



FACTORS AFFECTING STRESS IN THE UNIVERSITY
ENTRANCE EXAMINATION OF MATHAYOM-6
STUDENTS

by

Ms. Sasithorn Ariyawatkun

A Final Report of the Three - Credit Course
CE 6998 Project

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science
in Computer and Engineering Management
Assumption University

November, 2000

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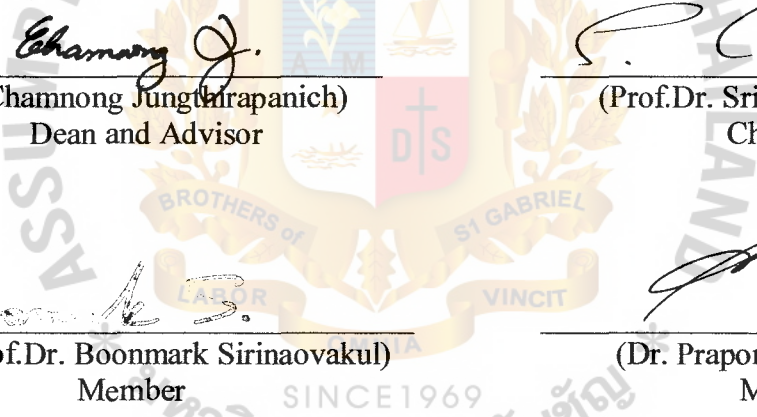
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ABSTRACT

This project is about the factors that affect stress on the students taking the entrance examination. It also talks about the background of adolescents or the age that the Mathayom 6 students are in. It is not only valued by the student at Mathayom 6 only, but also by and family who has a child at this studying period.

It shows the major factors of stress that directly affect the students. Gender of the student has an effect on the level of the stress. Both students who get high or low grade have stress, but from different sources. The first-born has much more stress than the later-born. He thinks that he must be a good example for this brother and sister, and he will be the leader for them, so, he should do his best. While the youngest child of the family will get full love and attention from others. Nobody thinks that he will be the competitor. For the only child of the family, he receives such a lot of expectation and stress that he can be either the best or the worst. It depends upon how the parents treat him. The student who comes from separated family has more stress than worm family because he has to adjust himself to many problems. If the student doesn't have any family problem, he is able to pay all of his attention in studying and he is able to receive advice from his father and/or his mother. The democratic family allows the child to spread out his own thinking, so, he will not have any pressure. He has the right to think and to do whatever he wants in the way that is acceptable to his parents.

Stress is something that is uncontrollable but it is able to control the result and effect of it. So, everybody should try to understand the student at each age and observe him in case there are any problems.

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
LIST OF FIGURE	v
LIST OF TABLE	vi
I. INTRODUCTION	1
1.1 Background	1
1.2 Objectives of the Project	2
1.3 Scope of the Project	3
II. LITERATURE REVIEW	4
2.1 Definition	4
2.2 Causes of Stress	4
2.3 Coping with Stress	8
2.4 Results of Stress	13
2.5 Reinforcement and Punishment	15
2.6 Types of Reinforcement	15
2.7 Punishment and Extinction	16
2.8 Shaping and Reinforcement	18
2.9 Pros and Cons of Punishment	19
2.10 Social Psychology	21
2.11 Families: Their Effect on Development	25
2.12 Admonishment from His Parents	27

<u>Chapter</u>	<u>Page</u>
2.13 Relationship with Parents & Peers	29
2.14 Influencers of the Students	30
2.15 The Generation Gap	33
2.16 Stressors of College Stress	34
III. RESEARCH METHODOLOGY	38
IV. STRESSORS OF M.6 STUDENTS	41
4.1 Controllable Factors	41
4.2 Uncontrollable Factors	49
V. CORRECTIVE AND PREVENTIVE PLANS	51
5.1 Controllable Factors	51
5.2 Uncontrollable Factors	57
VI. CONCLUSIONS	61
VII. RECOMMENDATIONS	64
BIBLIOGRAPHY	66

LIST OF FIGURE

<u>Figure</u>	<u>Page</u>
4.1 Stressors of M.6 Students	42



LIST OF TABLE

<u>Table</u>	<u>Page</u>
5.1 Preventive and Corrective Plans for Coping With Stress of M.6 Students	59



I. INTRODUCTION

1.1 Background

The student who would like to study in the university is the one who has would like to receive a certificate, diploma, or academic degree. It is a piece of paper that represents the success of the owner at a level. Nowadays, there are 2 systems to get in the university: through entrance examination and without entrance examination as Ramkhamhaeng university. Every year, more than hundred thousands of students get in an entrance examination system, and around 50,000 of them are successful in this system. So, more than 60% of the examinees will be disappointed. The entrance examination system is the opportunity for only few of the students who are better than others in academic field. In Thai society, parents expect their children to get in the university which is socially accepted, they believe that the students who pass the examination will be able to select a good job and occupation which will bring him a good income, strong status, pride, honor, admiration and finally being promoted to a higher level. It is believed that the thing that has the greatest affect on a person's behavior is his own psychological strength.

Most of the students believe that studying is the development process for their life, so they will be able to be evaluated by their relatives in order to step up to the next level. Normally, the students devote themselves in studying, that is why most of the students have the problem about stress and adjusting themselves in order to cope with the problems. In a Thai custom, children in a poor family have been abandoned because their parents need to live from hand to mouth, so, they don't have any time to take care of their children. In a middle class family, the parents pay much more attention to their children than the first group. And they pay most of their attention into the studying of

their children, their disciplines for example, the manner on the dining-table, social manners, and responsibility. The parents usually have a plan for the children especially in education. For the upper class family, the parents are ready to support their children in everything, for example; teaching and tutoring, education or whatever their children want.

Teenagers usually want to be successful in many parts of their lives, for example in their education, sports, job and peers. They would like to be accepted and admired by their relatives. So, the students try to get these acceptability and admiration by trying to read books, going to tutorial school and preparing for their examination with an all out effort. The level of the stress that each of them gets is unequal. The student, who studies well, will get a very high expectation from the relatives that he would be able to get a good grade and pass the entrance examination. For the students who get moderate grade also have the stress because they fear being a disgrace to their relatives, and they also fear punishment.

Stress can occur to everyone at every age, religion, nationality, and socioeconomic class. The stress is also called “the equal opportunity destroyer.” It may seem that stress has become a critical mass in one’s life, the truth is that the behaviors associated with stress starts much earlier than the college years. Stress can and will come into one’s life at any point and time.

1.2 Objectives of the Project

The purpose of this project is to study the factors that affect the stress of the M.6 students during their examination in the following objectives:

- (1) To study about the stress during the entrance examination.
- (2) To avoid an unintentional stress given by relatives.

- (3) To find out how students confront with the problems and offer the suitable solutions.

1.3 Scope of the Project

This project emphasizes on the way to minimize the level of the stress of the students at M.6 with their entrance examination. The project focuses on the 2 groups which are:

- (1) Students studying in M.6 or the students who will take the entrance examination in order to understand their needs and preferences.
- (2) The relatives of the students who get the entrance examination in order to avoid unintentional stress given by their relatives.



II. LITERATURE REVIEW

2.1 Definition of Stress

Stress is a nonspecific response of the body to any demand made on it. When you play nonstop tennis matches in a middle of a heat wave, your body responds with a fast heartbeat, rapid breathing, and an outpouring of perspiration. When you find out 10 minutes before class starts that the term paper you had just started is due today rather than next Friday as you had mistakenly thought, your body might respond in precisely the same way, increasing its heart and breathing rates and breaking out in the sweats. Thus, “stress” is a bodily reaction that can occur in response to either internal, cognitive stimuli or external, environmental stimuli. A stimulus that causes stress is known as a stressor (Selye 1974).

To clarify the term's stress and stressor, imagine you are taking a public speaking class and have just been asked to give an extemporaneous speech on a topic you know little about. The stress you experience consists of your bodily responses-increased heart rate and blood pressure, “butterflies” in your stomach, dry mouth, rapid breathing, and so forth. The stressors producing these responses are your own internal self-criticism, the stares and reactions of your classmates, and the comments and reactions of your instructor.

2.2 Causes of Stress

Causes of stress can be divided into four categories as follows:

- (a) Chronic Stress
- (b) Hassles
- (c) Frustration
- (d) Conflicts

Chronic Stress. Not all-stressful situations are single and short-term events such as a death or a birth. A bad marriage, poor working conditions, or an intolerable political climate can be chronic stressors. However, just as people react individually to significant life changes, so too do they react to chronic stressors in various ways. One person might spend years working under an abusive supervisor and ignore the situation, while a co-worker might suffer great stress and take it out on his or her family at home. How we react to chronic stressors in our everyday lives depends on our cognitive appraisal of the situation. In our private lives, divorce, child abuse, spouse abuse, alcoholism, and money problems can place severe stress on all members of a family (Wallerstein and Kelly 1980). Our social lives can also be very stressful, since making friends and maintaining friendship can involve considerable thought and energy. This is especially true for people who tend to be shy or ill at ease with distance separates the friends or other involvement, such as marriage or career, limit one or both persons' amount of free time.

Much research on chronic life stressors has focused on work-related stress. People may experience stress associated with keeping or changing jobs, with job performance, or with interactions with coworkers (Gross 1970). The most stressful jobs make great demands on performance and concentration while allowing little creativity or opportunity for advancement. Assembly-line work ranks very high in this category.

Hassles. In addition to chronic types of stress, much daily stress is in the form of little problems that themselves are not necessarily significant. These hassles, whether they are trying to find parking place, running to the store for milk for breakfast cereal, or being able to get a computer program to work, are a part of living. But when hassles pile up, they can become a major source of stress.

Some authorities, including Pearlin (1980), but believe that hassles can be more significant than major life events. In fact, the reason people are so affected by major life events may be because the number of hassles increases greatly as such times. It may also be true that preparing to move or having your house up for an extended period of time can be more stressful than the actual move it.

Frustration. Whenever we ever set a goal and are prevented from attaining it, we feel frustrated, and this leads to stress. Frustration is a negative emotional state generally associated with a blocked goal, such as being refused a loan after having found just the right car, or not being accepted for admission to your first-choice college. Frustration is closely associated with motivation. We wouldn't be frustrated if we had not been motivated to achieve a particular goal. Furthermore, the more motivated we are, the more frustration we experience when our goals are blocked. For example, suppose you get stuck in traffic on the way to school. If the delay causes you to be late for an important exam, you will be very frustrated. On the other hand, if it causes you to be five minutes late to a boring lecture, your frustration level will be practically it.

Conflicts. A final major source of stress is conflict. Conflicts arise when people are forced to make a choice between at least two incompatible alternatives. The amounts of stress produced by a conflict depend on the complexity of the conflict and the difficulty involved in resolving it. Three basic types of conflicts that can lead to varying levels of frustration and stress are approach-approach, avoidance-avoidance, and approach-avoidance.

- (a) An approach-approach conflict, a person must choose between two or more favorable alternatives. Thus, no matter what choice is made, the result will be desirable. At first it might seem this type of conflict shouldn't create any stress, but consider this example. Suppose you have to choose

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between two summer jobs. One job is at a resort where you will meet interesting people and have a good time; the other job will provide you with valuable experience and be impressive on your resume. No matter which job you choose, you will benefit in some way. In fact, you would like to take both jobs, but you can't, and herein lies the source of stress.

- (b) An avoidance-avoidance conflict involves making a choice between two or more unpleasant alternatives that will lead to negative results, no matter which choice is made. Obviously, neither alternative is acceptable; both will have tragic results. Although this is an extreme example, all avoidance-avoidance conflicts can lead to intense.
- (c) An approach-avoidance conflict occurs when a person must choose whether to do something that will have both desirable and undesirable results. We have all been faced with such decision as, "I want to spend more time in a close relationship, but that means I won't be able to see as much of my old friends." This conflict thus leads to a great deal of ambivalence. In an approach-avoidance conflict, we experience both good and bad results from any alternative we choose. The longer any conflict exists or the more important the decision, the more stress a person will experience. Generally, the approach-approach conflict is the easiest to resolve because no matter what choice is made, we will benefit in some way. The avoidance-avoidance conflict, on the other hand, is usually the most difficult because all choices lead to unpleasant results. Approach-avoidance conflicts are somewhat less stressful than avoidance-avoidance conflicts, since they are usually moderately difficult to resolve.

2.3 Coping with Stress

It would be helpful if we could avoid all stressful situations, but this is virtually impossible. Everyone encounters pressure at work, daily hassles, the death of a family member, and so on. Since we can't escape stress, we need to learn how to effectively deal with our stressors.

Lazarus and Folkman (1984) defined coping as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resource of the person." In simpler terms, coping is an attempt to manage stress in some effective way. It consists not of one single act but is a process that allows us to deal with various stressors. This process can focus on the emotional effects of the stressor, or it can focus on solving the problem causing the stress.

- (a) Emotion-Focused Forms of Coping
- (b) Problem-Focused Forms of Coping
- (c) Resources for Effective Coping

Emotion-focused forms of coping are emotional or cognitive strategies that change how we view or appraise stressful situations. For example, suppose you are turned down for a job you wanted very much. You might reappraise the situation and decide that the job must not have been for you in the first place. You may conclude that the employer didn't feel you had the qualifications to succeed, so it's just as well you didn't get in over your head and fail.

Often, as a means of coping, people use psychological defense mechanisms, strategies that are unconsciously employed to protect the ego and avoid anxiety by distorting reality. Although defense mechanisms may alleviate feelings of anxiety or guilt, they may not be beneficial in the long run. For instance, people often use

rationalization, fabricating excuses when frustrated in attaining particular goals. For example, they might decide they didn't get a job because they didn't have the right "connections." Defense mechanisms, as well as other emotion-focused forms of coping, can sometimes even lead to dangerous results. For example, in denial, a person refuses to acknowledge that a problem exists. When our heart attack patient was diagnosed with essential hypertension, he denied the seriousness of this situation and refused to take the doctor's recommendations, which led to a life-threatening situation.

Problem-focused forms of coping are strategies that deal directly with situation or the stressor in ways that will eventually decrease or eliminate it. Generally, these approaches are the same as problem-solving strategies. Thus, the better the person is at solving problems, the more likely he or she will develop effective coping strategies. These strategies consist of identifying stressful problem, generating possible solutions, selecting the appropriate solution, and applying the solution to the problem, thereby eliminating the stress.

To illustrate the difference between the two form of coping, let's suppose that your professor loses your term paper and, thinking you never turned it in, says you get an "F" for the semester. You could cognitively reappraise the situation and decide that one "F" won't hurt you (emotion-focused approach). Or you could generate ideas and decide on a course of action that would prove you did the work and submitted it on time (problem-focused approach).

Resources for effective coping: A person's ability to cope effectively depends on the stressor itself-its complexity, intensity, and length of duration-and on the type of coping strategy used. It also depends on what resources are available to provide support for the individual. Lazarus and Folkman (1984) list several major types of coping resources: health and energy, positive beliefs, problem-solving skills, an internal

locus of control, social skills, social support, and material resources.

(a) Health and Energy

All stressor cause some type of physiological changes. Therefore, an individual's health significantly affects his or her ability to cope. The stronger and healthier people are, the longer they can cope without entering the stage of exhaustion.

(b) Positive Beliefs

A positive self-image and a positive attitude can be especially significant coping resources. Research shows that even temporarily raising self-esteem reduces the amount of anxiety caused by stressful events. Also, hope can sustain the person in the face of severe odds, as is often documented in news reports of people who have triumphed over seemingly unbeatable circumstances. According to Lazarus and Folkman (1984), hope can come from a belief in oneself, which can enable us to devise our own coping strategies; a belief in others, such as medical doctors who we feel can effect positive outcomes; or a belief in a just and helpful God. In his book "Anatomy of an Illness, 1979" Norman Cousins attributes his recovery from a usually fatal disease to an overall positive outlook and to such positive emotions as laughter, hope, confidence, and the will to live.

(c) Internal Locus of Control

When people have an internal locus of control, a feeling that they have significant control over the events in their lives, they cope more successfully than people who feel they have no control or are incapable of dealing with events in their lives (Strickland 1978). People with an external locus of control feel that they are helpless and powerless to change their

circumstances. For example, when faces with severe illness. People with an internal locus of control are more likely to collect information about their disease and stay on program of health maintenance than people who have an external locus of control (Wallston, Maides, and Wallston 1976).

(d) Social Skill

Social situation meeting, discussion groups, dates, parties, and so on-are often a source of pleasure, but they can also be a source of considerable stress. Merely meeting someone new, trying to find something to talk about with a recent acquaintance, or sometimes even talking with a friend can be stressful. People who have acquired the social skills of knowing appropriate behaviors for certain situations, having conversation-starters “up their sleeves,” and expressing themselves in an interesting way suffer less anxiety than those who haven’t. In fact, people lacking social skills are more at risk for developing illness (Cohen and Williamson 1991). Effective social skill help us not only interact effectively with others but also communicate our needs and desires, enlist help when we need it, and decrease hostility in tense situations. Thus, people with weak social skills may find it worth the effort to learn how to act in a variety of social situations. They can observe others and ask advice of people with good social skills. When they are aware of appropriate social behaviors, they can practice those behaviors in role-playing situations before applying them in real-life social encounters.

(e) Social Support

Social support for coping comes from friends, families and social organizations such as fraternal organizations and churches. Social support can buffer the stressful effects of divorce, loss of a loved one, chronic

illness, pregnancy, job loss, and work overload (Winnubst, Buunk, and Marcelissen 1988). When we are faced with stressful circumstances, our friends and family help us by making sure we take care of our health, listening to us and “holding our hand,” making us feel that we are important to them, helping us see the folly of doing something we would later regret, and providing stability to offset the changes in our lives.

In recent years, the range of support groups for people with specific problems has grown. There are hospices for terminally ill people and their families, Alcoholics Anonymous and related groups for families of alcoholics, support groups for former drugs addicts, support groups for divorced people for single parents, and so on. Support groups help people cope not only because they provide other people to lean on but also because people can learn techniques for coping from others with similar problems. Leff and Bradley (1986) have suggested the idea of community support maintenance organizations providing psychological and social support. Support groups can be invaluable for people faced with long-term stressful situations such as illness or poverty.

(f) Material Resources

We’ve all heard the saying, “Money isn’t everything.” But when it comes to coping with stress, money and the things that money can buy can be very real resources. Money increases the number of options available to eliminate sources of stress or to reduce the effects of stress. When people have sufficient income, they can afford to eat a balanced and healthful diet, seek needed medical or psychological help, or quit a job that is detrimental to their health and reeducate themselves for another. They can afford to

enroll in exercise programs, live in a relatively crime-free neighborhood, buy a house that was built according to current fire, earthquake, and other safety standards, and so on. Whether they are faced with the minor hassles of everyday living, with chronic stressors, or with major catastrophes, people with money have the skill to effectively use that money generally fare much better and experience much less stress than people without money.

2.4 Results of Stress

When you are stressed, whether from psychological or physiological causes, your body undergoes several major and minor physiological changes, some of which we have already mentioned. The most significant changes are controlled by the autonomic nervous system. These changes are particularly important because they can lower the body's resistance to disease.

- (a) Physiological Effects of Stress
- (b) Fight or Flight
- (c) Stress on the Immune System

Physiological effects of stress. Under normal, everyday low stress conditions, the parasympathetic part of the autonomic nervous system tends to lower heart rate and blood pressure while increasing muscle movement in the stomach and intestines. This allows the body to conserve energy, absorb nutrients, and maintain normal functioning. Under stressful conditions, the sympathetic part of the autonomic nervous system takes control. It increases heart rate, blood pressure, inspiration, and muscle tension, decrease the movement of stomach muscles, constricts the blood vessels, and release hormones such as epinephrine (adrenalin) and cortisol. These in turn release fats into the bloodstream for energy.

Fight or Flight. There is a good reason for all this sympathetic activity. At the beginning of human evolutionary history, the autonomic nervous system served as the fight or flight system. Back then, when a person was under extreme stress-when she was confronted by a bear, or somebody bigger and stronger encroached on his territory-there were only two reasonable alternatives: fight or flee. Our ancestors, when faced with such stressors, needed the physiological boosts supplied to them by their sympathetic nervous system.

Today we have the same autonomic responses of our ancient ancestors, but our world is quite different. When we encounter stressful situations, we rarely jump into action, so we have little need for increased heart rate, blood pressure, and hormone levels. We are taught not to fight or to flee but to stay calm and resolve stressful situations rationally. To comply with these cultural rules, we are left with no physical outlet for the physical changes that in the long run can be detrimental to health, contributing to such serious illness as heart disease and cancer.

In 1936, Hans Selye described a generalized physiological reaction to severe stressors that he called the general adaptation syndrome. It consists of three phases. In the initial phase, called the alarm reaction, the body reacts to the stressor by activating the sympathetic nervous system (with increases in heart rate, blood pressure, secretion of hormones, and so on). The body has abundant the energy and is highly alert and ready to deal with the stressor but is in a lowered state of resistance to illness increasing above normal levels. However, this adaptation and resistance is very taxing, and long-term exposure to the stressor will eventually lead to the exhaustion phase. During this final stage, the signs of the alarm reaction reappear, resistance to illness decreases, all adaptation energy becomes depleted, and the eventual result is death. Thus, Selye characterized long-term exposure to stressors as life threatening.

Stress and the Immune System. The physiological changes caused by stress can suppress immune system functioning. Normal functioning of the immune system includes detecting and defending against disease. Therefore, suppression of the immune system can render the body susceptible to any number of diseases. Several studies show that significant stress, such as from bereavement, surgery, or sleep deprivation, is related to changes in the immune system (Jemmott and Locke 1984, Schleifer et al. 1980). These changes have been linked to high levels of such stress-related hormones as epinephrine, norepinephrine, and cortisol in bloodstream. Apparently, increases in these hormones often precede suppressed immune system function (Stein 1983) and the appearance of infectious diseases (Jemmott and Locke 1984).

2.5 Reinforcement and Punishment

The effects that Thorndike (1987) referred to the result from reinforcement and punishment. Reinforcement is any operation or procedure that result in an increase in a response; conversely, punishment is a procedure that result in a decrease in a response. The distinction between reinforcement and punishment is critical to your understanding of this section and can significantly affect your relationship with others. For example, have you ever tried to punish someone and found that the person's behavior only got worse? As you will soon see, this could happen because you're actually reinforcing the person's undesirable behavior, rather than punishing it, or it could mean that the person is angry or resentful about being punished and the increase in undesirable behavior is a retaliatory act.

2.6 Types of Reinforcement

Reinforcers include water, sex, money, attention, and material possessions, to name just a few. Reinforcers just as food, water, and sex are called primary reinforcers because they normally lead to the satisfaction of an unlearned biological

need. Reinforcers such as money, praise, and material possessions that have no intrinsic value are called secondary reinforcers; the only power they have to reinforce behavior results from their learned value. A baby, for example, would find milk much more reinforcing than a hundred-dollar bill. Needless to say, by the time this baby has grown to adolescence, he or she will have learned to prefer money. In our adult culture, money is by far the most widely used secondary reinforcer because of its learned association with desirable commodities.

A behavior can be reinforced by the application or withholding of relevant stimuli. For instance, suppose you talk to a friend and she smiles at you. You are likely to talk to her again because she has, through her smiling, applied a reinforcer for your talking. On the other hand, it continually bounces and jerks. Their absence reinforces the coordinated motions you just made. In the first case, the smile is positive reinforcement. In second case, the cessation of the jerking and bouncing is negative reinforcement. Positive reinforcement is a reinforcement in which a stimulus is given or added that is desirable to the subject. Negative reinforcement in which a painful or annoying stimulus is taken away.

2.7 Punishment and Extinction

Punishment can take the form of positive punishment, in which an aversive stimulus is applied to an operant behavior to decrease its frequency, or negative punishment, in which a rewarding stimulus is removed whenever a maladaptive behavior occurs. In both cases, the result is a decrease in the problem behavior. One of the most successful applications of positive punishment has been to reduce maladaptive behaviors in autistic children. Autistic children do not respond normally to other people, fail to develop effective speech, and frequently engage in self-mutilating behaviors, such as biting and head banging. In the past, such children often had to be

restrained in beds or chairs at all times to prevent injuries. However, use of positive punishment in the form of mild elective shocks whenever the children being to injure themselves has been successful in eliminating the self-mutilating behaviors.

One use of negative punishment in behavior therapy is called time out. In time out, the person is physically removed from sources of rewards whenever he or she behaves inappropriately. In one hospital, for example, an overweight schizophrenic patient had resisted all attempts to keep her from stealing food from other patients. Finally, it was decided to remove the woman from the cafeteria whenever she attempted to take more food. The negative punishment of time out removed her from a reward, and within two weeks her food-stealing behavior was extinguished and she eventually attained a more normal weight.

The technique of extinction, or removing all rewards, can also be used to eliminate maladaptive behavior. In the case of the overweight patient, the nurses had been inadvertently rewarding her with attention whenever she misbehaved. Even without the time out procedure, if she staff had completely ignored her misbehavior on the ward floor, it's possible she would not have misbehaved in the cafeteria, since that was just another way to get attention. When diagnosing problem behaviors, behavior therapists try to identify instance such as this in which inappropriate rewards should be discontinued.

Of course, getting rid of problem behaviors is only part of behavior therapy. It is also important to make sure that appropriate behaviors are learned in place of inappropriate ones. Behavior therapists use several approaches to increase adaptive behaviors.

2.8 Shaping and Reinforcement

In behavior therapy, a behavior to be acquired is known as a target behavior. By being rewarded for successive approximations of the target behavior, the person is able eventually to perform the desired response. In one research study, for example, a schizophrenic patient who had not talked for 19 years was given gum as a reward for any sounds and then later only for words and sentences. In situations such as this, in which the target behavior is not likely to appear on its own, shaping techniques can help patients acquire desirable behaviors.

Shaping is also used in behavior therapy to help people acquire social skills, such as making a presentation to a group or asking for a date. In behavior rehearsal, clients practice different types of behaviors and are given reinforcement in the form of feedback about how well each work (Lazarus 1991, Rimm and Masters 1979). Behavior rehearsal is the technique behind assertiveness training, which teaches people to express genuine feelings, improve their social skills, and obtain fair treatment from others. Clients practice using effective verbal and nonverbal responses, beginning with simple situations and progressing to more complex circumstances where they must make an active response.

Adaptive behaviors can also be taught or increased with techniques that provide immediate reinforcement. One such technique that has proved successful in group situations or institutional settings is the token economy (Martin and Pear 1992). Tokens are secondary reinforcers such as poker chips, “credit” cards, or other tangible objects that can be exchanged for primary rewards such as food, treats, watching television, a private room, or outings. In a token economy at a treatment facility, patients are rewarded with tokens and gradually shaped toward desirable activities such as taking medication, attending group therapy sessions, or engaging in recreational

programs. Patients can also be “fined” for inappropriate or symptomatic behaviors by having token away.

2.9 Pros and Cons of Punishment

Is punishment an effective means of modifying behavior? Punishment often presents the quickest route to changing behavior that, if allowed to continue, might be dangerous to an individual. For instance, nobody may have a second chance to warn a child not to run into a busy street, so punishing the first incidence of this behavior might prove to be wise. Moreover, the use of punishment to suppress behavior, even temporarily, provides the opportunity to reinforce a person for behaving in a more desirable way.

There are some instances in which punishment may be the most human approach to certain deep-seated psychological problems. For example, some children suffer from autism, a rare psychological disorder in which they may abuse themselves, tearing at their skin or banging their heads against the wall, injuring themselves severely in the process. In such cases, punishment in the form of a quick but intense electric shock-sometimes with remarkable results-has had been used to prevent self-injurious behavior when all other treatments have failed. Such punishment, however, is used only as a treatment of last resort, keeping the child safe and buying time until positive reinforcement procedures can be initiated.

Several disadvantages make the routine use of punishment questionable. For one thing, it is frequently ineffective, particularly if the punishment is not delivered shortly after the behavior being suppressed or if the individual is able to withdraw from the setting in which the punishment is being given. An employee who is reprimanded by the boss may quit; a teenager who loses the use of the family car may run from home. In

such instances, then, one that is even less desirable may replace the initial behavior that is being punished.

Even worse, physical punishment may convey to the recipient the idea that physical aggression is permissible and perhaps even desirable. A father who yells and hits his sons teaches the son that aggression is an appropriate, adult response, and the son may soon copy his father's behavior and act aggressively toward others. In addition, people who are they angry or enraged often administer physical punishment. It is unlikely that individuals in such an emotional state will be to think through what they are doing or to carefully control the degree of punishment they are inflicting.

The use of physical punishment produces the risk that the people administering the punishment will grow to be feared. Furthermore, unless people who are being punished can be made to understand the reasons-that the punishment is meant to change behavior and that it is independent of the punishers' view of them as individuals-punishment may lead to lowered self-esteem.

Finally, punishment does not convey information about what an alternative, more appropriate behavior might be. In order to be useful in bringing about more desirable behavior in the future, punishment must be paired with specific information about what is being punished, along with information about a more desirable behavior. To punish a child for staring out the window in school may lead her to stare at floor instead. Unless teaches her the appropriate way to respond, it has just substituted one undesirable behavior for another. If punishment is not combined with reinforcement for alternative behavior that is more appropriate, little will be accomplished. In sum, reinforcing desired behavior is a more appropriate technique for modifying behavior than is using punishment. In the scientific arena, then, reinforcement usually beats punishment.

2.10 Social Psychology

The combination of confusion and fascination about social behaviors is what draws many students to the field of social psychology. Social psychologists study how other people influence an individual's behavior (thoughts, feelings, and actions). Social psychologists study both the bizarre and the ordinary, obedience and murder in cults, as well as and what makes friends turn in to lovers. They use the same basic tools of science that other psychologists use (experiments, surveys, case studies, self-report, and so on) because like other psychologists, they want scientific answers to their questions.

The society and culture into which we are born directly influence us from the moment of birth until the moment of death. Our culture teaches us to believe certain things, feel certain ways, and act in accordance with these beliefs and feelings. These influences are so strong, and so much a part of who we are, that we find it difficult to recognize them. Just as a fish doesn't know it's in water, we are largely unaware of the strong impact cultural and social factors have on all our behaviors. Social psychology is essentially a study of "the influences that people have upon the beliefs or behaviors of others" (Aronson 1992). There are three kinds of social influence: conformity, compliance, and obedience.

(a) Conformity: Going Along with Others

Conformity is often difficult to understand, and even the conformer sometimes has a hard time explaining his or her behavior. We can better understand cult members' behavior, and our own forms of conformity if we look at three factors: normative, informational, and reference groups.

The first factor, normative social influence, refers to conformity to group pressure out of a need for approval and/or accepted by the group. A norm is an expected behavior that is adhered to by members of the

group. Norms are society's definition of how we "should" behave. They are sometimes explicit; clubs may write rules for membership and nations may pass laws that determine citizenship. Most often, however, norms are more subtle and implicit; they can only be inferred by closely observing the behavior of others. Such behavior reflects your desire to conform and the power of normative social influence.

The second factor, informational social influence, conforming to group pressure out of a need for direction and information is considered the result of informational social influence. Have you ever bought a specific brand of ski equipment or automobile simply because of a friend's recommendation? You conform not to gain their approval (normative social influence), but because you assume they have more information than you do. Recognizing the importance of information in social influence, totalitarian governments generally maintain strict control over books and news reports within their country.

The third major factor in conformity is the power of reference groups—those people we most admire, like, and want to resemble. Attractive actors and popular sports stars are paid millions of dollars to endorse certain products because advertisers know that we want to be as cool as Michael Jackson is or as Cindy Crawford. Of course, we also have more important reference groups in our lives—parents, friends, family, teachers, religious leaders, and so on. By breaking down family ties and isolating the members of his congregation in remote areas, both David Koresh and Jim Jones made themselves the primary referents for their followers.

In fact, most people conform most of the time because it is in their best interests and everyone and you expect others to wait their turn, too. Conformity allows social life to proceed with order and predictability. Conformity is adaptive, and its adaptiveness is best illustrated by the fact that every culture socializes its young to conform to important social norms. The degree and specific nature of conformity obviously vary among cultures.

(b) Compliance: Going Along with a Request

In addition to conforming to group expectations or pressures, people often comply (or yield) to direct requests from others. The practice of compliance often explains why we contribute to charities, return phone calls, and sometimes buy things we don't need simply because someone asks us to. What makes us so willing to go along with such requests? Research has identified three major techniques that increase the odds for compliance-ingratiating, multiple requests and guilt.

We use ingratiation to gain compliance when we try to make people like us before we hit them with a request. We can increase their liking for us, and thereby obtain greater compliance, by convincing them that we are similar to them (Byrne 1971), by doing favors for them (Isen and Levine 1972), and by flattering them (Drachman et al. 1978).

Making multiple requests is also highly effective in eliciting compliance because the first appeal is used as a "setup" for the second or later appeals (Beaman et al. 1983, Cialdini, Kalgren, and Reno 1991). The requester may, for example, begin by asking for a small favor and then gradually increase the level of request. This is called the foot-in-the-door

technique. The panhandler who first asks for a quarter for a cup of coffee and then works up to asking for \$5 for a full meal is using this approach. In contrast, the door-in-the-face technique works by starting off with a large request and then backing down.

A third very effective and popular compliance technique is guilt induction. We've all been subjected to this tactic by friends and parents ("After all I've done for you, the least you could do is..."), by commercials (phone company ads that imply "if you're not going to visit your friends or family often enough, the least you could do is phone"), and by charity organizations (photos of children with heartrending expressions asking for help). Although these techniques remind us of our social obligations, they also have a built-in cost that should be kept in mind.

(c) Obedience: Going Along with a Command

Pretend for a moment that it is 1968, the peak of the Vietnam War, and you are in a front-line soldier in the U.S. Army. You have many friends killed or maimed, and each day you wonder whether it will be your last. You are a highly trained fighting machine, conditioned to take the rough life in the jungle and above all to trust and follow the orders of your commanding officer. On one particular day, your company collects some Vietnamese villagers suspected of hiding weapons and harboring the enemy. The men, women, and children huddle together, silent and frightened, when your lieutenant, William Calley, yells "Shoot" What would you do? The soldiers who were at My Lai that day obeyed their leader's orders. The third form of social influence, obedience, involves going along with a direct command, usually from someone in a position of authority.

Just being aware of the power of authority figures and the gradual nature of most obedience situations is a big step toward reducing destructive obedience. Research has also found that when subjects are reminded that they will be held responsible for any harm to the victim, obedience is sharply reduced (Hamilton 1978). Finally, recent world events offer testimony to the impact of disobedient models. The lone student standing in front of the tanks in Tiananmen Square in China. Their acts of courage inspire the rest of us to question when it is and when it is not good to obey authority.

2.11 Families: Their Effect on Development

For better or worse, our parents, siblings, and other family members exert an enormous influence on our development. Recent studies of sibling relationships, for example, have shown that child's behavior is profoundly affected by the mother's interactions with other sibling. What do you think happens when one child receives relatively less affection and attention from the mother? Researchers have found that the relationship between these siblings is characterized by more hostility and conflict, and that the "unfavored" child tends to be more depressed, worried, and anxious than other children in general (Boer and Dunn 1992).

Birth order is also associated with sibling relationships. Parents generally expect the oldest child to exercise self-control and care for younger siblings. Researchers have shown that older siblings are birth more nurturant and more antagonistic toward their younger siblings. Their antagonism may result, in part, from receiving less maternal attention. In one study, mothers became more coercive, negative, and restraining and played less with the firstborn following the birth of a second child.

The student comes from separated family, divorced family, and cohabited family has different level of stress (Gross 1970). The students who come from separated family usually think that he is unwanted by his parents, this group of children has the inferiority complex. The absent father family cannot adequately give his children a model of maleness because at this age as called “Storm and Stress Period” is the period of imitation. He is at learning appropriate sex-role behavior, if he doesn’t have father who is able to be his model he might imitate from his peers. To both boys and girls, a father is the supreme authority on everything objective and factual. Children generally turn to their mother subjective matters and the subtleties of social relationship. The influence of a father’s maleness is exerted not merely through interactions between himself and his child but also through his attitudes toward other members of the family and his general behavior patterns. A boy will observe the ways which his father treats elderly people, the politeness extended to a woman, the protective attitudes towards girls in the family.

The absent mother family has more problem than absent father family. Usually, mother spends more time with her children than do other members of the family; therefore, any adequate study of children, particularly infants and the very young, has been and must be concerned with the relationship between mother and child. Mothering consists of responding to the infant when he cries, feeding him when he is hungry, protecting him from cold and excessive light and sound. The physical contact petting, and cuddling have an impact on degrees of contentedness, alertness, and vigor in the infant and increases the ease with which the infant’s demands may be satisfied (Montagy 1963).

The students who come from separated family have more stress than the cohabited family because of the relationship between father, mother and children. The children

will be scared, feel oppressed and isolated themselves from social contacts. Especially in the divorced family, the children might be very hard to adjust himself which will lead them to have psycho condition. The student in this age is very sensitive, when he stays at home and his parents usually quarrel and beat each other, he will be in a bad mood. But, when he goes to school, there is an activity for him which he can show off and emphasize on unity, being accepted by his teachers and peers, his mood will be better. Teenagers prefer to have full confidence, need and want violently, they try to do everything that they want, they would like to be accepted in a peer group by imitating each other. If their parents are able to give the advisement to them, they are able to be in a positive line. So, the student who comes from cohabited family is able to receive advisement because he has two alternatives: father and mother. And the student in this kind of family, always has warm without a quarrel or beat violently so, the mood of each member is calm enough to listen to each other.

The student at this age think that family problem is the problem which is the heavy-hearted for them. And it is the main problem that makes them decide to commit suicide followed by love and education (สวนดุสิตโพล 2542). So, parents should try to understand their children and their activities because if the parents try to push their child into the way that is beyond his capacity, it means they are trying to destroy their child.

2.12 Admonishment from His Parents

The students come from democratic family and from strict family have different behavior. Nowadays, children have much more freedom than in the past. Most of the students come from democratic family. They have the right to think, do, and speak whatever they want but within the level that their parents are able to accept. Democratic family emphasizes on philosophy, pride and success in one's life. The student from this

kind of family will be frank, his own master, reasonable, responsible, funny, cheerful, pessimistic, have fast learning skill, is able to adjust himself to the situation, self-confident, has leadership skill, is a good cooperator and respects the right of himself and others. So, that is why the differences in stress of the students happen because of admonishment from different families. The students come from a strict family have more stress than others because the parents try to focus their children on education so, the students might have tension, be bored, discouraged and finally, they cannot reach anything that their parents want. When the children think that they cannot reach up to the point that their parents expect, they might fail and lose their confidence or they might have an inferiority complex. The students in this group have the parents who try to exercise their power in order to control their children. The children must obey if not, they will be punished. Relationship within the family has directly affected the students, if they accredit each other, the students will receive fewer stress. If the relationship inside is bad; too strict or too neglected, the students might receive more stress.

The student in the family that his father sets the very strict rules, he will become afraid of making decision, of spreading his idea, and will lose his confidence. In the situation that he has to make a decision, he cannot. Contrarily, the student in the accredit family, is able to decide whether it is very important or tough with reason, leadership, and sympathy. So, he has fewer stress than the first one. There are some outcomes of different family (Symonds 1939):

- (a) The parents who abandon their child, he might become aggressive, resentful, telling a lie, truant, and stealing.
- (b) The parents who take too good care to their child, he might be enable to stand on his own.

- (c) The powerful parents, their child becomes gentle and neat, obedient, and he can get along with adults but he doesn't have creativity and thinking.
- (d) The parents who surrender to their child, he becomes selfish, stubborn, and does whatever he wants without any admonishment.

2.13 Relationship with Parents & Peers

During adolescence, the relationship between parents and children changes. One task of adolescence is to establish a firm and independent identity, and this necessitates some separation between parent and child and involves attaining some degree of independence and autonomy. Parents are often put in the position of criticizing the same behavior they themselves indulged in when they were adolescents and that they fully expect from their teens. The stereotype of the adolescent-parent-peer triangle is often one of tremendous conflict between parent and child and the almost total replacement of parental influence by peers. This stereotype, so popular in the movies and on television, has largely been discarded by psychologists as not in keeping with the facts.

It is no secret that peers influence increases during middle childhood and into adolescence. The amount of time spent with parents' declines and the quantity of time spent with friends' increases. The peer group serves a number of functions in adolescents who are striving for independence, because peers are facing the same challenges. Peers help adolescents develop social skills and an identity. The peer group serves as a reference group and gives teens another evaluation of their actions. In early adolescence, dependence on parents' decreases and dependence on peers increases. Adolescents become more emotionally autonomous from their parents; they idealize their parents less and relinquish some of their childhood dependence on them. This is accompanied by increased susceptibility to peer influences. Yet the picture of slavish devotion to peers does not fit the facts.

Adolescents in late junior high and early high school seem to be most influenced by peers. In this period, children can isolate the peer world from the familiar environment. Many early adolescents use language with their peers that they do not use at home. Early adolescents seem to be able to separate their world-not discussing with their parents what they do with their peers and vice versa. The students at high school, peer conformity is at its peak, and conflict between parents and adolescents is common. The two factors are involved in this increasing conflict. First, antisocial conformity is at its peak here, and parents who may be able to look the other way concerning hairstyles and taste in music (more neutral stimuli) cannot disguise their concern about antisocial acts. Second, the push toward independence is particularly strong at this age.

By the senior years of high school, some conflict remains, but peer influence seems to decline somewhat, and conventional behavior increases. This pattern continues into young adulthood. The children's responses to these situations showed that conformity to peers for antisocial acts peaked at this period and declined thereafter (Berndt 1979). Males are generally more willing than females to follow their peers in antisocial behavior, but in other facets of conformity, this is not the case. Traditionally, females have been considered less autonomous and more conforming. However, any gender gap that may have existed in autonomy and conformity is narrowing and even disappearing.

2.14 Influencers of the Students

If teenagers have questions concerning the latest styles or musical trends, who would they consult-parents or peers? If they have questions concerning their future occupations, would they ask peers or seek out some older person? Once he rids himself of the idea that parents are unimportant and that the peer group means everything,

things become much clearer. He can give the peer group its due and reserve for authority figures other areas.

The influence of either generation depends on the situation (Brittain 1969). Adolescents perceive peers and parents as competent guides in different areas. The peer group is viewed as more knowledgeable in surface and social areas, such as styles and feelings about school, but in deeper values, adolescents' report being closer to their parents. Family, education, and financial concerns were more parents oriented, while almost all-social activities were peer oriented. The students at this level are influenced by the opinions of people who they believe have superior knowledge in a particular area. This does not mean that they do not discuss career options with their friends, just that in this area they seem to realize that some older people know more.

It is a mistake to see adolescents as completely buffeted between parents and peers without mind of their own. Decisions adolescents make are often based on a reasoned sense of independence. Adolescents are able to sort alternatives into levels, assigning priority to various questions. In other words, in less important areas, such as whether to go to a party, adolescents will accept the opinions of parents or peers, but in more important issues, such as whether to tell the principal who broke the door, they are likely to make an independent decision. Even so, the influence of peer group is impressive.

(a) Communication with Parents and Peers

Communications with peers differ greatly from communication with parents during adolescence. Parents are more directive, sharing their wisdom, whereas communication with peers often shows greater mutuality and sharing of similar experiences. Parents may not like to listen to their adolescents who are in the process of formulating their own values

and opinions, especially if their children are taking positions that are different from theirs or unpreferable for them. Parents tend to concentrate more on explaining their own viewpoints than on trying to understand their child's viewpoint. In short, parents are more directive with their adolescents while peers tend to share more and appear to be more open with their peers. Parenting style has an effect on adolescents. Children whose parents use an authoritative style of parenting earn higher grades than their peers who describe their parents as using either a permissive or an authoritarian style. This is consistent across ethnic, socioeconomic, and various family structures. In a longitudinal study, adolescents who described their parents as treating them in a warm, democratic, but firm manner were likely to develop positive attitudes and beliefs about their achievement and work and, again, do well in school.

(b) Renegotiating Relationship with Parents

Communicating problems sometimes make it difficult for adolescents to renegotiate their relationships with their parents. Adolescents must redefine their relationships with their parents and their roles within the family in preparation for leaving the family and leading independent lives. The adolescents severing his or her ties with parents, often leading to a new dependency on peers. Parent-child relationships basically as stable throughout adolescence and downplays the idea that meaningful conflict arises.

Successful parenting requires some change in parenting practices, and some conflict between parents and adolescents does occur. Parents expect their children to make decision by their own. The parents that are more autocratic and interact in a

more rule based manner tend to create a higher level of stress than another. At the same time, although their relationships become fewer rules bound as their children progress through adolescence, these parents become more uncomfortable with their role as parents (Newman 1989). This change towards greater mutuality and sharing power is not an easy way for parents to undertake. The difficulties parents and adolescents have in renegotiating power are reflected in the changes in family relationship that are perceived by adolescents. As the adolescents grow up from Mathayom 1 to Mathayom 6, they see a decrease in family relationship and more equivalence in power, although parental power still is seen as greater than the power of children. The ideal family is portrayed by both parents and adolescents as both high in cohesion and with moderate power differences between parents and their children and with equality of power between parents.

The relationships with parents and with peers are dynamic, changing with maturity and experience. Peers and parents provide different social worlds for adolescents. Adolescents interact with their parents in such activities as shopping, eating, and doing chores but more time spent with peers playing games and talking. Most of the free time spent with parents involves watching television, for which many adolescents do not show much enthusiasm. Perhaps parents would do better if they reduced the amount of time they spend in social activity and spend more in watching television with their children.

2.15 The Generation Gap

The children and their parents interacting effectively, they must have some idea of how each views the other as well as some ability to communicate. Just how accurately do adolescents and their parents see each other and understand each other's viewpoint? The popular term generation gap is often used to denote what is seen as the ever-

widening gap between the standards, values, and opinions of generations. Most studies find that the generation gap is more apparent than real and that the differences are more a matter degree or intensity than anything else. The children overestimate the gap between their parents and themselves, while parents consistently underestimate it. The parents try to see themselves as closer to their children, while the children are motivated to separate themselves more from their parents. This could also reflect poor communication between the generations.

Often, teenagers are more liberal than their parents or grandparents regarding when it is proper to do something. They are more likely to approve of age norm violations than older people. In other words, if they see an older person doing something normally reserved for younger people, they are much more likely to accept it than parents or grandparents are.

2.16 Stressors of College Stress

What makes the college experience a significant departure from the first eighteen years of life is the relationship that with the freedom of lifestyle choices come the responsibilities that go with it. The list of stressors a college student experience is rather startling. There are some stressors that the college students encounter.

- (a) Roommate dynamics. Best friends do not make the best roommates, yet roommates can become good friends over time. Through it all, roommates' dynamics involve the skill of compromise and diplomacy under the best and worst conditions. And should he find himself in an untenable situation, as campus housing does its best to accommodate students and resolve problems. However, their time schedule and his schedule may not always be the same.
- (b) Professional pursuits. Perhaps one of the most common soul-searching

questions to be asked in the college year is, what do I want to do the rest of my life? It is a well-known fact that college students can change major several times in their college careers and many do. The problem is compounded when there is parental pressure to move toward a specific career path or desire to please their parents by picking a major that they like but the students themselves don't.

- (c) Academic deadlines. Academics mean taking midterms and finals, writing research papers, and completing projects. That is, after all, the hallmark of measuring what he has learned. With a typical semester load of fifteen to twenty credits, many course deadlines can fall on the same day, and there is the ever-present danger that not meeting expectations can result in poor grades or academic probation.
- (d) Budgeting money. It's one thing to ask his parents to buy some new clothes or have them pick up the check at a restaurant. It's quite another when he starts paying all his own bills. Learning to budget his money is a skill that takes practice. And learning not to overextend himself is not only a skill, but it is an art. The parents should try to teach their child that he should not spend his money if he doesn't have and try to manage his own budget in order to reach the month end.
- (e) Lifestyle behaviors. The freedom to stay up until 2 a.m. on a weekday, skip a class, eat nothing but junk food, or take an impromptu road trip carries with it the responsibilities of these actions. Independence from parental control means balancing freedom with responsibility. Stress enters your life with a vengeance when freedom and responsibility are not balanced.
- (f) Peer groups and peer pressure (drugs and alcohol). There is a great need

to feel accepted by new acquaintances in college, and this need often leads to succumbing to peer pressure-and in new environments with new acquaintances, peer pressure can be very strong. Stress arises when the actions of the group are incongruent with the philosophies. The desire to conform to the group is often stronger than willpower to hold the ground.

- (g) Exploring sexuality. While high school is the time when some people explore their sexuality, more often than not, this behavior occurs with greater frequency during the college years, when the students are away from the confines of parental control and more assertive with himself expression. With the issue of sexual exploration come questions of values, contraception, homosexuality, bisexuality, AIDS, abortion, and acceptance, all of which can be very stressful. Although one does not come to college specifically to explore one's sexuality, many a student has left because sexual pursuits took priority over academic interests, resulting in poor grades.
- (h) Friendships. The friendships made in college take on a special quality. As he grows, matures, and redefines his values, friends will change, and so will the quality of each friendship. Cultivating a quality relationship takes time, meaning that he cannot be good friends with everyone he likes. In addition, tensions can quickly mount as the dynamics between he and those in his close circle of friends come under pressure from all the other college stressors.
- (i) Intimate relationships. Spending time with one special person with whom he can grow in love is special indeed. But the demands of an intimate relationship are strong, and in the presence of a college environment,

intimate relationships are under a lot of pressure. If and when the relationship ends, the aftershock can be traumatic for one or both parties, leaving little desire for one's academic pursuits.

- (j) Starting a professional career path. It's a myth that he can start a job making the same salary that his parents make, but many college students believe this to be true. With this myth comes the pressure to equal the lifestyle of one's parents the day after graduation (this may explain why so many college graduates return home after graduation). The perceived pressures of the real world can become so overwhelming that senior procrastinate on drafting a resume or initiating the job search until the week of graduation.

For the nontraditional college student, the problem can be summarized in one word: balance! Trying to balance a job, family, and schoolwork becomes a juggling act extraordinary. In attempting to satisfy the needs of your supervisor, colleagues, friends, spouse, children and parents (and perhaps even pets), what usually is squeezed out is time for him. In the end everything seems to suffer. Often schoolwork is given a lower priority when addressing survival needs, and typically this leads to feelings of frustration over the inadequacy of time and effort available for assignments or exams. Of course, there are other stressors that cross the boundaries between work and home into school as well, all of which tend to throw things off balance.

III. RESEARCH METHODOLOGY

One of the heaviest burdens a student carries during high school year is the entrance examination. Most of them apply for it but only few passes, that is why stress occurs. Stressors for the students can be their parents, peers, teachers, or even themselves. The existence for these stress can be either positive or negative. Some of them are able to control their heavyhearted and decide to do with their future while some of them cannot control reactions for the failure. As the entrance examination system has been changed for several semesters, this new system maximizes the level of stress. GPA has an effect in the entrance examination result, so, the students have to prepare themselves for almost 3 years, that is why stress starts up earlier and longer. So, students and their relatives have to prepare to confront with those stresses and entrance examination is the first rank for them. Students have the highest level of stress when the entrance examination is close. They have to prepare for both positive and negative results.

Their relatives are the very important persons can create or depress stress. So, relatives should understand the students and the background of the entrance examination. During the announcing of the entrance examination result, both the students and their relatives' stress level increases. If they fail, the reaction of the students who cannot control himself might be in negative ways, especially the student who receives strong pressure from his relatives. These negative ways can be suicidal, they can be using drugs or escaping from home and etc. All grown-ups concerned should be made aware of these problems. There are many ways through which it can be done; by newspaper, television, telephone, or even internet. But, they do not work because of the belief of the Thais. Understanding that the entrance examination is not

the gate of success is known by everybody, but it is only conceptual not actual. Factors that create stress to the examinee are several, but the major stressor is the one who is close to the students himself; his parents and family. The other factors are academic, gender, economic crisis, peers group and etc. In fact, parents and family are able to decrease the level of stress because they are the core factors of stress. If this factor is controllable, other factors might not happen or have a very small effect on the students. Teacher is also the factor that is able to minimize stress level. Guidance instructor will be the one who prepares and plans the students to cope with stress. Students might ask their guidance instructor in ranking the order of faculty chosen, he is an advisor for the students in preparing to cope with both the positive and negative results. If the people who are around the students, know about the background of the examination, students themselves, as well as stress, the problems will not happen. Social problem in the long run will be diminished. Those are why the factors of M.6 students' stress have to be studied and planned.

Factors of M.6 students in their entrance examination will be considered in this project. The factors will be both inside and outside the examinees themselves. The inside stress can be created by themselves according to the outside factor that are economic crisis, peers group, academic and etc. These outside stress is uncontrollable but preventable. Their parents and relatives are the key factors who create or reduce the stress. Sometimes this key factor builds up the stress unintentionally. For example, the youngest child who has a successful brother, or parents who praise or compare their child with another. These unintentional should be studied and understood. This project is presented for a better understanding of the background of both the entrance examination and the student. The ability of the student should be considered. Next, both the students and their parents should be prepared for both desperation and

satisfaction because at that time all of them will have the same feeling. If it is in the negative way, students need moral support so, their parents should understand them. This project also studies the background of the factors creating stress to the entrance examinees. And also it prepares the alternative solutions for everybody related to the students. The planning for the newborn child in the year 2000 is also mentioned because in some several years, this group of children will also have their academic competition. But the competition level will be tougher because within this year, a lot of parents would like to have a child, so, the number of newborns will go up. That is why the planning of these newborns should be carefully prepared in advance.



IV. STRESSORS OF M.6 STUDENTS

There are a lot of factors that create stress to the M.6 students. According to this project, 6 main factors have been considered. They are parents and relatives, peers group, family styles, academic background, gender, and economic crisis. In Figure 4.1, these 6 factors have been placed. The fish bones of the figure contain the causes of each factor creating stress to the students, the explanations of this fish bone are as followed:

4.1 Controllable Factors

Parents and Relatives

Family is the closest unit and plays an important role for the students. Parents are the persons who have direct affect to the students. The expectation of his parents is a stimulus in arising stress for him. Apparently, this stimulus does not intend to happen. Normally, student would like to obey his parents, as a result of this favor, it affects his preference, abilities and dreams. These can be the beginning points of contradiction between parents and their child. At this stage, student concerns himself with how to compromise between his own thinking and his parents' expectation. There are only few alternatives for him, that is between consulting with his friends or instructors or his parents.

The disadvantages of forcing the student to choose whatever his parents want are inwardly smoldered and blown up. The most obvious disadvantage is that the student won't have any motivation or incentive for studying during his undergraduate life. The student might think that those four years period is so torturous, and these thoughts can create the accumulated stress to the student, it can also cause illness both physically and mentally. After graduation, he also has to work in the same abominate major, in

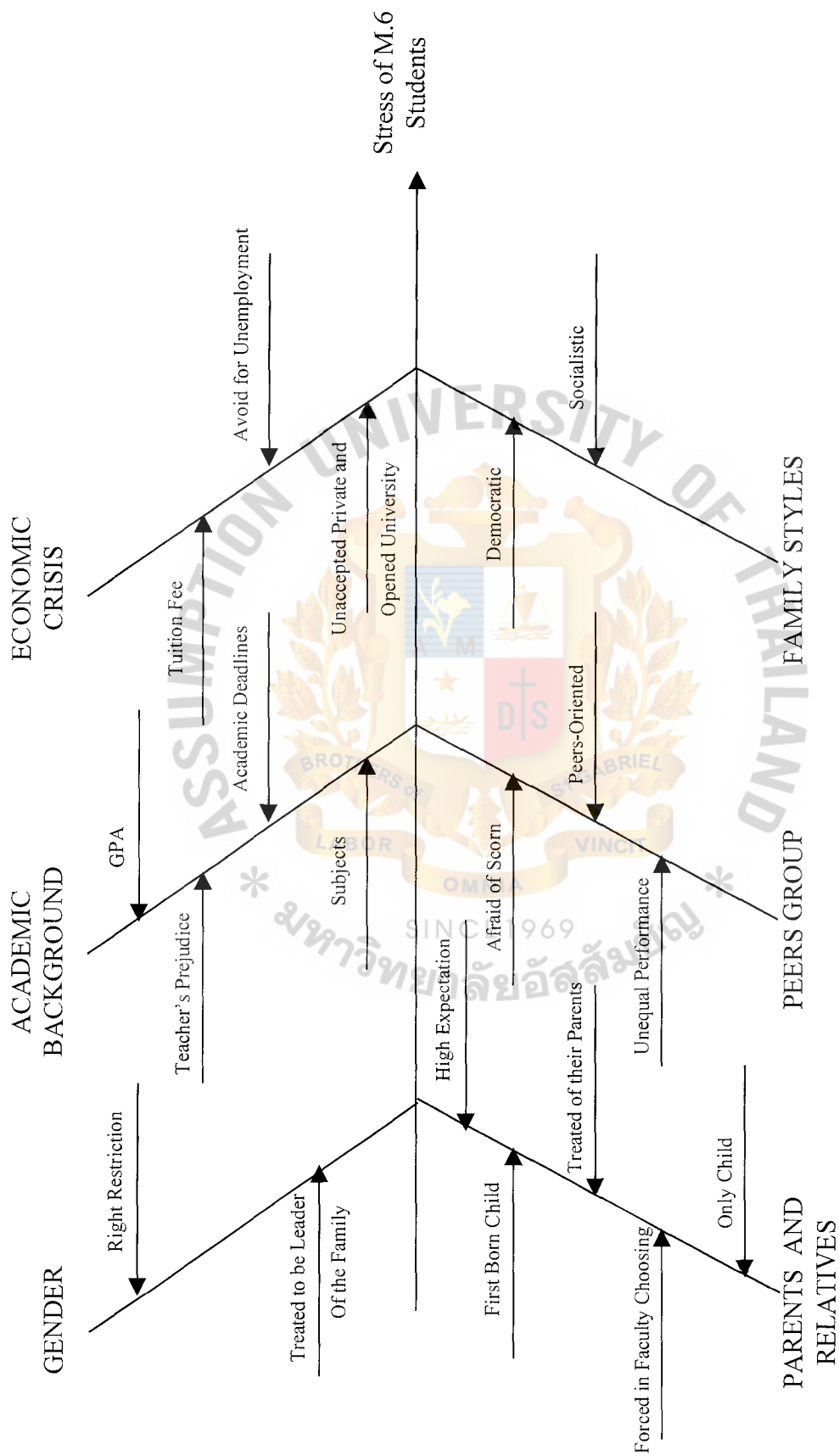


Figure 4.1. Factors that Create Stress to M.6 Students.

consequence, it is somewhat difficult to achieve any great success in his career paths. In contrasts, if the student has the chance to make his own decision in choosing the faculty with the support, encouragement and help from his parents, of course, his education life during four years period will be full of happiness even when he confronts the hard problems, he still has the inspirit to fight that bad situation. Therefore, studying in the favorite major can make the student feel happier, finally, he will be able to succeed in his career paths more easily.

As mentioned, parents are the closest persons to their child, they can be the persons who create the stress. Simultaneously, they also can be the persons who release the stress to their child, for example, in choosing the major, parents are one of the best consulters who do not only recommend about the relaxing time, studying time, and the strategy for getting through the entrance examination, but also give the most important thing; “encouragement and understanding.” After the examination, the student waits for the result. During this time, most of them get a very high rate of stress, parents should be the person who minimizes these stress, by asking him to go outside, for example everyone in the family goes to the beach together in order to recuperate them. On the announcing date, the rate of stress reaches the culmination. If it is possible, parents should stay with him because at that time he may confront the greatest or the worst time of his life. When he achieves the success in examination. the parents will congratulate him. If the student fails, parents will be the best one who can console him. Make the student feel that he is not alone. Parents will be with him all the time. When he is sad, parents stand beside. In this way, the student knows that his parents give him their first priority. Parents should not punish their child by scolding or comparing him to the successful student. They should allow him some time to recover from his depressing

feeling, they should support him in his decision-making. Furthermore, parents ought to pay much more attention; make him feel that the parents are always understanding and never leave him alone.

Peer Group

Adolescence is the junction of life and M.6 is the turning point in a student's life. The M.6 students have been grouped into adolescence that is the peer-oriented. Peer influences their speaking, dressing or even hairstyle. Children who have the same attitude will group together, they have the same idea, interesting and styles, for example they have the same interest in studying, fashion or exercise.

In choosing the faculty and university in the entrance examination, friend is one of the influencers for the students. Most of them choose faculty and university based on their peers group, they may choose the same faculty and university as a whole group. The point is that their performances are not equal even when they are in the same group who are all interested in studying. Some may be good, while some are weak. The weak student will have a stress because he has to try hard in order to get in the same university as his peers. Each faculty of each university will not have the same ranking scores, normally, they choose it based on their performance and preference. But, if they base themselves on their peers, it is stressful for both good and weak students. The good student who would like to get in the same university or faculty as his friends may create the stress for him in choosing the faculty that he dislikes because he has to choose it as his friend group, so he must consider his friends too. It is impossible that everyone in the same group likes to get in the same faculty. A lot of entrance examinees confront this problem, they do not think about their own preferences; they just would like to get in the same university as their friends so that they can study together.

St. Gabriel's Library

The advantage of choosing the same faculty is that the good student will be able to be the tutor of the weaks. But the disadvantages are larger. The student who studies in somewhat that they dislike or is not interested in and the worker who has to work in the field that he dislikes or is not interested in, it is very hard for him to be successful in his job life. Parents should explain to him the importance of choosing the faculty. Sometimes, he builds up his own stress by himself by being afraid of scorn. The student who does not have self-confidence may confront much tougher stress than the others may because he cannot decide by himself, he compares himself with others. The student with in the exam room cannot do his best. Some students cannot do the exam, they have to quit the exam room right after writing the name in the answer sheet because he cannot control his stress.

Family Styles

Family is the most important unit that determines the student's behavior. So, the style that family treats the child determines the characteristic of the child. The student who comes from a democratic family receives less stress than those who come from a socialistic family. They are able to do, think, and speak their own idea with their parents and as for the entrance examination, they can choose by themselves which faculty they prefer. They are their own masters.

The democratic family emphasizes on philosophy, pride and reason. So, the students who come from this kind of family have a wide vision, freedom, and responsibility because they can decide by themselves and take full responsibility. According to the entrance examination, this group of students can confront stress and disappointing situation better than the other group. If they fail the examination, they are able to recover from the heavyhearted situation better than the ones who come

from a socialistic family. The students are not forced to be whatever their parents want, they go to study at a tutorial school and read the books because of their preference instead of avoiding the confrontation and pressure from their parents.

The socialistic family is the family based on the parents or the leader of the family only; the members of the family have to follow. The students in this family are forced in their education also. They have to obey their parents, if not, they will be punished. That is why they get a very high rate of tension and discouragement. The faculty and occupation have been already placed. The students have to confront the stress coming from both themselves and their parents. The stress with in themselves is that they cannot select whatever they want, it is a pressure. The stress from their parents include expectation, punishment, and forcing. They get in the exam room with the stress from these two sources. The disastrous result will occur when they fail and their parents cannot accept it and if they pass they have to study in the field that they dislike which is also another kind of disastrous result.

Academic Background

Grading is the basic way to compare each of the students. Every student who studies in M.4-6 expects to pass the entrance examination and get in the state university. But only 1/3 of them can achieve it. The family that has the child who gets very high GPA, studies in a well-known high school, and is intelligent, expects him to pass the examination. The entrance examination system has been changed for several semesters, GPA has an effect in this level so, the student's stress will be heightened. He spends most of his time in reading books, and studying in a tutorial school. The student, who gets good GPA, believes that he must be able to pass the examination. He might not prepare himself for the disappointment when the result is different from expected.

The expectation of his relatives has an effect in creating the stress also. Students who receive a high degree of expectation, stress is very high. The student with moderate or low GPA thinks that he has only a small chance to pass the entrance examination, so he loses his self-confidence, and has a lower level of expectation. The stress that the student in this group receives might be more than the first group, because he thinks that he is not clever, so he has to spend more time reading and understanding the lesson than others.

The most important person who is able to give advice to the student is his teacher or advisor. Teacher plays various roles in the classroom; as an elevator, disciplinarian, and social model. These various roles can affect the students in several ways. Some teachers treat the students differently between the high achievers and low achievers. High achievers receive more teaching, interest, more chances in participating in the class and are given more time to answer. They receive more praise for correct answers and less criticism for wrong ones. In contrast, low achievers are not expected to know and to participate. They are provided less opportunity and encouragement for doing so. With this, it is able to create stress for both high and low achievers. High achievers think that they cannot fail, disappoint their teachers, while the low achievers would like to conquer. Some teachers try to choose the future of their students for example, they choose the faculty, major, university and even the occupation for their students. The student, himself, cannot choose his future, it has to be based on his parents, or his peers or his teachers. In entrance examination, many schools try to push up the record of the students who are able to pass the entrance examination by trying to determine the faculty and university for the students. The result is that if the student passes the examination, and gets in the faculty to satisfy his relatives except himself, he has

to resist studying for years. And when he starts his job life, he cannot be satisfied with the job, which will lead to a working problem. Teacher should encourage the students to choose the faculty that they want for the entrance examination, what he has to do is that to remind them to choose those that they want according to their own ability. When the students are disappointed from their examination, teachers should encourage and tell him to continue with his life.

There are many subjects in the curriculum of the students. Some of them are related to the entrance examination, if they cannot do well in the examination, they pass. But only few of those subjects are that related to the major of the faculty that they choose, for example, the student who would like to get in a medical school have to do the physics in the examination but it is not related to the major. The student, who chooses engineering, has to get biology that is not related to engineering field. Art is the major that should be separated from others. The student who chooses this major must have the test in the subjects that are not related to the major. Social studies, mathematics, Thai and English languages, are the requirements of every student who gets in the entrance examination. Some students are good in drawing but poor in other subjects, so they choose an arts , but they cannot pass the entrance examination because they cannot do as well in the other subjects except drawing or some other subjects related to arts. But the students who pass and get in this major will be the ones who get high scores in other subjects except drawing. So, the students who can pass will be the one who is not the best in this field. The system in selecting the students should be changed. Students have to read the books in order to pass the entrance examination even all of them are not related to that major and that can create stress for them.

4.2 Uncontrollable Factors

Gender

Boy and girl have different levels of stress. Normally, girl has more stress than boy even when they are at the same age, environment and education. The mathayom 6 student is between 17-19 years of age. At this age, girls are interested in boys, clothes, and socializing. Boy expects to show off, dressed in boylike clothes and have a hair cut in accordance with the masculine norms of his culture. The Thai girl has much more stress than boy does because the Thai culture restricts the feminine roles and rights. Girl is also limited her right in choosing the faculty and major for her entrance examination. Some families think that engineering is the faculty for boy while communication arts is for girl, if she would like to choose engineering, science, or pharmaceutical sciences, her parents may dislike it and encourage her to get the entrance examination again in order to get in the faculty suitable for girl. In some family, boy is not allowed to choose communication arts, education, commerce and accountancy because they think that those majors are for girl, if their child choose these major, people might think that he is bisexual.

Girl also is restricted in choosing the university. Some families do not allow the girl to go to study in upcountry or stay in apartment. Some might not allow the girl to sleep outside their home even for only some few nights. That is why the choices for girl in choosing the university are small. If they are Bangkokians, the universities that they can choose are only in Bangkok and those universities are very hard to get in because most of them are famous and socially accepted, many students would like to get in, that is why the competitive rate is very high. In contrast, boy has more choices to choose, he can go to the university in rural areas. When the students have stress, they have

different ways to release themselves. The difference is that boy has the way to release himself more than girl for example boy can go to Pattaya for 2-3 nights while girl cannot. The Thai culture believes that girl should be taught to keep her feeling and passion. She has to keep them inside, that is why girl is usually irritable. Boy is taught to be the leader while girl is the follower.

Economic Crisis

Many Thai families are affected by the present economic crisis. The student who is able to get in a state university can save the expense for his parents. If not, his parents have to pay a lot of money in a private university, and according to the economic crisis, many families cannot afford this expense. The stress occurs to the student because if he cannot pass the entrance examination, he might have to study at Ramkhamhaeng University or quit from student life and start working even at the age of 18 years old with a M.6 degree. That is why student tries to pass entrance examination but it is very hard to do that, more than a hundred thousand students apply in the examination but around 10-20 % pass. Students spend a lot of time studying in a tutorial school, and read a lot of books. There are several scholarships for the students but they are not enough; they have to pass the screening test, and there are a lot of students applying in the test in order to get the scholarship. The students who would like to get it should prepare themselves for the test, if they miss it, their parents have to spend a large amount of money for their education. It is also a stress for the students.

In Thai society, Ramkhamhaeng University and Sukhothai Thammathirath University have been ranked lower than other university. If the student fails the entrance examination and has to study in this university, it is very hard for him to get a good job. If he can, he may get a job with very low income. The thought that the students who

are able to graduate from public university will be able to get a good job and have a good future come from this belief. Economic crisis also has an affect on the faculty choosing of the students. In the past, students chose the faculty that they liked, but according to this situation, they should also consider the job opportunity. They may choose the one that is popular or earn high salary eventhough they dislike that faculty or major. The faculties that are needed in the market can be in management, engineering, a medical field, and etc. The faculty that makes it unable for the graduates to earn a large amount of money can be architect because at the present economic crisis, there are not any construction, so the architecture will not be hired. Arts graduate cannot earn a large amount of money, the student who choose this major will be the one who likes arts but according to the economic crisis this occupation cannot earn as much money if that person is not famous enough. The students who like arts have to choose another faculty in order to avoid an unemployment problem in the future.

V. CORRECTIVE AND PREVENTIVE PLANS

Factors that affect stress of the student can be classified into 2 categories. They are controllable and uncontrollable factors. Controllable factors mean the causes that lead to adjustment and plan in order to cope with them. The uncontrollable is the factors that cannot be controlled and can be varied by many factors such as gender and economic crisis but it can be prevented and solved. This project presents the way to cope with both controllable and uncontrollable factors.

5.1 Controllable Factors

Parents and Relatives

In choosing his next step of life, one of the most important points that can create stress and pressure to the student is the people who are close to him. But the stresses and pressure from this kind of factor are rectifiable. In the case that his parents determine and force him to choose the faculty that they want, the student, himself, must explain the reasons of his choice. The main point is that the student should try to make them understand that he will be very happy when he is able to study in the faculty that he loves and he can be easily successful in his job because he is interested in it. Express his intention in selecting the faculty is a way to confirm his parents about his preference because sometime, parents think that their child chooses the faculty based on his peer group or out of vagueness. As in the last 5-6 years, Mass communications is the faculty that the students chose as their first rank, most of them chose because of fashion and not because they want to work in this field.

According to Lazarus (1991) reinforcement can be both positive and negative. The positive reinforcement is a stimulus to the subject while negative is a painful or annoying stimulus. Parents and relatives can give both of these reinforcements to the

students and they are very important. Forcing and giving a high expectation are the negative reinforcements and they are the stimulus for the students which will create painful feeling for them which should be taken away. For the parents, they try to understand the preference of their child. If he has been forced too much to have stress, he may find out his own solution in a wrong way as using drugs. Parents should explain to him the reasons why they recommend that faculty. If they certainly know that their child really likes that faculty, they should allow him to choose his own life. The high expectation will be the weapon that hurts their child, they should understand that entrance exam is only a part of life, not all. The student, himself, should explain them this point also. Some of the examinees fail and they receive oppression from the people around them and some of them hurt themselves in order to punish themselves because of their failure in the entrance examination. Understanding, direct speaking, and reason are the armours that can protect the student from the disastrous results. The students acquainted with their parents and bravely talk with them, will be able to confront with stress better than another. During the entrance examination, the student has a very high level of stress, parents should allow some more time for him. They may go to have a nice time as a whole family at the beach in order to reduce tension for both the student and his parents. Preparing for both good and bad news is the best solution, congratulate when he passes and console when he fails.

Peers Group

In fact, the stress from peer group comes from the student himself. Choosing the same faculty and university as a whole group, imitating each other behavior or even the fear of scorn are the causes of stress created by him because no one oppresses him, he beats himself. To solve the stress from this factor is complicated. It can be both easy and difficult because it must be solved only by him. The assistance to solve this problem

will be the people who are around him. They are his parents and relatives and also his guiding teacher. The student should know his final goal and the way to reach this goal. In selecting the faculty, the student should base on himself and tell him about the loss in selecting the faculty based on his peers in stead of his own interest and the result in working in the field that he does not like. The most important point is that the parents should raise their child to be his own master in order to avoid wickedness. In the case that the student and his parents do not have the same idea in selecting the faculty, teacher is a very good alternative. The teacher should have a meeting with the students' parents at least once a year especially in M.6. If it is possible, the meeting should be launched in the first and second semester because nowadays, the entrance examination is twice a year. And this meeting should be face-to-face because the teacher is able to point to each of the student. He can explain the preferences of the student, the result in forcing the student to follow the preferences of the parents and study in the faculty that the student dislikes including the preparation of the parents in order to confront with either good or bad news from the entrance examination.

Newman (1989) had mentioned about the relationship with parents and with peers. It changes with maturity and experience. Both of them provide different social world for the students. During this age, peers have the effect on their behaviors more than parents or any other people. Aronson (1992) said that "the influences that people have upon the beliefs or behavior of other is a social psychology", and at this age, peers group is his society so, this group can be the influencer for him. The teacher should explain his students about the results of choosing the faculty based on other and work in the field that they dislike. The student should know about his own performance compared to the scores of that faculty and also the alternative ways when they fail and how to confront with the disappointment. The student, himself, should try to be his

own master, know about his preference and choose it by himself because it has an effect on his job in the future. He should understand that the entrance examination is not all of his life, there are a lot of private universities or even open universities as Ramkhamhaeng and Sukhothai Thammathirat University available for him. He must not destroy himself but he should step forward in order to create his own future.

Family Styles

Gross (1970) said that the children in separated, divorced and cohabited family had different behaviors. The child in each family had different level of stress and opinion in solving the problems. Children in a warm family can cope with problems better. Immediately converted from socialistic family into democratic family is very hard. It should be gradually and this conversion might start from the parents or the leader of the family. In the family that father gets a higher position, mother will be the intermediate between the children and father. In contrast, the family that mother gets a higher position, father is the alternative. The elder sibling should comport himself close to the younger sibling in order to be the advisor for the younger. The elder sibling will be the medium between his parents and his sibling. Sometimes, the student can not tell his parents about the problems, his elder sibling will be the one who understands him because there is no generation gap. The parents should open their vision and accept the new idea in order to be acquainted with their children. If the children can talk about everything with their parents, none can beat him. To allow some more time with family and their child, reasonable conference, a holiday or activity together in order to create good relationship in the family are the very good solutions. Everybody in the family should have the right to decide whether to go to the beach or jungle. If they have the right to decide, they may think that they are a part of the trip and family.

Academic Background

It is a controllable factor. Both the family and teachers can be the problem solvers. The way to solve this problem is to try not to give him a high expectation. The high GPA student doesn't mean that he must pass the entrance examination while the low GPA must unnecessarily fail it. Teacher should ask the student to think of his future and the faculty that he would like to choose since he was in M.3. Because to study in M.4-5-6 has an effect in the university level, so, to select the major in the high school must be carefully considered. For example, if he would like to be a doctor he must select science-mathematics or if he would like to study in the faculty of arts, he should select the art major. To choose the major or faculty, the student should consider his own aptitude for example he is not an expert in calculation but he selects the science-mathematics, he will be confronted with very tough problems in the future. Professional pursuits and the treat of the teacher have the effect in the opinion of his students (Newman 1989). During the entrance examination, the teacher should make up the subjects that must be in the examination since the beginning of M.6 the last examination papers should be done by the students in order to know the style of the examination. The general knowledge must be taught because the examination does not emphasize on the books only, it also asks about the outside. The final examination of M.6 should finish before the entrance examination for at least 1-2 months if it is possible in order to allow time for the students to prepare themselves for it. And the activity of M.6 should be postponed to the M.5 students so that they will have more concentration in the class and in reading the books.

Education reform has been tried out in some schools. It is the system that the student is the center of studying, it can reduce the tension for the students because he can study according to his interest without being forced to. Nowadays, the students

have to learn by heart rather than by understanding. So, stress of the students is very high because they have to learn by heart with every subject which is time-consuming while the understanding system takes shorter time but with effectiveness. Furthermore, some subjects that are in the examination do not relate to the faculty that he chooses for example doctor has to test the physics for his entrance examination which is not related to his major. This unrelated subject should be extracted.

5.2 Uncontrollable Factors

Gender

Nobody can change gender from girl to boy or in contrast. The solution for this problem is the understanding between the parents and their child. Parents should accept the characters of each of their child, the first-born child may have less self-confidence than the latest-born child or the only-child of the family may like arts more than engineering. So, the parents should try to understand the basic preference of their child rather than of their own. Nowadays, girl has much more self-confidence than the past, to force her to be a good follower is harder. Some girls are more capable and confident than the boys. So, parents should understand them also. The children should be free in selecting their own future. Discussion in the family is a very good way to know each other, parents are able to know about their child better. What he thinks, who his friends are and what is going on in his life will be learnt in the discussion. Parents are able to know his reasons in selecting his faculty: his friends or himself. And if there are any problems, the parents will know them and rectify immediately. If the parents understand their child, the stress that the student receives from others will be meaningless because when he receives it from outside, he can spread it out with his family who is able to console and support him.

For the student, in selecting the faculty, he should consider another factors rather than his preferences. Gender is one of the factors that he should consider. If the girl would like to study drawing, she should know that she has to stay overnight at the university, and come back home at irregular time. Safety is another point that she should consider. The probability in passing the examination and the job opportunity are the factors that she should be beware of. The girl who graduates from engineering may confront more obstacles in seeking the job more than the boy because of the acceptance from the society that boy is able to wade better than girl. So, to select the faculty cannot be based on the preferences only but also in other factors as mentioned.

Economic Crisis

It is an uncontrollable factor. No one can change it even at the macro level. The only way is to accept it. According to the belief of the Thais, the acceptance of opened and private universities must be changed. Nowadays, the student who graduates from public university has been accepted more than others even when all of them have the same degree. The job opportunity has been limited only to the candidates who graduate from public university and the ranking of the candidates who came from private and opened universities are lower than the public. So, to change the belief of this acceptance, we should start from the macro, which will lead to the micro level. It includes working, society, school, and family as the student. As for tuition fee, the government should control it to be at reasonable rate.

The summary of the preventive and corrective plans for both controllable and uncontrollable factors has been summarized in Table 5.1. Within this table, the alternative plans and preventive plans have been placed.

Table 5.1. Preventive and Corrective Plans for Coping with Stress of M.6 Students.

Causes of Stress	Preventive Measure	Corrective Measure
1. Parents and Relatives	<ul style="list-style-type: none"> - Allowing some more time for their child during his entrance examination period. - Avoiding forcing him to select the faculty that the parents want. - Asking him to take a rest. - Trying to understand the preferences of their child. 	<ul style="list-style-type: none"> - Consoling and encouraging him to relax. - Having the activity together in the family as going to the beach. - Hanging out within the family in order to reduce his tension.
2. Peers Group	<ul style="list-style-type: none"> - Encouraging the student to be confident. - Reminding him about the results in choosing the faculty based on others. - Preparing him and his parents for good and bad news of the examination. 	<ul style="list-style-type: none"> - Encouraging the student to have a rest time. - Improving self-confidence of the student. - Reminding him about other alternatives as private and open university.
3. Family Styles	<ul style="list-style-type: none"> - Trying to convert from socialistic family into democratic family gradually. - Negotiating between parents and the student by having an intermediate as elder siblings or teacher - Allowing some more time for their child during entrance examination. 	<ul style="list-style-type: none"> - Building up the relationship between parents and the student. - Expressing his goal of life and asking for agreement.
4. Academic Background	<ul style="list-style-type: none"> - Avoiding the comparison between good and weak students. - Recommending the students about how to prepare himself for the entrance examination 	<ul style="list-style-type: none"> - Cooperating with their parents in order to solve the problems. - Encouraging the student to have a rest time. - Having a tutorial course in the weak subjects.

Table 5.1. Preventive and Corrective Plans for Coping with Stress of M.6 Students.
(Continued)

Causes of Stress	Preventive Measure	Corrective Measure
5. Gender	<ul style="list-style-type: none"> - Understanding the preferences and characteristics of the child by his parents. - Encouraging the decision making of their child and give him advice when needed. 	<ul style="list-style-type: none"> - Hanging out together in order to clear a misunderstanding. - Encouraging the student to have a rest time.
6. Economic Crisis	<ul style="list-style-type: none"> - Trying to change the belief about public, private and open university. 	<ul style="list-style-type: none"> - Finding the opportunity to get the scholarship.



VI. CONCLUSIONS

Sources of stress abound in contemporary life. In some cases, stress arises from unpleasant, uncontrollable, and unpredictable events. Sometimes, the routine pressures and worries of modern life are a constant source of stress. Some stress as during the examination or entrance examination, can easily occur but will be quite difficult to control it. So, the outcome of this kind of stress is unpredictable. It can disappear as the time goes on, or it can be very frightening.

Entrance examination is directly related to the 17-19 years old group, called "adolescent". This group has violent emotion and feeling. Parents and his relatives should try to understand and encourage him when he is upset. Not all stress is harmful or undesirable. Some stress can be positive and beneficial for example when students sees that their relatives expect that he should pass the entrance examination and his friends try to study hard because it is the turning point of life, they will also have to study harder as their friends. Nobody likes to be a loser. This kind of stress is positive and beneficial, but parents and relatives should try to console and encourage him in case he fails.

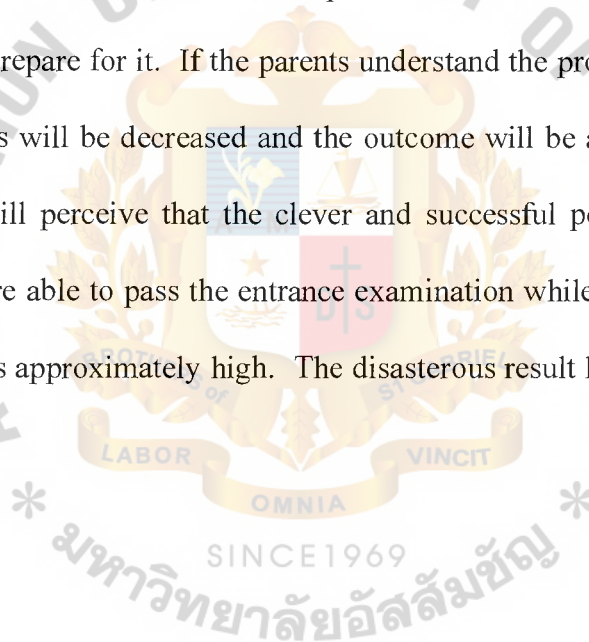
The Mathayom 6 students in Thailand have to confront a very famous kind of stress that comes from the entrance examination. Very few of them will be able to pass the examination while most of them have to confront disappointment. Each of them will not have the same level of stress. It depends on many factors. For example, boy has less stress than girl because he is able to express his idea, feeling and opinion while girl has to keep it inside. Birth order is also a kind of factor affecting the stress of the student. If he is the first-born child, he has to confront much more stress than later-born

child. In a democratic family, a child is able to express his opinion, while in a socialistic family, the right goes only to the parents. These kinds of factors affect the students mentally. Everybody should minimize them in order to avoid severe problems as drug using and suicide.

Most adolescents have been affected by their peers. Some of them select the faculty for their entrance examination the same as their peers even though they do not really like that faculty. That is why friends can be the stressors. If he selects the faculty by himself, he can select the one that he likes or is interested in. The student with a high GPA also receives as much stress as the one who gets low GPA. The high GPA might receive the high expectation also, while the low GPA might try harder to study hard in order to get in the university especially for the boy because he has been taught to prepare to be the leader of the family, if he is able to get in a well-known university, he can get a good job which will lead to a high income. From the economic crisis in Thailand, many students avoid unemployment problem by trying to pass the examination because of the belief in the Thai society. The student who graduates from the public university might receive the first rank among the candidates. So, he tries to pass the entrance examination because it is the guarantee that he can get a good job in the future. He receives the stress even from the economic crisis that is at a macro level. High tuition fee and the socially unacceptance of private and open university are the causes why the student would like to pass the entrance examination and that causes high rate of stress.

In the year 2000, it is expected that the birth rate will be at least twice of the past. So, in the future, the rate of competition will be higher. stress that they will have to confront, will be twice or triple. In the very near future, the pupils who would

like to get in a famous kindergarten should try to study hard. May be, they have to study while they are still toddlers. In the entrance examination, students will confront very strong stress, because in Thailand, people believe that the Mathayom 6 students who are able to pass the entrance examination are very clever and they will be more successful in their lives than the ones who fail. These kinds of belief create pressure for the students, so he has to fight to pass, if not he will be unsuccessful in life. In the year 2017-2019, the trends of suicide might go up according to the increasing birth rate during the year 2000. The outcome of the increasing rate of birth affecting the stress level of the students is undesirable. It depends on the level that parents and the relatives of the student prepare for it. If the parents understand the problem and try to accept the result, the stress will be decreased and the outcome will be abated. But, if the parents and relatives still perceive that the clever and successful people come only from the students who are able to pass the entrance examination while the rate of competition in the battlefield is approximately high. The disastrous result has already been pushed to the student.



VII. RECOMMENDATIONS

In an entrance examination, students have to confront many stressors, some of which are controllable and some uncontrollable. Understanding is the core solution for reducing the stress of the student. If the parents understand his preferation, entrance examination overview and the stress level that the student will get according to the entrance examination, those stressors will not affect him because he can talk with his parents who are his closest unit. Family is an immunizing agent for the student in order to pass through the crisis. During the entrance examination period, the parents and his relatives should specially pay attention, take care, and encourage him instead of giving him stress, expectation and jeer. Everybody should try to understand that there are a lot of private and open universities in Thailand, so if he fails the examination, he has many other alternatives.

Teacher is also one kind of stressors. The personalities of his teacher have a significant impact on the personal and social development of the student. Children are in considerable agreement about the teachers whom he likes and dislikes. His teacher whom he likes might impact him in deciding for the faculty and university. So, teachers should recommend the faculty and university for each of the student based on his own preference and performance instead of the teacher's own preference. Generally, student at all age level likes the teacher who exhibits fairness, warmth, a sense of humor, and helpfulness so, the teacher should be the one who is friendly and trustable for him so that students will find it easy to ask for advice. Teacher can be the preventer of the stress that comes from peer group. The teacher should recommend them about how to choose the faculty and prepare themselves for the entrance examination. The results of his

choice of the faculty which are based on others should be discussed with the students. For example, they have to study in the faculty that they dislike for 4 years and have to work in that disliked field. It is a very long period of torturous time, so the time that they choose the faculty in the entrance examination is very important, the teacher should carefully recommend them step by step.

For the uncontrollable factors as gender, if the parents and members of the family understand each other, this problem will never happen. The solution to this problem is the understanding of everybody in the family. But for the economic crisis factor, it is the factor that cannot be solved by anyone in the family, not even at a macro level, but it is avoidable. The acceptance of private and open university should be placed. The belief of the Thai people about public, private, and open university should be changed because nowadays, only public university is accepted, that is why the entrance examination are the source of stress for M.6 students. In order to be able to cope with both controllable and uncontrollable factors, the solution is the understanding between the student himself, and the people around him as his parents, relatives, teachers, friends and the people in the society. If all of them understand him, the problem as suicide and drug using will not happen and also the stress of the entrance examinee will be diminished or even disappear.

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