
</tr>
<tr>
<td>TIME</td>
<td>.395</td>
<td>.015</td>
<td></td>
<td>26.532</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y3
Discussion

In February 2001, 400 questionnaires were sent out to respondent groups of students and parents. The return of 237 sets of questionnaire were analyzed and found that 67.5 and 30.8 percent of the students were between 14 and 15 years old respectively. These students were in grades 8 and 9 of selected secondary schools. Almost 36 % (35.9) of these students were from two-child families and 29.1 % were from three-child families. As high as 87.3% of students lived with their parents and there was only 5.9 % lived with their mothers. This study revealed that 67.9% of students’ fathers were self-employed having their own businesses, 8.9% were in the government services, and 4.6% were in the government enterprises. They were 42.6 and 33.8% of the mothers were self-employed in various types of businesses and housewives respectively.

It was revealed that 80.6% of the students had their breakfast at home, 19.4% had their breakfast on commuting cars on the way to their schools. It was also found that 40.5% of students had their breakfast alone and 31.2% had their breakfast with their families. Among the students of grades 8 and 9, 41.4% of them went to schools by themselves and 58.6% went with other family members.

For those who went to schools with their parents, 3% of the conversational matters were about their studies and homework, 8.4% were about their activities and friends at schools, and 83.1% was about general issues, which was not relevant to their studies. It was found that 27.8% of those students came back home on their own, while 72.2% came back with family members. For traveling time, it was found that 37.1% of those students spent 15 to 30 minutes for their return trip to their home while 31.2% spent 30 to 45 minutes. On this return trip, only 4.2% of conversation matters were about their school activities and friends at
schools and 70% were about general issues which were not directly relevant to the students’ studies.

In the evening, 94.5% of the students had their meals at home and 3 percent had their meals at restaurants or at department stores. Most students (87.3%) had their dinners with their families and only 2.5% had dinners alone. It was found that 71.3% of the students reviewed their studies and did their homework on their own and only 3.4% did it with their parents.

During weekends, 21.9% of the students spent their time studying with their sisters and brothers, only 3.8% with their father, and 3.4% with their mothers respectively. There were 8.9% of the students spent their time studying with their friends and 8% with their relatives.

This study revealed that 50.6 and 31.6% of these students had their mothers as family’s contact person with school and also joined schools’ teacher-parents-students activities. In addition, 51.5% of these students had their mothers express their opinions on students’ record books. In case of encountering everyday problems, 47.3% of students would go to their mothers.

The study revealed that the teenagers spent more time with their mothers than they did with their fathers in preparing school kit, talking about things at school, and having meals with them. There were 62% of 237 mothers are working women who were able to spend time with their teenagers while traveling back and forth between home and the teenagers’ school.

With the references of Vygotsky’s theory of the Zone of Proximal Development which led to the suggestion that the children would be developed or be capable of doing things on their own depending on the distance the parents had given them the guidance (Vygotsky 1987).
The teenager's academic performance and times their mother spent with them showed that teenagers from Patai Udom Secondary School and Assumption College which were both in Bangkok area spent time with their mothers more than with their fathers. It was 50.6 percent of the students who had their mothers as family's contact person with school and parents-student activities. The mothers were in closer contact to students than fathers were. The students’ mothers played relatively more roles than students’ fathers in relation to students’ activities at school and at home. The mothers always spent time in the house and with the students’ activities, which made the students feel closer to the mothers.

The study showed that 25.2% of the mothers spent time doing homework with teenager while 18.3% was the father. This explained that mothers’ time spent with students had significant influence on students’ progress in their studies and their academic performance.

**Conclusion**

The discussion of the study revealed that the teenagers spent more time with their mothers than they did with their fathers in preparing school kit, talking about things at school, and having meals with them. There were 62% of 237 working mothers who were able to spend time with their teenage sons while traveling back and forth between home and the teenagers’ school.

The study of relationship between students’ average academic performance of academic year 2001 and mother’s time spent with students showed the coefficient correlation of 0.58 and analysis of this relationship had a significant level of less than 0.05. Comparing with the result of the second term of academic year 2001 and mothers’ time spent with
students determined a coefficient of 0.749 and this relationship has significant level of less than 0.05 which is the same as the average academic year.

The teenager’s academic performance and times their mother spent with them showed that the teenager from Patai Udom Secondary School and Assumption College which were both in Bangkok area spent time with their mothers more than with their fathers. It was 50.6 percent of the students who had their mothers as family’s contact with school and parents-student activities. The mothers were in close contact students than the fathers were. The students’ mothers played a relatively more roles than students’ fathers in relation to students’ activities at school and at home. The mothers always spent time in the house and with the students’ activities, which made the students feel closes to their mothers.

The study showed that 25.2% of their mothers spent time during homework with teenager while 18.3 percent was the father. This explained that mothers’ time spent with students had a significant influence on students’ progress in their studies and their academic performance.

The study revealed that there is a positive significant relationship between the times spent by the mothers on the teenagers’ academic performance as measured by the GPA of the 1st term, of the 2nd term in 2001, and the GPA of the year 2002.

The findings of the researcher can be supported by the Darlington’s study which explains that children’s intelligence was better when parents and their children were together. Darlington further mentioned in his study that the environmental conditions which determine how an individual’s intellectual potential would develop include nutrition, health, quality of stimulation, emotional climate of the home, and type of feedback elicited by behavior.
Referred by Darlington that there were many programs that actively involved the parents that interested the children in their development showed that the more stimulating home environment, the greater gains tend to be produced (Darlington, 1986).

A study by Resnick over 36,000 7th to 12th grade students viewed that measures of caring and connectedness surpassed demographical variables such as two parents vs. single parent family structure as protective factors against high risk behaviors.

In the study, Abel and Nelson’s (1990), Tarlow’s (1996), and Hochschild’s (1998) gave explanation on theories of care was that it was labor-intensive emotional bond work that requires physical as well as emotional labor, at least on the part of the caregiver, in which the care giver feels responsible for others’ well-being and does mental, emotional, and physical work in the course of fulfilling that responsibility in the context of intimacy.

One of the studies by Kaplan and Davidson viewed importance of parent proving care to their children. In their study, they suggested that there were parents’ strategies to compensate for the ever increasing demands of work and to maintain some control over their children’s after-school activities. These strategies varied and were based on the perceptions of the parents’ time and emotional availability.

The Zone of Proximal Development (ZPD) by Vygotsky pointed out that “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). This dynamic, emergent aspect is reflected more specifically in the child’s assisted performance on a task, in the joint, collective activity of a child and more competent other.
The researcher suggested that with the study and the selected literature, the closer the mothers are with their teenagers the better the teenagers tend to gain in their school performance. In conclusion of the research, there is a relationship between the mothers’ time with their teenagers and the teenagers’ academic performances.
Recommendations

This research was an attempt to understand the relationship between the academic performance of teenagers and the time mother spent with the teenagers. After conducting this study the researcher had the following recommendations for future studies.

Most employed parents work longer hours than parents did 20 years ago. As a result, they have little time to spend with their children (Council of Economic Advisors 1999; Demoos 1992; Othner 1990' Nock and Kingston 1995). The school system offers programs for pre schoolers and after school activities for elementary school children. Once children reach middle school, parents find few after-school programs geared to their needs (Kaplan 2000; Polatnick 1999).

**Recommendation for Future Studies**

It would be interesting and valuable to single parents to learn more about their children's behavior if the following studies are conducted:

1. A study of relationship between Academic performances of Teenagers of working and non-working mothers in provincial or suburban areas.

2. A study of relationship between social and personal behavioral development of teenagers and the time the mother spent with them in Bangkok and suburban areas.

3. A study on a relationship between the teenagers academic performance (GPA) and quality time in relation to age, mental status, education and position of work of mother.
4. A study on the relationship between teenagers EQ and quality time in relation to age, mental status, education and the positions at work of mothers at work.

5. A study on who had more influence on the teenagers making choices to further their studies and their career.

6. A study on the relationship between teenagers’ intelligence and the time spent by their fathers.

**Recommendations for Family Therapists**

Since the research concerns primarily with the behavior of teenagers and mothers, it may benefit counseling psychologists and family therapists to gain insights from a larger population of working and non-working mother in suburban or provincial areas.

An environment in which the teenagers live may influence on the teenagers’ well being and their social behavior. A study of relationships between the teenagers’ behavior at school or their choice of higher education and working and non-working women/mothers could be a useful study.
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Suwanatat, Janya, (1981). *Relationship between Family and Mental Health and Ethics of the Teenagers*. Central Library, Srinakarin Taraviroj University, Bangkok


APPENDIX A

TEENAGER QUESTIONNAIRES - IN THAI
Teenager Questionnaire – in Thai

เล็กที่ ...........................................................

ลำดับที่ 1 ข้อมูลเกี่ยวกับผู้ตอบแบบสำรวจ

1.1 ชื่อ (ต.ช. / ค.ญ.) .................................................. นามสกุล ........................................
1.2 ที่อยู่ ................................................................. ........................................
1.3 อายุ ................................................................. ปี ........................................
1.4 มีพี่น้อง ......................... คน ท่านเป็นนักดนตรี ........................................
1.5 ปัจจุบันอาศัยอยู่กับ ........................................
   ☐ บิดาและมารดา  ☐ บิดา ........................................
   ☐ มารดา ............................................................. ☐ อื่น ๆ โปรดระบุ ........................................
1.6 บิดาประกอบอาชีพ .............................................. марดาประกอบอาชีพ ........................................
1.7 หากไม่ได้ยูเก็บบิดา มารดา ผู้ที่ทำนองอาศัยอยู่ด้วย ........................................
   ประกอบอาชีพ ........................................

ลำดับที่ 2 การใช้เวลาในแต่ละวันที่ใช้ประโยชน์ร่วมกับผู้ปกครอง

2.1 ท่านรับประทานอาหารเช้าที่ไหน ................................
   ☐ ที่บ้าน  ☐ ในร้าน ........................................
   ☐ ที่โรงเรียน  ☐ ตามร้านอาหาร ........................................
   ☐ ไม่ทานอาหารเช้า (หากทานชอบข้อนี้ ไม่ต้องตอบข้อ 2.2 และ 2.3) ........................................
2.2 ท่านรับประทานอาหารเช้าร่วมกับใคร ................................
   ☐ ครอบครัว (เพื่อนแม่ ที่น้อง) ........................................
   ☐ ผู้ที่ทำก่ออาชีพอื่น ๆ (โปรดระบุ) ........................................
   ☐ คนเดียว ........................................
2.3 เวลาที่ใช้ในการรับประทานอาหารเช้า ................................
   ☐ น้อยกว่า 15 นาที  ☐ 15 – 30 นาที ........................................
   ☐ มากกว่า 30 นาที (โปรดระบุ) ........................................
2.4 การติดต่างไปโรงเรียน ทำกิจกรรมไปพร้อมกับใคร

- ผู้ที่ทำกิจกรรมอยู่ด้วย (โปรดระบุ) ..................................................
- ขอพื้นที่ (โปรดระบุ) .................................................. ไม่สนใจ

2.5 เวลาที่ใช้ในการติดต่างไปโรงเรียน

- 15 – 30 นาที .......................... 30 – 45 นาที
- นอกจาก 45 นาที (โปรดระบุ) ..................................................

2.6 หัวข้อในการสนทนาร่วมกันผู้ที่ทำกิจกรรมอยู่ด้วย ขณะเดินทางไปโรงเรียนในวันที่เป็นเรื่องเกี่ยวกับอะไร

- กิจกรรมและเพื่อน ๆ ในโรงเรียน
- บทความการอ่านหรืองานของโรงเรียน
- เรื่องทั่ว ๆ ไป

2.7 การเดินทางกลับบ้านจากโรงเรียน ทำกิจกรรมพร้อมกับใคร

- ผู้ที่ทำกิจกรรมอยู่ด้วย (โปรดระบุ) ..................................................
- กลับคนเดียว
- ขอพื้นที่ (โปรดระบุ) ..................................................

2.8 เวลาที่ใช้ในการเดินทางกลับบ้าน

- 15 – 30 นาที .......................... 30 – 45 นาที
- นอกจาก 45 นาที (โปรดระบุ) ..................................................

2.9 หัวข้อในการสนทนาร่วมกันผู้ที่ทำกิจกรรมอยู่ด้วย ขณะเดินทางกลับบ้านในวันที่เป็นเรื่องเกี่ยวกับอะไร

- กิจกรรมและเพื่อน ๆ ในโรงเรียน
- บทความการอ่านหรืองานของโรงเรียน
- เรื่องทั่ว ๆ ไป

2.10 ท่านรับประทานอาหารอันที่แน่นอน

- ที่บ้าน
- ในโรง
- ที่โรงเรียน
- ตามร้านอาหาร
- ที่อื่น ๆ (โปรดระบุ) ..................................................

2.11 ท่านรับประทานอาหารอันร่วมกับใคร

- ครอบครัว (พ่อ แม่ พี่ น้อง)
- ผู้ที่ทำกิจกรรมอยู่ด้วย (โปรดระบุ) ..................................................
ส่วนที่ 3 การใช้เวลาในช่วงวันหยุดสุดสัปดาห์

3.1 ท่านใช้เวลา.atanท่านในการหาทุ่งการเรียน ............... ชั่วโมง/วัน

3.2 บุคคลที่ร่วมทุ่งการเรียนกับท่าน (โปรดระบุ) .................

3.3 กิจกรรมในช่วงวันหยุดสุดสัปดาห์ในส่วนใหญ่นั้น ท่านได้ทำ กิจกรรมใดบาง

   □ ร่วมเล่นกับเพื่อน ๆ น้อง ๆ ประมาณ ....................... ชั่วโมง/วัน

   □ ร่วมเล่นกับเพื่อน ๆ ......................... ชั่วโมง (โปรดระบุสถานที่) เช่น บ้านเพื่อน โรงเรียน
ห้าสิบสี่ และอื่น ๆ .................................

☐ ใช้เวลารวมกับบิดา มารดา ........ ช่วงโมง (โปรดระบุกิจกรรม)

ส่วนที่ 4 ผลการเรียนของท่าน

4.1 ผลการเรียนเฉลี่ยในปีการศึกษา 2544 ..............................................

4.2 ผลการเรียนในเทอมต้นของปีการศึกษา 2545 ..............................................

4.3 ผลการเรียนในเทอมกลางของปีการศึกษา 2545 ..............................................

4.4 ท่านแบ่งสมาชิกของชมรมหรือกลุ่มโดยแบ่งของโรงเรียน

1. .......................................................... ต้นหนัง ..............................................

2. .......................................................... ต้นหนัง ..............................................

3. .......................................................... ต้นหนัง ..............................................

4.5 ท่านแบ่งสมาชิกของชมรมหรือกลุ่มโดยแบ่งของโรงเรียน

1. .......................................................... ต้นหนัง ..............................................

2. .......................................................... ต้นหนัง ..............................................

3. .......................................................... ต้นหนัง ..............................................

4.6 กิจที่ท่านชอบ 1. .......................................................... ต้นหนัง ..............................................

2. .......................................................... ต้นหนัง ..............................................

4.7 ท่านแบ่งนักกีฬาของโรงเรียนหรือไม่ในปีการศึกษา 2544

☐ เป็น (โปรดระบุ) ..........................................................

☐ ไม่เป็น ..........................................................

4.8 กิจกรรมของโรงเรียนที่ท่านชอบ ..........................................................

4.9 ท่านได้เข้าไปร่วมกิจกรรมของโรงเรียนในปีการศึกษา 2544 ได้อย่างไร

☐ ร่วมจัดกิจกรรม โดยใช้เวลาประมาณ ........... วัน ค่อมเตน ..........................................................

☐ เข้าชมกิจกรรม ..........................................................

4.10 ท่านเคยถูกทำโทษที่โรงเรียนหรือไม่ในปีการศึกษา 2545

☐ เคย (โปรดระบุสาเหตุ) ..........................................................

☐ ไม่เคย ..........................................................

4.11 บุคคลที่คิดค่อถ้าโรงเรียนหรือไม่ร่วมกิจกรรมของโรงเรียน คือ

☐ บิดา  ☐ มารดา ..........................................................

☐ ผู้อื่น (โปรดระบุ) ..........................................................
4.12 บุคคลที่แสดงความคิดเห็นและลงนามในรายงานผลการศึกษาคือ

☐ บิดา  ☐ มารดา
☐ ผู้อื่น (โปรดระบุ) .................................................................

4.13 ผลการเรียนของท่านจะคัดชั้น ท่าน ตอบได้มากกว่า 1 ข้อ โดยใกล้เคียง หน้าตามลักษณะความสำคัญ
1-6 1 = สำคัญมาก 6 = สำคัญน้อยที่สุด) ท่านมีเวลาพบกับการเรียนมาขึ้น  ☐ ท่านมีสุขภาพ
ดีขึ้น

☐ ท่านได้เรียนพิเศษมากขึ้น
☐ มารดาให้เวลาจับกับท่านมากขึ้น
☐ บิดาให้เวลาจับกับท่านมากขึ้น
☐ อื่น ๆ (โปรดระบุ) .................................................................

4.14 ท่านมีความเป็นไปได้ที่จะต้องการให้มารดาหรือบัณฑิตของท่านให้
เวลาจับกับท่านมากขึ้นเท่าใด

☐ บิดา มากขึ้น ................................................................. ขวามือ
☐ มารดา มากขึ้น ................................................................. ขวามือ

ส่วนที่ 5 พฤติกรรมโดยทั่วไป

5.1 เมื่อท่านมีปัญหาที่เกี่ยวกับการเรียนกับเพื่อน ๆ หรือครูอาจารย์ ท่านจะปรึกษา

☐ บิดา  ☐ มารดา
☐ ผู้อื่น ๆ โปรดระบุ .................................................................

5.2 ท่านพบเพื่อนเที่ยวด้วยที่บ้านหรือไม่

☐ ใช้ จำนวน ................................................................. ครั้ง/สัปดาห์
☐ ไม่ใช่ โปรดระบุเหตุผล .................................................................

5.3 มารดาของท่านพอใจเมื่อเพื่อนของท่านมาเที่ยวด้วยบ้านหรือไม่

☐ ใช้
☐ ไม่ใช่ โปรดระบุเหตุผล .................................................................
APPENDIX B

TEENAGERS QUESTIONNAIRE – IN ENGLISH
Teenager Questionnaire

1. Part I: Information of the Respondents
   1.1. Name .............. Last Name ..............
   1.2. Address......
   1.3. Age ......
   1.4. Number of brother/sister ... persons
       You are numbered.....
   1.5. Stay with
       □ Father/Mother
       □ Father
       □ Mother
       □ Other (specify)
   1.6. Father’s occupation....... Mother’s occupation.......  
   1.7. Occupation of the person you stay with ............

2. Part II: Time spent with parent during school’s term
   2.1 Where do you have your breakfast?
       □ Home
       □ In the car
       □ At school
       □ A restaurant
   2.2 Whom do you have breakfast with?
       □ The whole family
       □ The person whom you stay with
       □ Alone
   2.3 Length of time spent for breakfast
       □ Less than 15 minutes
       □ 15-30 minutes
       □ Longer than 30 minutes (specify)....
   2.4 Whom do you travel to school with?
       □ With the one who you stay with (specify).......  
       □ With Other ......
       □ Alone
   2.5 Who you travel to school with
       □ With the one who you stay with (specify).......  
       □ With Other ......
       □ Alone
   2.6 Main topics of conversations while traveling to school
       □ School activities and school’s friends
       □ Homework or school work
       □ General...
   2.7 Who do you travel back from school with
       □ With the one who you stay with (specify).......  
       □ With Other ......
       □ Alone
2.8 Time spent traveling back home
   □ 15-30 minutes
   □ 30-45 minutes
   □ Longer than 45 minutes (specify) ....

2.9 Main topics of your conversations while traveling back home
   □ School activities and school’s friends
   □ Homework or school work
   □ General

2.10 Where do you have your dinner?
   □ At home
   □ In the car
   □ At school
   □ A restaurant
   □ Other ......

2.11 Whom do you have dinner with?
   □ Family (father, mothers, brothers, and sisters)
   □ The one you stay with
   □ alone
   □ Others ......

2.12 Time spent having dinner
   □ Less than 15 minutes
   □ 15-30 minutes
   □ more than 30 minutes

2.13 Activities after school
   □ Rest for (how long).........hours/day
   □ Read school books.........hours/day
   □ Homework.........hours/day

2.14 Whom do you do homework or read school book with (answer more than 1)
   □ Alone
   □ With father
   □ With mother (specify ...)
   □ With friend at your house
   □ With friend at friend’s house
   □ Alone but can ask father/mother (specify ......) any time

2.15 What time do your parent arrive home
   □ Father arrives home at ....o’clock
   □ Mother arrives home at ....o’clock
   □ The one whom you stay with (specify ...) arrives home at ....o’clock

3. Part III: Time spent during weekends
3.1 How long you spend time going through school work ...hrs/day
3.2 Who going through school work with you ........
3.3 Activities during weekends
   □ Play with brothers/sisters ....hrs/day
   □ With friends ....hrs/day whereabouts ........
   □ With father mother ....hrs/day specify the activities
4. Part IV: Results of your school
4.1 An average score of 2001 Grade Point Average.....
4.2 GPA of the first semester of 2002.....
4.3 GPA of the mid-year of 2002....
4.4 Being club-members of
   1. .................club, title.............
   2. .................club, title.............
   3. .................club, title.............
4.5 Representing the school in any event:
   1. .................when.................
   2. .................when.................
   3. .................when.................
4.6 The like-most sport
   1. .................
   2. .................
4.7 Are you school sport player
   □ Yes (specify....)
   □ No
4.8 The like-most school activities ..............
4.9 How did you join school activities at school
   □ Participate in activities, how many day....per term
   □ Visited
4.10 Have you been disciplined in 2002
   □ Yes (specify cause....................)
   □ No
4.11 Who always contact school or participate in school activities:
   □ Father
   □ Mother
   □ Others....
4.12 Who comment and sign in school result books
   □ Father
   □ Mother
   □ Others
4.13 Your school results will be improved if the following would be done:
   □ If you have more time to go over the school work
   □ Healthier
   □ Have extra time in special classes
   □ Spend time with mother more than this
   □ Spend time with father more than this
   □ Other (specify...)
4.14 If possible you want father or mother to spend time with you more than this:
   □ Father......hours more
   □ Mother ......hours more
5. Part V: General Behavior

5.1 If you have any problem with your lessons or friend, teacher, whom you will consult with

5.2 Have you brought your friend to your house
   - Yes ....how many....time/week
   - No (reason :)

5.3 Is she (mother) pleased when you bring your friends to home?
   - Yes
   - No (reason....)
APPENDIX C

MOTHER LETTER AND QUESTIONNAIRE – IN THAI
Letter in Thai for Mothers

เรื่อง ขอความอนุเคราะห์ในการตอบแบบสอบถาม

เรียน ท่านผู้ปกครอง

คุณคิตตินันท์ที่เรียนเรื่อง "ความสัมพันธ์ระหว่างผลการเรียนกับการให้เวลาของมารดาแก่ลูกในอายุ 11-14 ปี" เพื่อเป็นวิทยานิพนธ์ระดับบัณฑิตศึกษาคณะวิทยาศาสตร์การศึกษา (ABAC) จึงได้จัดทำแบบสอบถามชุดที่แนบมาขึ้น เพื่อรวบรวมข้อมูล การเลือกตัว การพัฒนาการ และการใช้เวลาอุ่นผูกวัยรุ่น

คิทตินันท์เป็นมีลูก 2 คน อายุ 12 และ 14 ปี มีความสามารถพิเศษในการเรียนรู้ และพยาบาท แนวทางในการเลี้ยงลูกให้มีพัฒนาการที่ดี การให้เวลาปลูกจึงอาจเป็นแนวทางหนึ่งที่ช่วยให้ลูกมีการพัฒนาทางด้านร่างกายและจิตใจ และสุขภาพดี แต่เมื่อจากความจำเป็นในปัจจุบัน ที่ทำให้ต้องห่อและแม่น้ำที่ต้องทำรายได้เรียนคอร์สต่างๆ ทำให้เวลาที่คุณับลูกๆ นั่นเป็นสิ่งที่จำเป็น

การศึกษาวิจัยในเรื่องต่างๆ ถ้าจะเป็นประโยชน์ต่อผู้ปกครองของวัยรุ่นที่กล่าวมีการเปลี่ยนแปลง ทั้งด้านร่างกาย ความเป็นพลิก และความคิด ผลการศึกษาวิจัยนี้จะเป็นประโยชน์ต่อการปรับเปลี่ยนบัณฑิตที่จะมีอิทธิพลต่อการพัฒนาของเด็กได้ในอนาคต ซึ่งหากทำในใจในผลการวิจัย กรุณาระบุในแบบสอบถาม คิดมีความอินอย่ามุ่งมากที่จะจะส่งให้กับท่านเมื่อการวิจัยสิ้นสุดลง

ในสถานะที่ต้องเป็นผู้ปกครองของเด็กที่เรียนในวัยเรียนที่นั้น และมีประสบการณ์ในการเลี้ยงดูเด็กที่อยู่ในการปกครอง ความรู้ความสามารถในการตอบแบบสอบถามจะเป็นประโยชน์ต่อการศึกษาและวิจัยครั้งนี้เป็นอย่างมาก อนาคต ข้อความที่ท่านตอบในแบบสอบถามจะถือเป็นความลับ และใช้ในการศึกษาวิจัยครั้งนี้เท่านั้น และขอขอบคุณสำล่วงหน้ามา ณ โอกาสนี้

ขอแสดงความนับถือ

จ.นุน ขาดทิ

70/2 ซอยอินทร 2 ถนนมหาวิทยาลัย เขตปิ่นบัน กรุงเทพฯ 10240
ส่วนที่ 1 เกี่ยวกับผู้ตอบแบบสำรวจ
1.1 ชื่อ (นาย/นาง/นางสาว) __________________________ นามสกุล __________________
1.2 ที่อยู่ __________________________
1.3 อายุของท่าน ___________________ ปี
1.4 การศึกษาของท่าน __________________________
1.5 ท่านมีความกังวลกับเด็กนักเรียนในฐานะ
   O 1. แม่ O 2. พ่อ O 3. อื่น ๆ (ระบุ) __________________
1.6 เด็กนักเรียนที่อยู่ในความดูแลของท่าน มีชื่อเริ่ม __________________ คุณ
1.7 อายุของเด็กนักเรียนที่อยู่ในความดูแลของท่าน
   คุณแรก __________________ ปี คุณที่สอง __________________ ปี คุณที่สาม __________________ ปี
1.8 จำนวนสมาชิกในครอบครัวที่อยู่ว่ามีเก็ทเด็กนักเรียน __________________ คุณ
1.9 ประกอบด้วย 1. __________ 2. __________ 3. __________ 4. __________
1.10 เวลาที่เด็กนักเรียนใช้ในการดินทางไปและกลับ ระหว่างบ้านกับโรงเรียน __________________ ชั่วโมง
1.11 เด็กนักเรียนผู้นี้อยู่ในชั้นเรียนของท่านทุกวันหรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
1.12 เด็กนักเรียนผู้นี้ได้รับเงินเบี้ยรับปริญญาที่สำคัญในโรงเรียนและใช้จ่ายทั่วไปจากท่านโดยตรง
   หรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
   กรณีใช้ ท่านเป็นผู้มอบเงินให้แก่เด็กนักเรียนเป็นตัวใช้จ่ายประจำ และมีการร้องขอ
   ใช้หรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
1.13 ท่านเป็นผู้ดูแลครอบครัวโรงเรียนเกี่ยวกับการเรียนของเด็กนักเรียนผู้นี้ใช่หรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
1.14 กรณีที่เด็กนักเรียนผู้นี้มีปัญหาสุขภาพ ท่านเป็นผู้ให้การดูแลใกล้ชิดคนแรกใช่หรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
1.15 ท่านเป็นบุคคลที่เด็กนักเรียนจะพึ่งคุยด้วยเมื่อมีปัญหาสำหรับการเรียนหรือเรื่องอื่น ๆ หรือไม่
   O ใช้ O ไม่ใช้ O อื่น ๆ (ระบุ) __________________
ส่วนที่ 2 กิจกรรมต่างๆ ที่ได้รับภารกิจทำ กรุณาให้คะแนนตั้งแต่ 1 – 5
(1. น้อยที่สุด 2. น้อย 3. ปานกลาง 4. มาก 5. มาหนึ่งสุด)

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ส่วนที่ 3 ผลการเรียนของเด็กนักเรียน

3.1 ผลการเรียนของนักเรียนท่อนด้น ปีการศึกษา 2545 คะแนนเฉลี่ย __________

3.2 ผลการเรียนของนักเรียนท่อนปลาย ปีการศึกษา 2545 คะแนนเฉลี่ย __________

3.3 ผลการเรียนเปรียบเทียบของท่อนที่ดีที่สุดที่เน้นจาก

O 1. เด็กนักเรียนได้เวลาที่รู้การเรียนเพิ่มมากขึ้น
O 2. เด็กนักเรียนได้ครูสอนที่ทำให้การเรียนน่าสนใจมากขึ้น
O 3. เด็กนักเรียนมีกิจกรรมและอาชีพการเรียนเพิ่มมากขึ้น
O 4. เด็กนักเรียนใกล้ชิดกับแม่มากขึ้น
O 5. เด็กนักเรียนใกล้ชิดกับ (โปรดระบุ) __________ มากขึ้น

3.4 เด็กนักเรียนจะเรียนได้ดีขึ้นเมื่อ

O 1. มีปัญหาทางบ้านให้เรียน
O 2. มีปัญหาใจในห้องเรียนและที่โรงเรียนน้อยลง
O 3. มีปัญหาสุขภาพนอยลง
O 4. มีความใกล้ชิดกับแม่มากขึ้น (ให้เวลาจากแม่มากขึ้น)
O 5. มีความใกล้ชิดกับ (โปรดระบุ) __________ มากขึ้น
3.5 ผลการเรียนรู้เรียบเรียงที่ยิ่งขึ้นตามคันadian (หรือไม่) ขึ้น เฉี่ยวจาก

/O 1. เหล็กนักเรียนให้เวลาส่งงงเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเรียนบฝึยถูกต้องเร

3.6 เลือกนักเรียนจะเรียนได้เช่น เมื่อ

/O 1. มีปัญหาทางบ้านมากขึ้น
/O 2. มีปัญหาในชั่วเรียนและที่โรงเรียนมากขึ้น
/O 3. มีปัญหาสุขภาพมากขึ้น
/O 4. มีความโลภอัศจรรย์มากขึ้น (ให้ลงจากแทนน้อยลง)

3.7 เลือกนักเรียนผู้มีข้อจำกัดการเรียนรู้ชอบเนื่องมาจากสุขภาพหรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.8 เลือกนักเรียนเรียนที่สถานการศึกษาที่ต้องใช้เวลาในการเดินทางไปและกลับ วันนักเรียนกว่า

2 ชั่วโมง หรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.9 เลือกนักเรียนที่ตั้งจุดและแห่งกันแน่หรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.10 เลือกนักเรียนผู้นี้ ในปีการศึกษา 2545 มีการพักห้องที่มีลักษณะในชั่วเรียนหรือที่โรงเรียน จนเป็นเหตุให้ต้องกลับบ้านขึ้นกว่ากำหนดหรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.11 เลือกนักเรียนผู้นี้ ในปีการศึกษา 2545 มีการระบุคัดขอบในราวเรียนหรือที่โรงเรียน จนเป็นเหตุให้มีเวลาในการติดตามการเรียนการสอนน้อยลงหรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.12 เลือกนักเรียนผู้นี้ในปีการศึกษา 2545 จับเป็นต้องออกจากพัฒนาของผู้อื่นในการเดินทางไปและกลับจากโรงเรียน จนเป็นเหตุให้ต้องใช้เวลาในการเดินทางมากหรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ) 

3.13 เลือกนักเรียนผู้นี้ในปีการศึกษา 2545 มีการระบุคัดขอบในการสูญเสียระหว่างการเดินทางไปและกลับจากโรงเรียนหรือไม่

/O ใช่  O ไม่ใช่ O อื่น ๆ (ระบุ)
3.14 ในปีการศึกษา 2545 เด็กนักเรียนผู้นี้อยู่ระหว่างการพ้นตัวจาก การรักษาพยาบาล เมื่อจากปัญหาสุขภาพของเด็กนักเรียนร้ายร้ายหรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________
3.15 เด็กนักเรียนผู้นี้ได้รับคำปรึกษาจากหมอเมื่อมีปัญหาทางด้านการเรียน รวมทั้งการทำงานที่ได้รับมอบหมายจากครูผู้สอนหรือไม่
○ ได้ ○ ได้บ้าง ○ ไม่ได้

ส่วนที่ 4 พฤติกรรมของเด็กนักเรียน
4.1 เด็กนักเรียนผู้นี้เป็นร้ายร้ายต่าง ๆ ที่เกิดขึ้นในโรงเรียนกับทำคนหรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________
4.2 หากตอบใช้ กรุณาระบุปัญหาที่เด็กนักเรียนเป็นร้ายร้ายมากที่สุด โดยลำดับความสำคัญจากมากไปน้อยตามลำดับ (1-5)
○ เรื่องการเรียน  ○ เรื่องการเรียนร่วมกับเพื่อนในโรงเรียน
○ เรื่องเหตุนิสัยในโรงเรียน  ○ เรื่องพร้อมหรืออารมณ์ที่นิสัย
○ เรื่องสถานที่เรียน  ○ เรื่องที่มีตัวอื่น ๆ
4.3 เด็กนักเรียนผู้นี้พบเห็นมากถึงระดับที่บ้านหรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________
4.4 เด็กนักเรียนผู้นี้แนะนำให้เพื่อนได้รับจัดทำที่บ้านหรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________

ส่วนที่ 5 เพื่อครบถ้วนภาคผนวกของเด็กนักเรียน
5.1 เด็กนักเรียนผู้นี้เป็นบุตรคนที่ _______ ในจำนวนบุตรทั้งหมด _______ คนที่อยู่ร่วมกัน
5.2 ในครัวเรือนเด็กนักเรียนผู้นี้เป็นคนที่ _______ คนที่อยู่ในบ้านดูแลเรียบร้อย
5.3 เด็กนักเรียนผู้นี้พักอาศัยอยู่ร่วมกับพ่อและแม่หรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________
5.4 เด็กนักเรียนผู้นี้ได้ย้ายสถานการศึกษามาเรียนที่สถานศึกษามาใหม่ในปี 2546 หรือไม่
○ ใช้ ○ ไม่ใช่ ○ อื่น ๆ (ระบุ) ____________________
APPENDIX D

MOTHER QUESTIONNAIRE - IN ENGLISH
Mother Questionnaire

1 Part I: Information of Respondents

1.1. Name...Last Name.....
1.2. Address...
1.3. Age...
1.4. Education....
1.5. Relationship with the teenager
   □ Mother
   □ Brother/Sister
   □ Other (specify)...
1.6. Children under your guardian...persons
1.7. Age of children under your guardian
   □ 1st one......
   □ 2nd one......
   □ 3rd one......
1.8. Number of family members staying with the teenager...persons
1.9. Consists of 1)... 2)... 3)....
1.10. Time spent for the trips between home and school....hours
1.11. Are teenagers under your guardian every day?
   □ Yes
   □ No
   □ Other (specify)
1.12. Do you pay for the teenager school pocket money?
   □ Yes
   □ No
   □ Other (specify)
   Does he/she receive from you directly?
   □ Yes
   □ No
   □ Other (specify)
1.13. Are you the one who contact with the school
   □ Yes
   □ No
   □ Other (specify)
1.14. If the teenager is sick, are you the first one who takes care of him/her?
   □ Yes
   □ No
   □ Other (specify)
1.15. Are you the one who the teenager consult with for any problems
   □ Yes
   □ No
   □ Other (specify)
Part II: Time mother spent with the teenager (1 Least, 2 Seldom, 3 Average, 4 Frequently, and 5 Always)

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>2.1 Dine together</td>
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<td>2.2 Go to bed</td>
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<td>2.3 Play</td>
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<td>2.4 Watch TV</td>
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<td>2.5 Go to Church or Temple</td>
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<td>2.6 Gardening</td>
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<td>2.7 Surf Internet</td>
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<td>2.8 Go for a Walk</td>
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<td>2.9 Cook Food</td>
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<td>2.10 Do a Homework</td>
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<td>2.11 Read a Book</td>
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<td>2.12 Clean a House</td>
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</tbody>
</table>

Part III: Results of the Teenager’s Academic Performance.

3.1 Academic Performance of the 1st Semester in 2002........
3.2 Academic Performance of the final Semester in 2002 ........
3.3 Reason that the academic performance of the teenager was better because of:
   - Student spent more time with study
   - Student had better teacher which interested him/her more
   - Student was provided more morale support
   - Student was closer to the mother
   - Student was closer to......more than before
3.4 The student would perform better in his/her school because of
   - Less problem at home
   - Less problem at school
   - Less health problem
   - Closer to his or her mother
   - Closer to his or her......
3.5 Result of the school performance was worse because
   - Student spent less time with study
   - Student had teacher who made him/her interest less at school
   - Student was received lesser morale support
   - Student was not attended by the mother
3.6 Student performed badly at school
   - More problem at home
   - More problem at school
   - Had health problem
   - Not close to the mother
3.7 Was the student had health problem?
   - Yes
   - No
   - Other (specify) ........

3.8 Did the student have to spend more than 2 hours to commute between home and school?
   - Yes
   - No
   - Other (specify) ........

3.9 Did the student live in different place with his/her mother
   - Yes
   - No
   - Other (specify) ........

3.10 Did the student have more responsibilities at school which made him/her come home later than usual?
   - Yes
   - No
   - Other (specify) ........

3.11 Did the student have more responsibilities at home which made him spend lesser time at his/her study?
   - Yes
   - No
   - Other (specify) ........

3.12 Did the student have to go to school with other person than his/her parent that made him/her to spend time longer in transportation?
   - Yes
   - No
   - Other (specify) ........

3.13 Did the student have to take care of someone during his/her commute to school?
   - Yes
   - No
   - Other (specify) ........

3.14 Was the student during the recovery period from his/her sickness?
   - Yes
   - No
   - Other (specify) ........

3.15 Did the student consult his/her mother for any problem?
   - Yes
   - No
   - Other (specify) ........

**Part IV: Teenager's behavior**

4.1 The teenager consults with you about the problems at school
   - Yes
   - No
   - Other (specify)
4.2. If yes, please specify the problems he/she discussed with you (sequencing from least to the most: 1 – 5)
   - About the lesson
   - About the school activities
   - About school friends
   - About teachers
   - About the school
   - About his/her personal matters

4.3. Would the teenager bring his/her friends to play in the house?
   - Yes
   - No
   - Other (specify)

4.4. Would he/she introduce the friends to you?
   - Yes
   - No
   - Other (specify)

Part V: General Comment about the teenager

5.1. The teenager is the... of the family of... persons
5.2. In the family, the teenager is one of... persons whom you take care of.
5.3. The teenager lives with father and mother
   - Yes
   - No
   - Other (specify)
5.3. Would he/she move his/her school next academic year?
   - Yes
   - No
   - Other (specify)