



PERCEIVED PROBLEMS AND COPING STYLES OF FIRST YEAR
INTERNATIONAL STUDENTS AT ASSUMPTION UNIVERSITY

KAMOLWAN RUNGRONGTHANIN

A Project Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

Department of Counseling Psychology

ASSUMPTION UNIVERSITY

November, 2001

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This project aims to study the perceived problems and Coping Styles of First
year international students at Assumption University as related to selected
demographic variables

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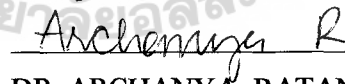


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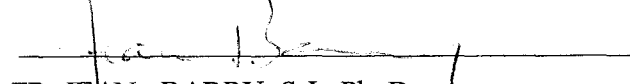
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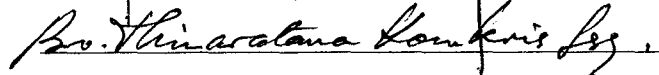


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The main purpose of this study is to look into the perceived problems and coping styles of the first year international students in Assumption University. The secondary purpose for this study is to see the relationship between the perceived problems and coping styles of selected demographic variables of first year international students such as gender, nationality, monthly allowance, and type of living set - up and to study the relationship between perceived problems and coping styles of first year international students in Assumption University. The population of the study consists of 412 first year international students who enrolled for the first semester in academic year 2001. With the purposive sampling technique, the first year international students in the section of Business Ethics Seminar were chosen to be respondents for the study, and 218 questionnaires were qualified for the study. The instruments employed were the Mooney Problem Checklist (College form), and the Ways of Coping Questionnaire (WCQ). The data was analyzed by using two tails tested, one way analysis of variance, t-test, and Pearson Coefficient. The findings were as follows:

1. Findings of the perceived problems showed that the first year international students were found to have the highest perceived problems in Home and Family (HF).
2. There was no significant difference between all perceived problems except for the Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP) and the demographic variable "gender" at the 0.05 level of significance.
3. There was no significant difference between all perceived problems except for the Health and Physical Development (HPD), Courtship, Sex, and Marriage (CSM), Home and Family (HF) and demographic variables "nationality" at the 0.05 level of significance.

4. There was no significant difference between all perceived problems except for Health and Physical Development (HPD), The Future: Vocational and Educational (FVE), Curriculum and Teaching Procedure (CTP) and the demographic variables “monthly allowance” at the 0.05 level of significance.
5. There was no significant difference between all perceived problems except for Curriculum and Teaching Procedure (CTP) and demographic variables “type of living set - up” at the 0.05 level of significance.
6. Findings of the coping styles showed that first year international students had the highest coping styles in Positive Reappraisal.
7. There was no significant difference between all coping styles and demographic variables “gender, monthly allowance, and type of living set - up” at the 0.05 level of significance.
8. There was no significant difference between all coping styles except for Distancing, Self - Controlling, Accepting Responsibility, and Positive Reappraisal and demographic variable “nationality” at the 0.05 level of significance.
9. There was no significant relationship between Personal – Psychological Relations (PPR) and Distancing at the 0.01 level of significance, and The Future: Vocational and Educational (FVE) and Distancing at the 0.05 level of significance.

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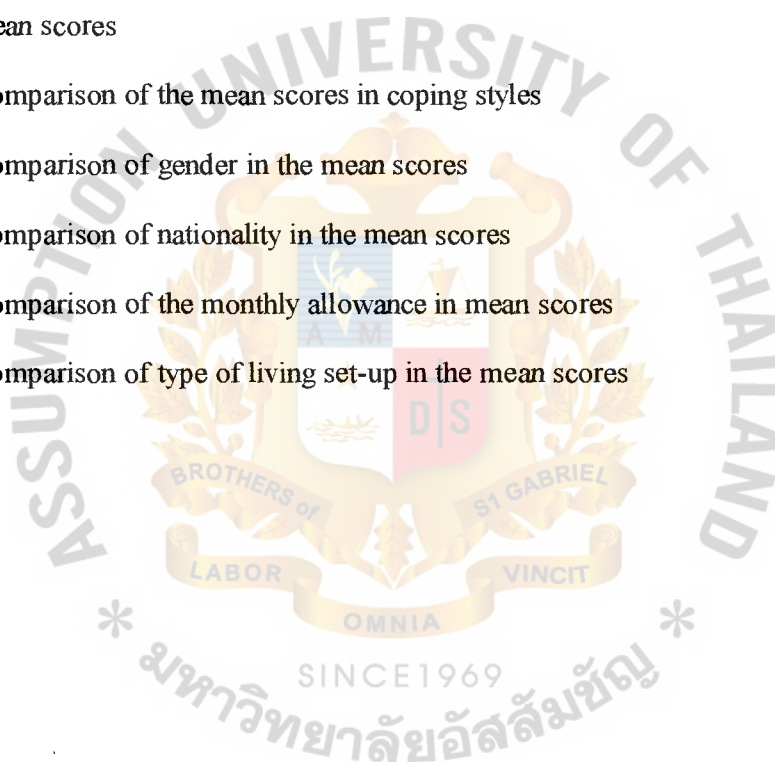


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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

There are approximately 3,000 freshmen students at Assumption University in the year 2000. There are two groups of students: Thai students and Non – Thai students (international students). All students have been encouraged to study in the international program. The English language is used as the medium of instruction on campus. According to the registrar's office of Assumption University (1999), there are a total 3,000 freshmen which includes 2,400 Thai students and 600 Non – Thai students. The number of international students enrolled in Assumption University increase every year. Later on, a number of international students representing more than 40 countries have come and joined various programs offered by the university (Bulletin, 2000-2001). Since the international students are the minority group in the University, there were many problems of international students. (International center; Assumption University, 1999). At present, according to the International Center and Discipline Section in Student Affairs of Assumption University (2000), 10% of international students population showed adjustment problems in college and society and 3% of the international students population tend to drop courses from college. All freshmen had to attend the freshmen orientation. Assumption University divided this into 2 parts: for Thai students and International students. Assumption University offer Thai students the University Exposure course. The purpose of this course is to

prepare the students for college life and to help them understand themselves and have good attitude towards the university. This course covered the adjustment in the college, personality and life in college.

At Assumption University, the environment creates a multi – cultural environment for Thai students and non-Thai students. The new environment is different from what they were used to. Students have new things to adjust, both in personal life and social life, such as dormitory living, culture changes, peer differences in social functions, attitudes, behavior capabilities and sex roles. They have been suffering from freshmen adjustment reaction, a psychological maladjustment unique to college students (Robert, 1994). When they enter college, they suddenly lacking status and authority, and most freshmen feels disoriented and distressed. Freshman adjustment reaction is just one of several problems of adjustment that college students encounter (Duke & Nowicki, 1979). For local students (students we refer to as Thai students), the period of induction normally occurs during the first few weeks following their entry to the university. The undergraduate international students, the setting in period may last for the first semester or longer. During induction, international students are obliged to accommodate a much greater number of changes than local students (Murray, 1997).

According to Robert (1994), he said that the other most frequent concerns for male students are grades, social life, vocational decisions, the future, sexual relationships, peer pressures, adjusting to a new environment leaving family for the first item, competition, and depression. For women, the list is a little different, what to do with their lives, the development of sexual and emotional relationship, strain

from too much work, grades, general adjustment, gaining independence, forming an identity, pressure from parents, peer pressure, and morality top their concerns.

Student transition from school to college is a complex and challenging process. Many experiences are common among the first time freshmen, such as confusion over the enrollment process, concerns about finances, and the need to balance their lives in and away from college. At the time of transition from high school to college, students are more likely to be experiencing new adjustment demands of the college environment (David, 1997). College students, especially freshmen, are a group particularly prone to stress (D' Zurilla & Sheedy, 1991) due to the transitional nature of college life (Towdes & Cohen, 1996). They must adjust to being away from home for the first time, maintaining a high level of academic achievement, and adjust to a new social environment.

According to Furnham and Tresize (1983), they have suggested that problems facing the foreign students are those from a foreign culture (racial discrimination, language problem, accommodation difficulties, separation reaction, dietary restrictions, financial stress, loneliness, etc). Furthermore, foreign students in Thailand also undergo stressful situations. Various researches in this area reveal that a number of influential variables are associated with high anxiety among foreign students. These variables include cultural adjustment and difficulties with the host country, psychosocial concerns, loneliness, boredom and homesickness (Hodge, 1996). For many students, the university may be their first experience living away from home for an extended period of time. The individual's usual sources of support are no longer present to facilitate adjustment to the unfamiliar environment. Many

foreign students experience homesickness at some point in their lives. Students, especially freshmen, tend to face this feeling when they leave for college.

The students community, apart from sharing the problems prevalent on the society at large, has to face certain problems uniquely of its own. Moreover, the students are passing through a transitional phase of their lives, they feel anxious, insecure, helpless and at times alienated while at certain other occasions they feel confident, secure and emotionally stable. Consequently they are in the state of either confusion about their role relationships and uncertain about their life's goals (Sing, 1974). The presence of problems and intense emotional responses to them does not in itself bring failure, although it does indicate the presence of a period of adjustment crisis common to the stage of life (Super & Bachrach, 1960). The identification of students problems will be helpful in understanding student's potentialities and capacities more properly. Educational institutions can be more helpful to the students in coping with the present frustrating situations and the environmental challenges (Singh & Gofurdhum, 1982).

From the studies above, the studying of the perceived problems and coping styles of first year international students at Assumption University as they relate to gender, nationality, faculty, monthly allowance, and types of living set-up is undertaken by the researcher.

Objectives of the Study

This research has the following objectives:

1. To study the difference between the perceived problems and selected demographic variables of first year international students such as gender, nationality, monthly allowance, and types of living set-up.
2. To study the difference between the coping styles and selected demographic variables of international students such as gender, nationality, monthly allowance, and types of living set-up.
3. To study the relationship between the perceived problems and coping styles of first year international students in Assumption University.

Statement of Problem

A study of the perceived problems and coping styles of the first year international students at Assumption University aim to answer and clarify the research questions below:

1. What are the differences between the perceived problems and variables of gender, nationality, monthly allowance, and type of living set-up?
2. What are the differences between the coping styles and variables of gender, nationality, monthly allowance, and type of living set-up?
3. What is the relationship between the perceived problems and coping styles of first year international students at Assumption University?

Significance of the Study

The importance of this study are listed below:

1. To understand the perceived problems of the first year international students will be useful for the administrator, counselor, and instructors to help students, understand their problems and give appropriate solutions. Timely advice can be given students for adjustment to their personal and social life.
2. The findings of this research can be useful for administrators, counselors, and instructors, who deal with international students, so they can organize programs, trainings, or workshops to make them comfortable in their new environment.
3. The findings from this research will serve as guideline for other researchers who would like to help other international students.

Null Hypotheses

Three null hypotheses were established as follows:

Hypothesis 1:

There is no significant difference between perceived problems and the selected demographic variables of the first year international students in Assumption University as follow:

- a. gender
- b. nationality
- c. monthly allowance

- d. type of living set-up.

Hypothesis 2:

There is no significant difference between coping styles and selected demographic variables of the first year international students in Assumption University as follow:

- a. gender
- b. nationality
- c. monthly allowance
- d. type of living set-up.

Hypothesis 3:

There is no relationship between perceived problems and coping styles of the first year international students in Assumption University.

Scope of the Study

1. This research focuses on the perceived problems and coping styles of the first year international students at Assumption University related to the selected demographic variables such as gender, nationality, monthly allowance, and types of living set-up. The population of this research is the first year international students at Assumption University who are enrolled during first semester in academic year 2001. It consists of 412 first year international students.

Definition of Terms

1. Perceived Problems

Problems refer to the problems faced by international students. Problems in this research are divided into eleven aspects according to the Mooney Problems Check List (Mooney & Gordon, 1950s).

2. Coping styles

1. Coping styles in this study are based on the 8 coping scales by Folkman and Lazarus (1988).

3. International Students

International students in this study are the students from foreign countries who came to enroll as full-time students of Assumption University during the first semester in the academic year 2001 when research was conducted.

4. Freshmen

In this study, freshmen are the first year students, who began transition from high school to university, enrolled for the first semester in the academic year 2001 at Assumption University.

5. Nationality

This study focuses on the foreign students who are not Thai nationals. There are forty-two nationalities studying at Assumption University. The two major nationalities of Assumption University international students are as follows:

1. Asian

2. Non Asian

6. *Types of Living Set-up*

Types of Living set-up are the different ways of how students live while studying at Assumption University such as living with friends, living with relatives, and living alone.

Methodology

This research aims to study the perceived problems and coping styles of first year international students at Assumption University. A secondary purpose is to study the relationship between the perceived problems and coping styles with selected demographic variables such as gender, nationality, monthly allowance, and type of living set-up.

Subjects are the first year international students at Assumption University who enrolled full - time during the first year of the academic year 2001. It consists of 412 first year international students.

Respondents were asked to complete the questionnaires distributed in the Business Ethics seminar (BG 1403) by the researcher. The questionnaires that were collected total 278. After sorting out the qualified questionnaires, the researcher obtained 218 questionnaires.

The respondents were requested to complete a close – ended questionnaire to gather selected demographic information.

The Mooney Problem Check List (College Form) developed by Mooney & Gordon (1950) to help students express their problems. Respondents read through the

Problem Check List (College Form) and were asked to underline the problem which were of concern to them. Then, they were asked to circle the one that was of most concern.

The Ways of Coping Questionnaire (WCQ) developed by Folkman and Lazarus (1988). The Ways of Coping Questionnaire asked participants to rate the major events of their lives, and then indicate how they had dealt with them. Eight coping strategies had been identified: *Confrontational Coping* (fighting for what you want), *Seeking Social Support* (turning to others for comfort and advice), *Planful Problem Solving* (devising a plan of action), *Self-Controlling* (not letting your feeling show), *Distancing* (keeping your mind off the problem), *Positive Reappraisal* (looking for the best in a situation), *Accept Responsibility* (accept the situation as yours and try to learn from it), and *Escape - Avoidance* (denying the situation or escaping through drugs). The response format was a 4-point Likert frequency scale. The respondents were asked to respond to the coping items with reference to the specific event.

The collected data were statistically analyzed by using mean and standard deviation, t-test, F-test one way ANOVA and Pearson r Correlation Coefficient.

REVIEW OF RELATED LITERATURE

These research focused on study the perceived problems and coping styles of first year international students in Assumption University. The related literature in this research will consist of the following:

1. University Problems
2. College / University counseling
3. Coping styles
4. Research relating to Mooney Problem Checklist (MCPL)
5. Coping Research Studies

UNIVERSITY PROBLEMS

Quay (1969) reported that the serious problem of university students are a great lack as regards to self-study. Most students rely exclusively on lectures and tutorials for information, so that the scope of knowledge is very limited.

Hamzah (1969) stated that university students problems are many and varied; while they cannot be altogether resolved because students come and go in succession, they could be minimized to a point where the university can function effectively. The important sectors of the university community, namely the administration staff and students operate together for a common purpose and satisfactory staff student relations provide the basis towards solving more than half of the university problems.

Schuitze (1989) indicated that the acquisition of a solid language proficiency can thus be seen as a crucial prerequisite for successful studies. Extra-curricular activities are an essential part of the students education and should be encouraged and promoted.

Hogarth (1987) stated that to keep in shape is almost a passion among many college students.

As a corollary to problems such as lack of scholastic aptitude, poor academic preparations, poor study habits and emotional interference can be found among universities students. University students primarily are too young to be in university; and would therefore lack the needed personal discipline to meet rigors of college education.

The university should be to educate the whole man so that he is able to carry out his/her responsibilities to himself/herself and to society. The university should encourage and promote “active learning outside the classroom” in order for students to develop physically, mentally, intellectually, and spiritually to their maximum potential.

University has a responsibility towards guiding students to apply knowledge from the classroom to life experiences, through participation in activities, training workshops, counseling and other tools in order to emphasize life-long learning.

COLLEGE/UNIVERSITY COUNSELING

Students represent every race, creed, cultural, and ethnic group, requiring a multicultural competent counselor (Coleman, 1995); economic levels from homeless, abject poverty to affluent and rich; intellectual and physical conditions from disabled to gifted; mental health from suicidal to stable; and personal outlooks from surly to sunny, from despondent to hopeful. Counseling has become virtually a cradle – to – grave profession serving almost everybody, in almost every condition of life at the same time in their lives (David & Douglas, 1997).

College / university counseling is often more specialized than is public school counseling. Although coordinated under the umbrella of student services, often one group does admissions counseling; another, residence hall advising; and yet another, personal counseling in a counseling center. They play developmental counseling programs, but their time is often consumed with crisis interventions for acute problems. They coordinate and consult with other professionals on behalf of their students.

Theoretical Bases

College counseling and student life services involve understanding how college students of all ages learn, grow and develop. It is important that college counselors in particular distinguish between problems students have tied to normal developmental struggles, such as autonomy, identify and, more serious or chronic forms of psychological disturbance (Sharkin, 1997).

The professional in college counseling and student life services can use a number of theoretical models as guides in working with students experiencing predictable developmental situations (Rodger, 1989).

Rodger (1989) indicated that student development focuses on creating research-based environments that help college students learn and develop. Student development is proactive because it makes opportunities available for special groups of students.

Samuel (2000) mentioned at least four kinds of developmental theories that guide professional' activities:

1. Psychosocial Theories
2. Cognitive – Structural Theories
3. The Person – Environment Interaction Model
4. Typological Theories

Psychosocial Theories

Chickering & Reisser (1994) contend that there are seven specific developmental tasks of college students: competence, autonomy, managing emotions, identity, purpose, integrity, and relationships. These tasks are in line with Erik Erikson's (1968) ideas about the developmental processes of youth. A major strength of Chickering is that he elaborates and specifies Erikson's concepts in such a way that college counselors and student life professionals can plan and evaluate their practices and programs around three key issues: career development, intimacy, and formulation of an adult philosophy of life.

First year students and seniors differ in their specific levels of development, with first – year students being more preoccupied than seniors with establishing competence, managing emotions, and developing autonomy. Seniors, on the other hand, concentrate more on issues such as establishing identity, freeing interpersonal relationship, developing purpose, and establishing integrity (Rodgers, 1989).

Cognitive – Structural Theories

They focus on how individuals develop a sense of meaning in the world. They deal with perception and evaluation and are best described in the moral and intellectual models of Perry (1970) and Kohlberg (1984) (Cited in; Samuel, 2000). These models are process oriented, hierarchical, and sequential.

Kohlberg's model "outline three levels of moral development: the preconventional, the conventional, and the postconventional" (Delve, Mintz, & Stewart, 1996). According to these theories, each new stage contains the previous one and is a building block for the next one. Cognitive discomfort is the impetus for change. Explicit in this approach is the idea that "people need the opportunity to learn how to think and act responsibly in order to control their own behavior in a democratic society." (Herman, 1997).

The Person – Environment Interaction Model

Rodgers (1989) refers to various conceptualizations of the college student and the college environment and the degree of congruence that occurs when they interact. Congruence is believed to lead to "satisfaction stability, and perhaps, development."

These theories in this model stress that development is a holistic process that involves all parts of the person with the environment in an interacting way. It is

similar to the psychosocial approach in assuming that development in one area of life can facilitate growth in another. For example, when students participate and take leadership positions in students organizations, their life-management skills develop more positively than those of students who are more passive (Cooper, Healy, & Simpson, 1984).

Likewise, students who volunteer in community-service initiatives (also known as “service learning”) become more informed about environmental needs, less egocentric, and more empathetic (Delve, Mintz, & Stewart, 1990). Unlike psychosocial theories, person-environment theories “are not developmental per se” (Rodgers, 1980). In many ways, they are rooted in Kurt Lewin’s (1936) formula: $B = f(P,E)$, where behavior (B) is a function (f) of person (P) and environment (E).

Typological Theories

These theories focus on individual differences, such as temperament, personality type, and patterns of socialization. These differences are assumed to persist over time, and most often individuals are combinations of types. Patterns of personality influence individuals to vary in their developmental growth patterns and are related to their motivation, effort and achievement (Samuel, 2000).

This approach is exemplified in the writings of John Holland (1985), which study how personalities fit with work environments.

Emphases and Roles of College Counselors

The emphases and roles of college counselor vary and are influenced by the models under which they operate. Westbrook et al. (1993) mentions there have been 4 main models of counseling services that college / university counseling center have followed;

1. *Counseling as psychotherapy*

This model emphasizes long-term counseling with a small percentage of students.

The counselor deals with academic or vocational and educational concerns to students academic advisers.

2. *Counseling as vocational guidance*

This model emphasizes helping students productivity relate academic and career matters. The counselor deals with academic or vocationally undecided students and refers those with personal or emotional problems to other agencies.

3. *Counseling as traditionally defined*

The model emphasizes a broad range of counseling serious, including short – or long – term relationships and those that deal with personal academic, and career concerns. The counselor 's role is diverse.

4. *Counseling as consultation*

This model emphasizes working with the various organizations and personnel who have a direct impact on student mental health. The counselor offers indirect services to students through strategic interventions.

Pace et al. (1996) suggest the fifth model, counseling as global. This model is dynamic and fluid. It proposes that counseling center staff work interactively with other members of a college/university community to create a mentally healthy environment and use personal and other resources within a campus.

The idea is an evaluation of the cube concept that specifies target (individual, primary group, associations group, and institution or community), purposes (remedial, prevention, or developmental), and methods (direct, consultation and training, or media) as places for counselors to intervene (Morrill, Oetting, & Horst, 1974). The global model changes the role of the counselor and the focus of the college counseling center by having center staff be more flexible and interactive.

In reality, few college counseling centers concentrate on implementing just one service model. Instead, most offer a variety of services, including outreach programs, in order to help their diverse client populations. The ASCA (American Scholl Counseling Association) role statement (1981) for postsecondary counselors concurs with his divergence, emphasizing counselors' three main tasks:

1. Participate in a comprehensive program of student-support services to help students meet needs (for example financial aid)
2. Offer students the opportunity to participate in deliberate psychological educational experiences that promote inter-and intra personal growth and development
3. Assist students at various levels of ability and maturity to identify and use school and community-based resources for vocational growth.

COPING STYLE

Theory Related to the Concept of Coping Definitions

Coping is primarily a psychological concept and although there were many definitions all appear to share a basic thought that coping is a struggle with demands, conflicts and emotions. The Webster New World Dictionary (1984) defines coping as “1. To fight or contend (with) successfully or on equal terms 2. To deal with problems, troubles, etc.” (p.313). This is different than defense mechanisms with the Webster New World Dictionary (1984) defines to be “... any behavior or thought process unconsciously brought into use by an individual to protect himself against painful or anxiety – provoking feelings, impulses, perceptions, etc.” (p. 376). The important distinction is that coping involves some degree of thought by the individual.

Cohen and Lazarus (1979) defined coping as the action-orientated and intrapsychic efforts to manage environments and internal demands, and conflicts among them, which tax or exceed a person's resources. Later, Lazarus and Folkman (1984a) revised this definition to be the constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. Within this definition is the inclusion of both defensive and coping strategies.

Conceptualizing the Coping Process

Coping is a stabilizing factor that can help individuals maintain psychosocial adaptation during stressful periods, it encompasses cognitive and behavioral efforts to

reduce or eliminate stressful conditions and associated emotional distress (Lazarus & Folkman, 1984; Moos & Schaefer, 1993). At a general level, conceptualizations of coping may be categorized according to their assumptions about the primary determinants of coping responses. *Dispositional* approaches assume that relative stable person-based actors underlie the selection of coping behaviors. *Contextual* approaches assume that more transitory situation – based factors shape people's choices of coping responses.

Dispositional Approaches

The ego – psychoanalytic model is paradigmatic of the dispositional approach to conceptualizing coping. Ego processes are unconscious cognitive mechanisms (thought their expression may involve behavioral components) whose main functions are defensive (to distort reality) and emotion focused to (reduce tension). Psychoanalytically oriented investigators assume that people have relatively stable preferences for particular defense and coping styles for dealing with conflict and that these styles vary in their maturity (Bond, Grdner, Christian, & Sigel, 1983).

Several contemporary investigators outside the psychoanalytic tradition also have conceptualized coping in dispositional terms. Common to these conceptualization is the assessment of coping by interviews and personality tests in the tradition of trait assessment (stone, Greenberg, Kennedy-Moore, & Newman, 1991).

Carver, Scheier, and Weintraub (1989) developed a dispositional measure of coping by asking individuals what they usually do in stressful circumstances.

Endler and Parker (1990) developed a multidimensional measure of stylistic coping by asking individuals how they generally cope when they encounter a difficult or stressful situation. Other dispositionally orientated conceptualizations index characteristic styles of cognitively seeking out or avoiding threat-relevant information (Miller, 1987) and automatic thoughts in everyday life that reflect common constructive and destructive ways of thinking (Epstein & Meier, 1989).

Contextual Approaches

Emblematic of the contextual approach is the appraisal-based model of Lazarus and his associates (Folkman, 1992). Lazarus views coping as a response to specific stressful situations rather than as a stable feature of personality. Active and conscious cognitive appraisals of potential threat function as a mediating link between life stressors and the individual's coping responses. Coping is regarded as a dynamic process that changes over time in response to changing demands and changing appraisals of the situation.

Several other investigators also have proposed contextually oriented conceptualizations of coping. Common to these conceptualizations is the measurement of coping by indexing the thoughts and actions individuals report they actually used to cope in specific stressful situations (Stone et al., 1991).

Feifel and Strack (1989) assessed coping responses across five conflict situations: decision-making, defeat in a competitive circumstance, frustration, authority conflict, and peer disagreement. Other contextually oriented techniques ask individuals to describe how they actually dealt with a specific stressful event (Carver et al., 1989) or with an important recent problem (Amiskhan, 1990).

An Integrative Conceptual Framework

Contemporary theorists generally recognize that the dispositional and contextual approaches have complementary strengths in describing the coping process. Dispositional approaches tap generalizable, preferred coping styles that transcend particular situational influences (Epstein & Meier, 1989). Contextual approaches reflect how a person copes with a particular type of stressful episode (Carver et al., 1989; Folkman, 1992). Thus, the coping process using the general conceptual framework shown in figure 1, which emphasizes that both enduring personal and more changeable situational factors shape coping efforts.

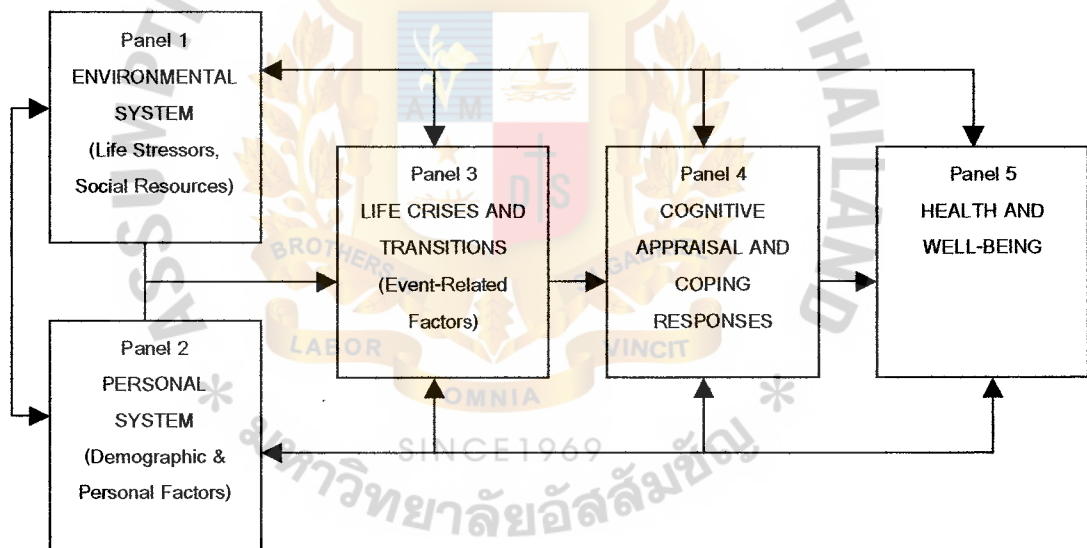


Figure 1 A general conceptual framework of the coping process (from Moos & Schaefer, 1993)

The environmental system (Panel 1) is composed of ongoing life stressors, like chronic physical illness, as well as social coping resources, such as support from family members. The personal system (Panel 2) includes an individual's sociodemographic characteristics and personal coping resources, such as self-confidence. These relatively stable environmental and personal factors influence the life crises and transition individuals face (Panel 3), which reflect significant changes in life circumstances. In turn, these combined influences, shape health and well-being (Panel 5) both directly and indirectly through cognitive appraisal and coping responses (Panel 4). The framework emphasizes the central mediating role of cognitive appraisal and coping responses in the stress process. Moreover, the bi-directional paths in the framework indicate that reciprocal feedback can occur at each stage.

Measurement of Coping

One of the difficulties within the area of the measurement of coping has been the different approaches to the problem. Two approaches have surfaced – episodic on situational assessment and trait or dispositional assessment. Trait measures of coping refer to an individual's habitual or particular way to deal with a variety of stressful encounters. These traits or dispositions are aligned to the personality of that individual (Cohen, 1987).

Trait assessment refers to an enduring property of a person or a disposition to respond in a certain way under a variety of circumstances. Episodic measures of coping deal with the strategies individuals actually use in a particular stressful situation, that is, what the person does in a particular encounter. The important aspect

of episodic coping is that it is characterized by responses in which there can be a flow of events.

Trait measurement has been criticized for assuming consistency on coping behavior (Cohen & Lazarus, 1979). Furthermore, Cohen (1987) indicates coping traits do not seem to be predictive of how individuals actually cope in stressful situations.

Lazarus and Folkman (1984b) state that measurement of coping traits have modest predictive value with respect to the coping process. In an earlier study, Folkman and Lazarus (1980) found some stability in the use of coping responses for an individual across episodes but in general, subjects were characterized more by variability than by stability in coping patterns. As well, since coping is a process, it changes overtime. A person may use an emotion – focused strategy and then shift to a problem – focused strategy or vice versa.

Factors Involved in Coping Strategies

McGrath (1970) identified four factors involved in the strategies of coping

1. **Time** is a factor in the coping process, particularly with relation to the interval between the time of onset of the cues that lead to the anticipation of the threatening event and the actual occurrence of the harmful event.
2. The **goal** of the coping behavior is influential in that coping efforts are directed toward preventing or removing the threat, as mentioned previously, or toward removing or attenuating the consequences of the threatening situation.

3. The *effectiveness* of the coping behaviors used. This factor becomes very important to people who attempt to help others, for the effectiveness of what the patient or client is doing for himself or herself must be assessed before a decision can be made as to whether the behavior should be reinforced or extinguished. The effectiveness is determined by whether or not the behavior accomplishes its goals of removing the threat or its consequences.
4. The *number of coping strategies used* at a given time or in response to a given threat, as well as in various situations. Flexibility has been considered to be the ideal (McGrath, 1970; Millon, 1969). Indeed, Lazarus and Launier (1978) indicated that stability is a limited part of coping because changes are inevitable. It is desirable to keep trying alternatives, thus as evidence that individuals who are consistent in the coping behavior they employ are freer according to such indicators of stress as skin conductance and decision times (Steiner, 1970).

Categories of Coping Resources

Coping resources may be either internal or external (Wheaton, 1980). Internal coping resources are learned individual responses due to a person's ability or effort or a combination of both. External coping resources include an individual's social support network. More specially, there are at least five categories of coping resources:

1. *Health / Energy / Moral*, imply that a sickly, weak, despondent person would have more difficulty coping than one who is healthy, strong, and optimistic.

2. ***Problem solving skills*** at both concrete and abstract levels are important for understanding and effective intervention.
3. ***Social networks*** are indicated to provide buffers and supports, because people really do need people.
4. ***Utilitarian resources*** include money as well as tools and references that make life easier for these who have access to them than for these who do not.
5. ***General and specific beliefs*** influence whether people think they can master must situations or are merely victims of circumstances and include the explanations they make for occurrence of events (Folkman, Schaefer, & Lazarus, 1979).

Coping Assessment

Intraindividual Coping Measures

Situational –Specific Measures

The first type is intraindividual measures that assess basic coping strategies or responses for responding to a specific stressful situation (e.g., pain symptoms, job loss, cancer). The items used with these measures assess coping activities congruent with the particular situation. Job loss and unemployment are other stressors that have generated a large number of situation-specific coping measures (Latack & Havlovic, 1992).

The study of the relationship between coping and health, in particular, has evolved into one of the most popular topics in the coping area (Auerbach, 1989). A variety of models have appeared that conceptualize coping as an integral part of the international of psychological, environmental, and biological factors influencing health and well-being (Thomae, 1987).

Aldwin (1994) has noted that three general coping and health models have tended to be utilized. The first model, used most often in the coping and health literature, assumes that coping strategies or behaviors have a direct effect on specific health variables (e.g., blood pressure, rate of recovery). The second model, used less frequently in the coping literature, takes the view that coping behaviors have an indirect effect on health by creating a change in some health-related behavior (e.g., maintaining regular contact with health professionals). The third model, also used less often in the literature, takes the view that coping strategies moderate or buffer the stress generated by a specific health problem.

Multiple Situation Measures

The second type of intraindividual measure assesses a number of basic coping strategies or responses that could be used in a variety of stressful situations. The items used with these measures assess a broad range of potential coping activities so that the scales can be used with individuals experiencing an array of different stressful situations. Respondents are usually asked to identify a recent stressful event. Both types of measures (multiple and specific situation scales) can be used on multiple occasions with the same respondents to study coping responses over the course of a specific stressful episode or similar stressful situations. Thus, researchers can obtain an indirect measure of coping processes.

The intraindividual coping measure that has had the greatest impact on the coping area is the Ways of Coping Checklist (WCC; Folkman & Lazarus, 1980), later revised and renamed as the Ways of Coping Questionnaire (WCQ; Folkman & Lazarus, 1988). Because the WCC and WCQ have been used to study coping in

hundreds of published studies, and have also been used as models for the development of other coping measures, a few historical comments about the development of these scales needs to be made.

The WCC (Folkman & Lazarus, 1980) was a 68-item self-report measure (Yes/no format) developed to assess two basic coping strategies: problem-focused coping and emotion-focused coping. In a study with 425 medical students, Vitaliano, Russo, Carr, Maiuro, and Becker (1985) factor analyzed the WCC and found six factors. From these six factors, five interpretable coping scales were created. Problem-focused, Seeking Social Support, Blamed-Self, Avoidance, and the Wishful Thinking scales were created using a pattern of items different from scales with these names identified by Folkman and Lazarus (1980).

Folkman and Lazarus (1985) subsequently modified the WCC by dropping some items and adding new ones. The response format was changed from a yes/no format to a 4-point Likert frequency scale and the revised 66-item scale (now known as the Ways of Coping Questionnaires; WCQ) was administered to 198 undergraduates on three separate occasions.

Interindividual Coping Measures

During the 1980s and early 1990s, the topic of coping styles (or predispositions) has again attracted the attention of some coping researchers (for some interesting comments on this recent literature (McCrae, 1992).

The Coping Inventory for Stressful Situations (CISS) was developed by Endler and Parker (1990) in a series of factor analytic studies to reliably assess three basic coping styles: task-oriented coping, emotion-oriented coping, and avoidance-

oriented coping. The factor structure of the CISS had been cross-validated in samples of undergraduates, normal adults, and psychiatric inpatients (Endler & Parker, 1990). Factor structure of the CISS has been cross-validated in samples of undergraduates, normal structures for men and women were also compared in the various samples and found to be virtually identical (Endler & Parker, 1990).

RESEARCH RELATING MOONEY PROBLEM CHECKLIST (MPCL)

Related Foreign Research

Emme (1933) conducted one of the earlier comprehensive studies in 1933 with 550 students to discover the areas of experience on which freshmen found difficulty in making adjustment. He isolated is list of 400 different problems which were distributed among the nineteen generalized areas of experience. Emme observed that students tended to view their individual problems as being unique and significant that their perspective of the entire college situation was colored by them.

Mooney (1943) conducted a study of freshmen girls at Ohio State University. These 171 women indicated an average of 29.8 problems checked, with a range of from 3 to 108. The adjustment to college work was the most commonly indicated area of problems with Personal-Psychological Relations, Social and Recreational Activities, and Health and Physical Development following in rank order.

Tolle (1957) found that 519 St. Petersburg Junior College students reported a mean of 34.7 problems check on the MPCL who participated in the survey, and the area of Adjustment to College Work was by far the area of most concern he also

found that female students reported a higher number of problems than did male students.

Williams (1957) administered the MPCL to freshmen, women students taking the course at North Texas State College and also to the control group of freshmen at East Texas State College. He concluded that college freshmen recognize and will admit many of their problems but need the help of college instructors and administrators in the solution for many of them.

Hortman (1968) conducted a survey of 79 males and 62 females who were randomly selected from area junior colleges confirmed that males and females problems were in the same three areas namely, Adjustment to College Work, Personal-Psychological Relations, and Social and Recreational Activities, but found differences in the rank order of serious problems; also males were willing to talk over their problems with a counselor than were the females.

Lee (1970) gave the MPCL to 1,237 freshmen from different departments at Seoul National University and found that the problem on Social Recreational Activities and Curriculum and Teaching Procedure showed generally high frequency which the area on Home and Family and Courtship, Sex and Marriage were seen as having the lowest frequency through out all the colleges.

Barria's study (1971) conducted on 350 freshmen from De La Salle University in Manila and found that Adjustment to College Work, Personal - Psychological Relations were predominant problem concern area and most concern problem items were having a poor background for some subjects, getting low grades and weak in logical reasoning.

Borass (1971) conducted a study that affected students , to understand the students' life as the students perceived it. Borass asked all of the sophomores and many of the juniors and seniors at College to write their perceptions of problems they had faced as freshmen. These problems were then listed and presented to the students who were asked to check and rate from one to four (one is the least serious, four is the most serious) the problem which had been of concern to them as freshmen. The rating were then calculated and reported in total point accumulations under the two general heading of "Difficulties due to nature of college life" and "Difficulties in connection with classes and studies".

Beit – Hallahmi (1972) surveyed 583 freshmen and sophomores at Michigan State University found Adjustment at College Work received the highest number of problems checked for every group.

Lee (1974) administered a survey questionnaire on 3,238 freshmen on the student problems and found that there was a need for assistance among students and that they were given some help although crudely.

Maurer' (1982) studies through MPCL on male and female university seniors at University of Pennsylvania, a total of 114 university students, revealed that women reported significantly more problems than men, all students expressed concern about social skills and friendship.

Singh, and Goburdhum (1982) study of the problems of Indian and foreign students at Delhi university campus on 80 Indian and foreign students, both boys and girls reveal that foreign students reported significantly those related to Health and Physical Development, Adjustment to College Work, and Curriculum and Teaching

Procedure, whereas Indian students indicated more problems related to Finance and Living Conditions, Morals and Religion, and the Future: Vocational and Educational.

The Related Local Research

Sopa (1973) used the MPCL to investigate the problem of college students in Mrahidon University and found that all had problems in three areas: Adjustment to College Work, Future: Vocational and Educational, and Social and Recreational Activities. She found out that students admit many of their problems but the help of college instructors and administrators was the solution for many of them.

Pranna's (1982) study of the problem of 150 males and 150 females in their last year college at Ramkharhang University, revealed that females students reported problems areas significantly related to Health and Physical Development, Adjustment to College Work, and Curriculum and Teaching Procedure, whereas males students indicated more problems related to Finance and Living Conditions, Morals and Religion, and the Future: Vocational and Educational plans.

Thana's (1991) study of 500 intern – teacher students in 5 regions of Thailand revealed that the major area of concern problem was in their future and occupation. Moreover the students whose home town are in the north region expressed the highest problem. For his reason, their problems are affected by their parent's educational and income which is less than in the other parts of the country.

In conclusion, most college student showed problems in their social and academic problem dimensions. Moreover, the freshmen students found more problems in making adjustment than others. Therefore it became the foundation for

this research. The researcher has to pay deepest concern with these problem dimension.

COPING RESEARCH STUDIES

Related Foreign Research

In the 1960s, a new line of research, initially related to work being conducted on defense mechanisms, began to coalesce under the “coping” label. Before this period, the word coping had been used informally in the medical social science literature (Lazarus, 1993).

The concept of coping began to acquire a technical meaning for some researchers. A number of writers began to label certain “adaptive” defense mechanisms (e.g., sublimation or humor) “coping” activities (Alker, 1968). According to Haan (1965), Coping behavior is distinguished from defensive behavior, since the latter by definition is rigid, compelled, reality distorting, and undifferentiated, whereas, the former is flexible, purposive, reality, oriented, and differentiated.

Although coping researchers would eventually turn their attention to studying a broad range of stressful situations, their initial preoccupation with extreme situations had the unforeseen effect of promoting the study of situational variables in coping research at the expense of person (predisposition) variables. In the older defense mechanism literature, derived from classic psychoanalytic theory, person variables were of prime importance. By focusing attention on coping activities in highly stressful situations, however, the early coping researchers inadvertently

increased the likelihood that person variables would be found to be poor predictors of specific coping activities. Although individuals may have habitual coping preferences, life-threatening or extreme situations typically permit only a narrow range of possible coping responses (Moshe and Norman, 1996).

The distinction between those coping researchers who emphasize the importance of predisposition variables (traits) and those researchers who emphasize situational factors (coping as a process) has sometimes been referred to in the coping literature as the distinction between an interindividual and an intraindividual approach to coping (Endler & Parker, 1990). The interindividual approach to coping attempts to identify basic coping styles: habitual coping strategies used by particular individuals across different types of stressful situations. The intraindividual approach to coping, on the other hand, attempts to identify basic coping behaviors or strategies used by individuals in particular types of stressful or upsetting situations. This approach “assumes that individuals have a repertoire of coping options available to them from which they can build what they believe to be the most effective strategy, depending on the nature of the situation” (Cox and Ferguson, 1991). Although almost an unlimited number of potential coping strategies and reactions are available to a person in a particular situation, there is an assumption that these activities can be classified into a small number of basic coping dimensions.

The Related Local Research

Termsak(1997) study of 1,708 first year and second year diploma students, 944 males and 756 females, of Rajamangala Institute of Technology Bangkok Technical campus and found that the students’ academic achievements, personalities,

study habits, classroom atmosphere, and interpersonal relationships indicated direct effects on their ways of coping in academic problems and the students' ways of coping in academic problems related with their academic achievements, study habits, and classroom atmospheres expect their interpersonal relationships and their personalities.

Sodsai (1998) study of 860 upper secondary school students of the learning, personal, and social problems and coping strategies under the general education department in Bangkok. The finding revealed that the upper school students coped their personal and social problems by facing at the higher percentage, by comprising at the lower percentage, and by withdrawal at the lowest percentage. There also were no significant differences in coping strategies between male and female students.

Korapin (1999) study of 49 first year students and 67 second year students in learning problems and ways of coping with learning problems of nursing students of Boromrajonani Nopparatvajira nursing college in Bangkok and found that the first year and second year coped their learning problems by confrontational. There were significantly different ways of coping with learning problems of nursing students among class level, study habits, and instructional atmosphere, but not found in their different following variables: academic achievement, personality and relationship between class level.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains a description of the methodology in studying the perceived problems and coping styles of the first year international students in Assumption University. A descriptive research design is used in the survey study. The objectives of this study are the following: 1) to investigate the perceived problems and coping styles of first year international students in Assumption University, 2) to study difference between the perceived problems in relation to gender, nationality, faculty, types of living arrangement, and monthly allowance, 3) to study the difference between the coping styles and the selected demographic such as gender, nationality, faculty, types of living, and monthly allowance of the first year international students in Assumption University, and 4) to study the relationship between the perceived problems and coping styles of the first year international students in Assumption University.

The information in this chapter will be presented in five sections:

1. The Population and Sample
2. The Instrument for this Study
3. Procedure of this Study
4. Collection of the data
5. Data analysis methods

Population and Samples

The population of the study consists of 412 first year international students who enrolled for the first semester in academic year 2001 in Assumption University.

The random sampling for the international students were used in the Business Ethics Seminar (BG 1403) since it is one of the required subjects for all students in Assumption University. The researcher distributed questionnaires in the last section 705 before midterm examination of the first year Business Ethics Seminar at Hua Mak Campus. The sample size was determined by using the random sampling with the population (Yamane, 1973). The formula is as follows:

$$n = \frac{N}{1 + Ne^2}$$

When

e = Error of Sampling

N = Population Size

n = Sampling Size

For this study, the error of sampling is 0.05 and the population size is 412 first year international students. The sampling size is as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{412}{1 + 412 (0.05)^2}$$

$$n \approx 203$$

So the sample size for this research is at least 203 first year international students.

The questionnaires that were collected total 278. After sorting out the qualified questionnaires, the researcher obtained 218 questionnaires.

The sampling distribution for international students in this research is the first year or freshmen who were registered full-time at Assumption University during academic year 2001. In this university, there were two semester entrance examinations during March and August. So international students were categorized into two groups, namely 1) first year students in the first semester, and 2) first year students in the second semester.

Instruments for the Study

A close - ended information questionnaire to gather demographic data and two kinds of instruments: a questionnaire to identify the problems (the Mooney - Problem Checklist -- College form) and a questionnaire to identify the coping styles (The Ways of Coping Questionnaire).

Part I Personal Data Questionnaire (demographic variables)

This instrument was devised to collect relevant data concerning the general background of the sample such as gender, nationality, faculty, type of living arrangement, and monthly allowance.

Part II Mooney - Problem Checklist (College Form)

This instrument which was developed by Ross L. Mooney and Leonard V. Gordon was especially designed to systematically discover what problems are bothering college students in eleven categories or problem areas. This instrument is used to gain better understanding of the college students to appraise and gain better understanding of the college students and bring into the open the major concerns of each student in accordance to the respective areas. The researcher has chosen this problem checklist among many others for it is especially designed and made to find out and explore both the minor and major concerns often encountered by college students. However, the Mooney - Problem Check List (MPCL) is considered a factor searching tool, therefore the accuracy of this instrument is dependent on the students' openness in making the list of probable problems indicated in the MPCL.

- I. Health and physical Development (HPD)
- II. Finances, Living Conditions and Employment (FLE)
- III. Social and Recreational Activities (SRA)
- IV. Social - Psychological Relations (SPR)
- V. Personal -Psychological Relations (PPR)
- VI. Courtship, Sex, and Marriage (CSM)
- VII. Home and family (HF)
- VIII. Morals and Religion (MR)
- IX. Adjustment to College Work (ACW)
- X. The Future: Vocational and Educational (FVE)
- XI. Curriculum and Teaching Procedure (CTP)

Administration

The Mooney - Problem Checklist (College Form) is self - administrated. It has 11 categories or problem areas from which 30 items are listed for each. Respondents are asked to read the list of troublesome problems they often encounter as college students, underline the problems which are of concern to them, circle the numbers in front of the items which are of most concern to them (from groups of underlined phrases) and finally, make a summary interpretation of their problem. Completing the problem checklist requires approximately 35 to 50 minutes. To expect honest and accurate answers from the respondent, the examiner established rapport with the students and assured them of confidentiality concerning the problems they would reveal.

Scoring

The format of the checklist and the arrangement of the items made it easy to count and put the score according to the appropriate category. Six groups having five items for each group totaling to 30 items are put together in one column. Two columns representing two problem areas are designed for every page except the eleventh column at the last page. The circled items are counted and the number is written under the column. Then, the underlined items and the score written next to the number of the circled items. The sum of the circled items are taken with the underlined items, this is recorded next to the first two scores obtained, the same procedure was done for each problem area. The total for all the areas is taken afterwards and recorded at the bottom of the first page of the questionnaires.

The criteria of the Mooney Problem Checklist used to classify the problems which are "concern" and "most concern" to the respondents. The underlined items which are "concern" to the respondent are scored 1, the circled items which are "most concern" to the respondent are scored 2, and the skipped items which the respondent have no concern are scored 0.

Validity

The Mooney Problem Checklist was not built as a test. They were used for variety of purposes and were constructed so that the obtained data must be considered in the light of many other factors.

This problem checklist was given to different groups of high school students, college students, remedial study class and mental hygiene class.

Reliability

It is not at all surprising that the number of items and the specific items checked are somewhat different at each administration of the check lists because there are always changes in the circumstances surrounding the individual or changes in her feeling toward these circumstances. Shifts in item responses which reflect these changes do not invalidate the data, and may well facilitate the purpose for which the check list is given.

If the data are to be used for survey purposes, there must be some assurance that they reflect concerns of the group which remain reasonably stable over a period of time. Evidence on this point comes from two sources. The first is an unpublished study by Gordon in which the college form of the pre-1950 revision of the problem check list was administered twice to 116 college students. The frequency with which each of the items was marked on the first

administration was corrected with each of the same items marked on the second administration. A correlation coefficient of .93 was found.

The second source is a study of four educational groups in which the problem check list was repeated from one to ten weeks after a first administration. The rank order of the eleven problem areas, arranged by size of mean number of problems checked in the area, remained virtually the same from one administration to the other for each of the groups. The rank order correlation coefficients varied from .90 to .98.

It can therefore be concluded that, the problem check list must be, and was, so designed as to reflect changing situations and experiences in individual cases, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of survey results.

Part III The Ways of Coping Questionnaire

This questionnaire is the modified version of the ways of Coping Questionnaire by Folkman and Lazarus (1988). The WCQ contained 50 coping statements reflecting a wide range of thoughts and actions that people use to deal with taxing events. Folkman and Lazarus (1988) identified eight varieties of coping or scales in Ways of Coping Questionnaire.

Fifty of the items on the questionnaire are divided into eight empirically-constructed scales. The scales are described as follows:

Confrontational Coping (Scale 1) describes aggressive efforts to alter the situation and suggest some degree of hostility and risk-taking.

Distancing (Scale 2) describes cognitive effort to detach oneself and to minimize the significance of the situation.

Self-Controlling (Scale 3) describes effort to regulate one's own feelings.

Seeking Social Support (Scale 4) describes efforts to seek informational support, tangible support, and emotional support.

Accepting Responsibility (Scale 5) acknowledges one's own role in the problem with a concomitant theme of trying to put things right.

Escape-Avoidance (Scale 6) describes wishful thinking and behavioral efforts to escape or avoid the problem. Items on this scale contrast with those on the Distancing scale, which suggests detachment.

Planful Problem Solving (Scale 7) describes deliberate problem-focused efforts to alter the situation, coupled with an analytic approach to solving the problem.

Positive Reappraisal (Scale 8) describes efforts to create positive meaning by focusing on personal growth. It also has a religious dimension.

Administration

The ways of Coping Questionnaire asks participants to rate major events of their lives. The response format of the questionnaire was a 4-point Likert type scale (0=not used, 1=used rather often, 2=used really often, and 3=used a great deal). The participants are asked to read each statement and then blacken in the appropriate circle to the right of the statement to indicate how often they apply to them.

Scoring

The response format for the section of the questionnaire was a 4-point Likert type scale.

The score of 0 indicates not used,
 The score of 1 indicates not rather often,
 The score of 2 indicates used really often,
 The score of 3 indicates used a great deal.

Following are the eight coping scales:

Scale 1 (6 items): No. 2, 3, 13, 21, 26, 37

Scale 2 (6 items): No. 8, 9, 11, 16, 32, 35

Scale 3 (7 items): No. 6, 10, 27, 34, 44, 49, 50

Scale 4 (6 items): No. 4, 14, 17, 24, 33, 36

Scale 5 (4 items): No. 5, 19, 22, 42

Scale 6 (8 items): No. 7, 12, 25, 31, 38, 41, 46, 47

Scale 7 (6 items): No. 1, 20, 30, 39, 40, 43

Scales 8 (7 items): No. 15, 18, 23, 28, 29, 45, 48

Validity

Folkman and Lazarus (1985) subsequently modified the Ways of Coping Checklist (WCC; Folkman and Lazarus, 1980) by dropping some items and adding new ones. The response format was changed from a Yes/No format to a 4-point Likert frequency scale and the revised 66-item scale (now known as the Ways of Coping Questionnaire; WCQ) was administered to 198 undergraduates on three separate occasions. A factor analysis of the 342 completed questionnaires was used to develop 8 coping scales: Problem-Focused, Wishful Thinking, Distancing, Emphasizing the Positive, Self-Blame, Tension-Reduction, Self-Isolation, and Seeking Social Support. Moderate internal consistency reliabilities

for the sub scale were reported by Folkman and Lazarus (1985), ranging from a low of 0.56 to a high of 0.85.

The researcher used some statements in the Ways of Coping Questionnaire since some statements pertained to the stressful situation and had to be adjusted to suit the context of the problem. The Ways of Coping Questionnaires was then validated by an expert in the Department of Counseling Psychology at Assumption University and expert in the Center for Mental and Personality Development, Student Affairs at Assumption University.

Reliability

The eight coping scales had moderate alpha coefficients in the derivation sample, ranging from 0.61 to 0.79. The statements in the WCQ are suit for the context of the problem. The questionnaire were also pilot-tested on 40 students from first year international students who study the Business Ethics at Bang Na Campus and an interval consistency of 0.93 using the Coefficient Cronbach was obtained.

Table 1 Reliability of Scales of the WCQ

Scales	Reliability
Confrontational Coping	0.9305
Distancing	0.9300
Self-Controlling	0.9301
Seeking Social Support	0.9299
Accepting Responsibility	0.9290
Escape – Avoidance	0.9300
Planful Problem Solving	0.9304
Positive Reappraisal	0.9304
Total reliability	0.9300

Procedures of the Study

1. The researcher send a memo to Archan Chan Mayot, Director of St. Martin center for Professional Ethics and Service Learning , which is under department of Students Affairs responsible for the Business Ethics Seminar classes, to ask permission to distribute questionnaires.
2. Archan Charn Mayot then informed all the instructors of the St. Martin Center for Professional Ethics and Service Learning about the above study in order to prevent any other appointments or interruption that may occur.
3. Preliminary contact was made with the staff of the professional Business Ethics Program to obtain the required schedules and necessary information concerning the Business Ethics Seminar section (First year International section).
4. The researcher distributed the questionnaires to international students on July 22, 2001. The first instrument used to gather demographic information about the subjects. Attached therein were the Mooney Problem Checklist (second instrument) and the Ways of Coping Questionnaire (third instrument).
5. The researcher originally prepared 300 sets of questionnaires for the respondents in the first year international students (section 705 in the Ethic Seminar Program at Hua Mak Campus) for June semester of the year 2001. 278 were distributed and collected. After classifying the questionnaires, 218 were considered valid whereas 60 were excluded for the reasons mentioned in Table 2.

Table 2

Reasons for the exclusion of questionnaires of first year international students from the distribution

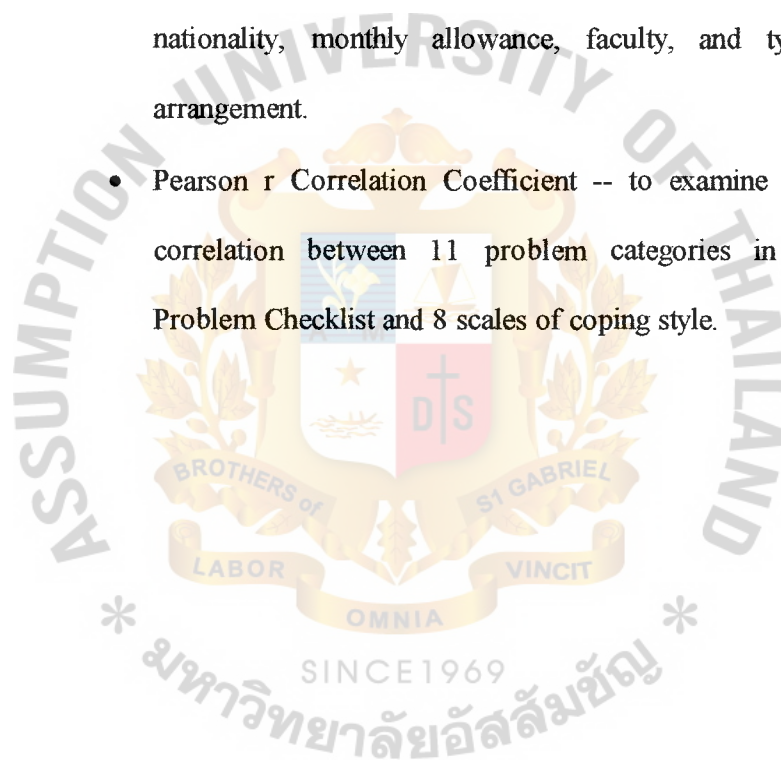
	Reasons	Number of Respondents	Percentage
1	The Mooney Problem Checklist was not completed	53	88.3
2	The Ways of Coping Questionnaire was incompletely answered	2	3.3
3	Not first year international students	5	8.3

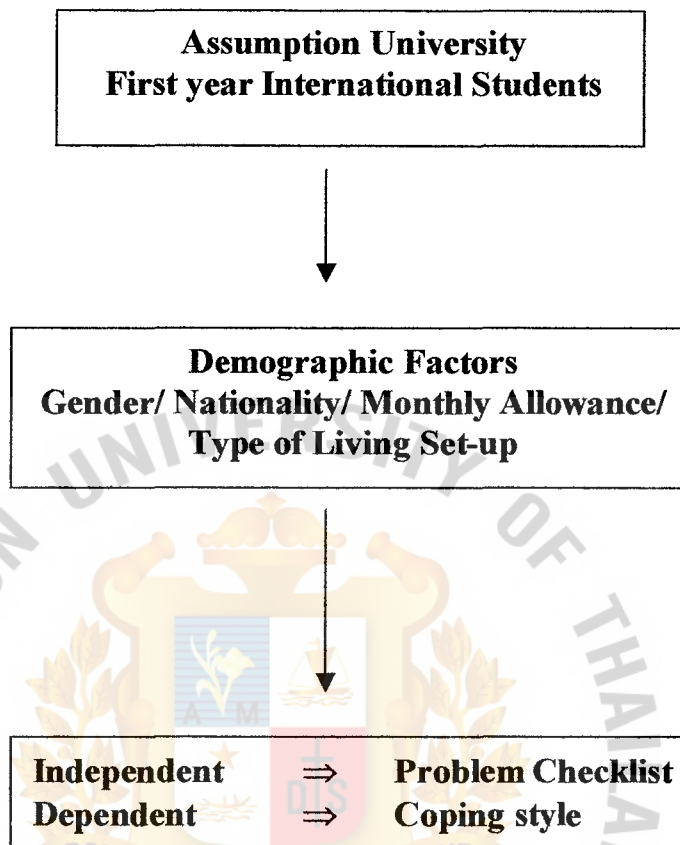
For Table 2, 53 questionnaires were excluded because the Mooney Problem Checklist was not completely answered. In addition, 2 questionnaires were excluded because the Ways of Coping Questionnaires were also not completely answered, and 5 questionnaires were excluded because they were not first year international students. In the Business Ethics Seminar, they included others students who were not in the first year.

6. Responses from qualified subjects on all scales were scored, added and interpreted according to the prescribed scoring rules. All the relevant demographic information were summarized for further analyses.

7. The collected data were statistically analyzed by using the following formula:

- Mean and Standard Deviation – to examine the distribution of the population samples for perceived problems and coping styles.
- t - test -- to determine the problems as subjects were grouped according to some demographic variables, e.g. gender.
- F - test one way ANOVA -- to determine the problems as subjects were grouped according to some demographic variables, e.g. nationality, monthly allowance, faculty, and type of living arrangement.
- Pearson r Correlation Coefficient -- to examine the degree of correlation between 11 problem categories in the Mooney Problem Checklist and 8 scales of coping style.



CONCEPTUAL FRAMEWORK

CHAPTER IV

PRESENTATION OF THE FINDINGS

This chapter reports the results obtained through the question survey that was conducted to the first year international students. The findings of the study are presented in 6 separate sections as follows:

1. General demographic characteristics of first year international students.
2. The perceived problems of the first year international students.
3. The comparison between the perceived problems and demographic data:
 - 3.1 the perceived problems and gender
 - 3.2 the perceived problems and nationality
 - 3.3 the perceived problems and monthly allowance
 - 3.4 the perceived problems and type of living set – up .
4. The coping styles of the first year international students.
5. The comparison between the coping styles and demographic data:
 - 5.1 the coping styles and gender
 - 5.2 the coping styles and nationality
 - 5.3 the coping styles and monthly allowance
 - 5.4 the coping styles and type of living set - up.
6. The correlation between the perceived problems and the coping styles.

All the result are presented in tables and graphs with accompanying explanation of the statistics employed for the study.

Section 1

General background of first year international students as gender, nationality, monthly allowance, faculty, and type of living arrangement.

Table 3 General Background of First year international students

Demographic Characteristics	N	Percentage
Gender		
1. Male	100	45.9
2. Female	118	54.1
Total	218	100
Nationality		
1. Asian	193	88.5
2. Non - Asian	25	11.5
Total	218	100
Monthly Allowances		
1. Below 5,000 baht	76	34.9
2. 5,001 – 10,000 baht	86	39.4
3. 10,001 – 15,000 baht	31	14.2
4. 15,001 – 20,000 baht	16	7.3
5. Above 20,001 baht	9	4.1
Total	218	100

Table 3 (Continue)

Demographic Characteristics	N	Percentage
Type of living arrangement		
1. Living alone	41	18.8
2. Living with relatives	140	64.2
3. Living with friend(s)	37	17.0
Total	218	100

For Table 3, the total number of respondents qualified for the study was 218 and included the first year international students only. Out of 218 respondents, 100 (45.9%) were males and 118 (54.1%) were females. For the demographic variable “nationality”, the majority of respondents, 193 (88.5%), were Asian, followed by Non – Asian 25 (11.5%).

Considering the demographic variable “monthly allowances”, out of 218 respondents, 86 (39.4%) had monthly allowance 5,001-10,000 baht a month. 76 (34.9%) had below 5,000 baht. 31 (14.2%) had 10,001-15,000 baht. 16 (7.3%) had 15,001-20,000 baht, and 9 (4.1%) had above 20,001 baht.

For the demographic variable “Type of Living Set-up”, out of 218 respondents, 140 (64.2%) stayed with relatives. 41 (18.8%) stayed alone, and 37 (17%) stayed with friends.

Section 2

The results of the perceived problems of the first year international students categorized into eleven aspects are presented in Table 4

Table 4 The Mean Score and Standard Deviation and Rank of Perceived Problem of the First Year International Students

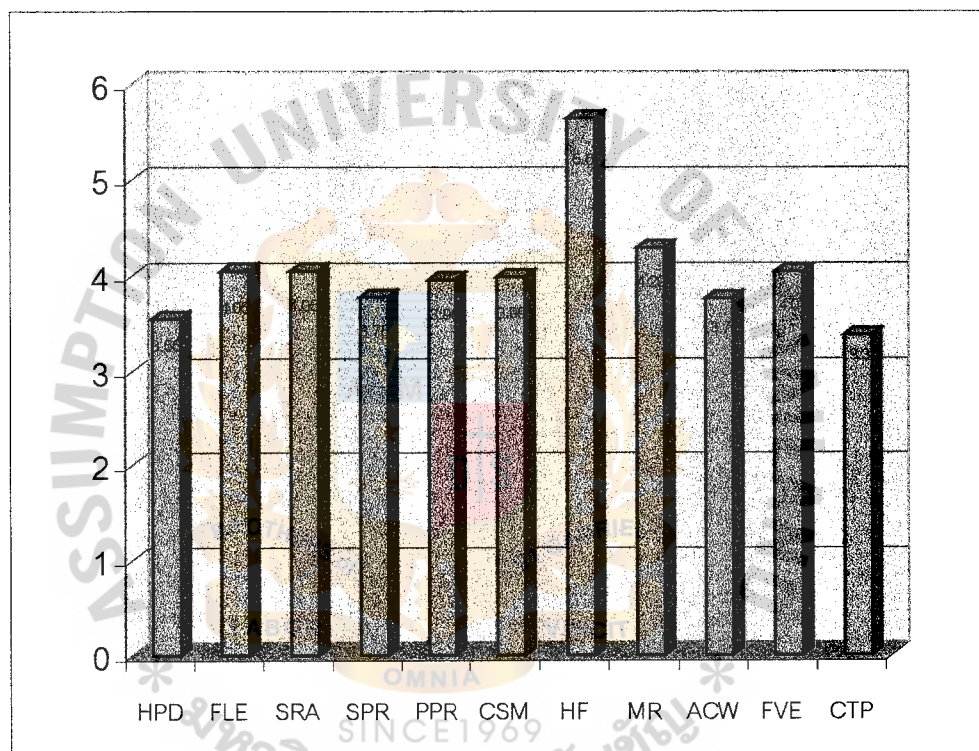
Problem Categories	Mean	Standard Deviation	Rank
1. Health and Physical Development (HPD)	3.56	1.81	10
2. Finance, Living Conditions and Employment (FLE)	4.05	2.06	3
3. Social and Recreational Activities (SRA)	4.05	2.06	3
4. Social - Psychological Relations (SPR)	3.78	1.96	8
5. Personal – Psychological Relations (PPR)	3.96	2.02	7
6. Courtship, Sex, and Marriage (CSM)	3.99	2.04	6
7. Home and Family (HF)	5.65	2.87	1
8. Morals and Religion (MR)	4.29	2.15	2
9. Adjustment to College Work (ACW)	3.77	1.93	9
10. Future: Vocational and Educational (FVE)	4.04	2.04	5
11. Curriculum and Teaching Procedure (CTP)	3.38	1.79	11

Table 4 showed that the Home and Family (HF) was the first problem that most experienced, with the highest mean score of 5.65. Followed by Morals and Religion (MR) with a mean score of 4.29. The third problem: Finance, Living Conditions and Employment (FLE) and Social and Recreational Activities (SRA) which had an equal mean scores of 4.05. The others were as follows: The Future: Vocational and Educational (FVE) had a mean score of 4.04. Courtship, Sex and Marriage (CSM) had a mean score of 3.99. The Personal – Psychological Relations (PPR) had a mean score of 3.96. The Social – Psychological Relations (SPR) had a mean score of 3.78. The Adjustment to College Work (ACW) had a mean score of 3.77. The Curriculum and Teaching Procedure (CTP) had a mean score of 3.38.

(SPR) had a mean score of 3.78. The Adjustment to College Work (ACW) had a mean score of 3.77. The Health and Physical Development (HPD) had a mean score of 3.56. The Curriculum and Teaching Procedure (CTP) had a mean score of 3.38.

The findings are illustrated with the use of a bar graph and is presented in Figure 2.

Figure 2 Comparison of mean MPCL scores



Section 3

The results of the comparison between the perceived problems and demographic variables are presented as follows;

The Null Hypotheses

There is no significance difference between the perceived problems and gender of first year international students in Assumption University.

Table 5 Frequency of MPCL Scores According to Gender

Problem Categories	Gender	Mean	Standard Deviation	t Value	Significant value
1. HPD	Male (N=100)	3.22	2.02	1.08	0.28
	Female(N=118)	3.09	1.61		
2. FLE	Male (N=100)	3.82	2.42	0.94	0.35
	Female(N=118)	3.58	1.91		
3. SRA	Male (N=100)	3.89	2.82	0.89	0.37
	Female(N=118)	3.56	2.31		
4. SPR	Male (N=100)	3.50	2.88	0.59	0.56
	Female(N=118)	3.34	2.91		
5. PPR	Male (N=100)	3.64	2.44	0.24	0.81
	Female(N=118)	3.66	2.28		
6. CSM	Male (N=100)	3.63	2.22	0.99	0.32
	Female(N=118)	3.34	2.20		
7. HF	Male (N=100)	5.04	2.74	1.33	0.18
	Female(N=118)	4.61	2.21		
8. MR	Male (N=100)	3.92	2.52	1.22	0.22
	Female(N=118)	3.54	2.01		
9. ACW	Male (N=100)	3.59	2.49	2.13	0.03*
	Female(N=118)	2.98	2.08		
10. FVE	Male (N=100)	3.74	2.44	1.71	0.09
	Female(N=118)	3.23	2.22		
11. CTP	Male (N=100)	3.36	2.96	2.69	0.008*
	Female(N=118)	2.42	2.00		

* Significant at 0.05 level

In answer to the stated null hypothesis, the t- test was used to compare males and females of first year international students. There was no significant

difference between gender and all perceived problems except in the Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP).

The difference in the mean scores of eleven problems between male and female could be best presented in the form of a linear graph as shown in Figure 3.

Figure 3 Comparison of Mean MPCL Scores Between Male and Female

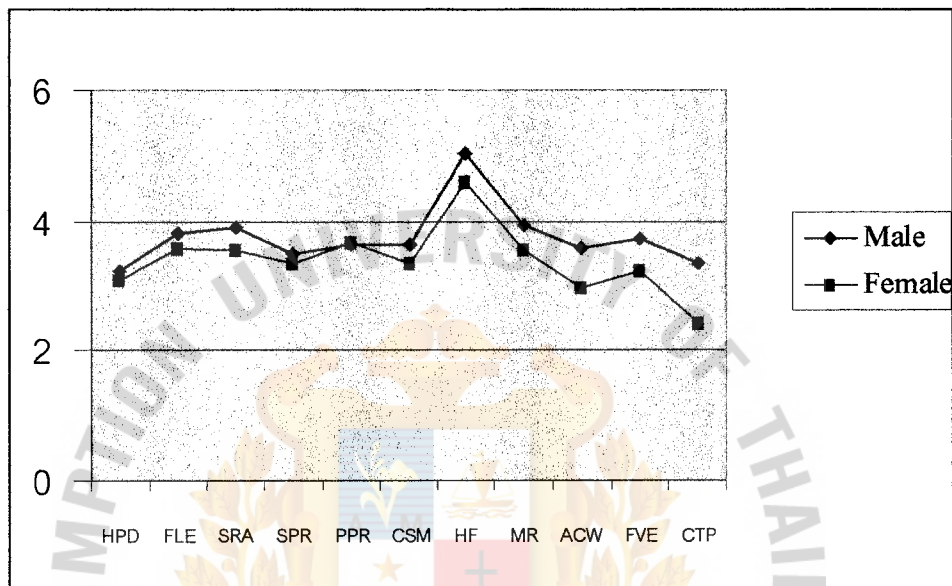


Figure 3 illustrated that females were found to have less problem than the males.

The null hypotheses is therefore accepted for the demographic variable “gender” in all perceived problems except for Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP).

The Null Hypotheses

There is no significant difference between the perceived problems and nationality of first year international students in Assumption University.

Table 6 Frequency of MPCL Scores According to Nationality

Problem Categories	Nationality N=218	Mean	Standard Deviation	t -value	Significant value
1. HPD	Asian (N=193)	3.2	1.85	-2.39	0.01*
	Non-Asian(N=25)	2.3	1.19		
2. FLE	Asian (N=193)	3.7	2.20	-1.64	0.10
	Non-Asian(N=25)	3.0	1.90		
3. SRA	Asian (N=193)	3.7	2.60	-1.47	0.14
	Non-Asian(N=25)	2.9	2.12		
4. SPR	Asian (N=193)	3.5	2.54	-1.38	0.16
	Non-Asian(N=25)	2.7	1.47		
5. PPR	Asian (N=193)	3.7	2.24	-1.73	0.08
	Non-Asian(N=25)	2.9	1.89		
6. CSM	Asian (N=193)	3.6	2.28	-2.53	0.01*
	Non-Asian(N=25)	2.4	1.32		
7. HF	Asian (N=193)	4.9	2.51	-2.48	0.01*
	Non-Asian(N=25)	3.7	1.68		
8. MR	Asian (N=193)	3.7	2.26	-1.09	0.27
	Non-Asian(N=25)	3.2	2.16		
9. ACW	Asian (N=193)	3.3	2.34	-1.58	0.11
	Non-Asian(N=25)	2.5	1.58		
10. FVE	Asian (N=193)	3.5	2.38	-0.68	0.49
	Non-Asian(N=25)	3.1	1.95		
11. CTP	Asian (N=193)	2.9	2.49	-1.27	0.20
	Non-Asian(N=25)	2.3	2.1		

* Significant at 0.05 level

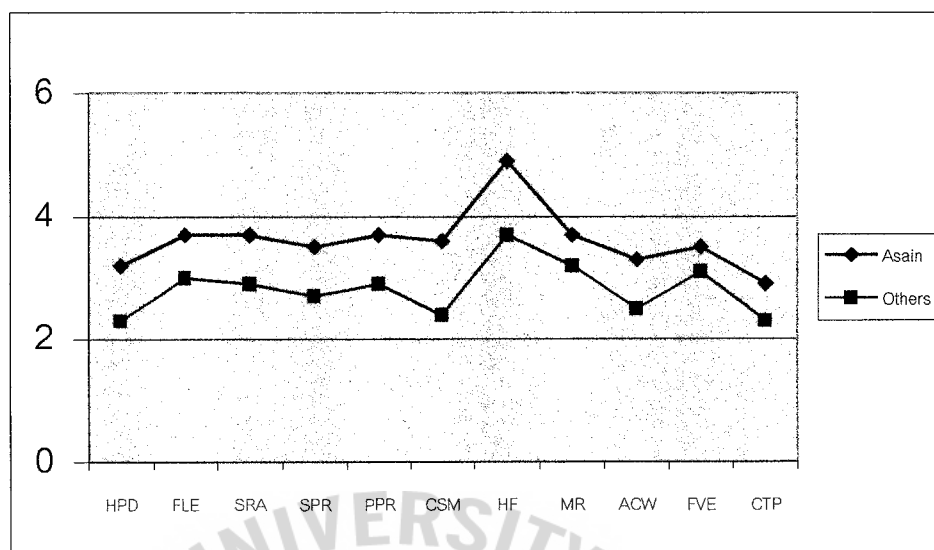
For the demographic variable “nationality”, this was divided as follows:

1. Asian
2. Non - Asian

According to Table 6, there was a significant difference at the 0.05 level. The t- test was used to determine any difference between the perceived problems and the demographic variable nationality. It revealed that no significant difference was found in Finance, Living Conditions and Employment (FLE), Social and Recreational Activities (SRA); Social – Psychological Relations (SPR), Personal – Psychological Relations (PPR), Morals and Religion (MR), Adjustment to College Work (ACW), Future: Vocational and Educational (FVE), and Curriculum and Teaching Procedure (CTP) and the demographic variable nationality.

However, there was a significant difference between the Health and Physical Development (HPD), Courtship, Sex, and Marriage (CSM), and Home and Family (HF) and the variable “nationality”.

The different mean scores are illustrated in a linear graph is presented in Figure 4.

Figure 4 Comparison of Nationality and the MPCL Mean Scores

From Figure 4, the Asian group were found to have a higher mean score in all perceived problems.

Therefore, the null hypothesis is accepted for all perceived problems but it is rejected for the Health and Physical Development (HPD), Courtship, Sex, and Marriage (CSM), and Home and Family (HF).

The Null Hypotheses

There is no significance difference between the perceived problems and monthly allowance of first year international students in Assumption University.

Table 7 Frequency of MPCL Scores According to Monthly Allowance

Problem Categories	Monthly allowance(N= 218)	Mean	Standard Deviation	F Value	Significant value
1. HPD	Below 5,000(N=76)	3.22	1.82	2.71	0.03*
	5,001-10,00(N=86)	3.05	1.61		
	10,001-15,000(N=31)	2.93	1.93		
	15,001-20,000(N=16)	2.52	1.63		
	Above 20,001(N=9)	0.82	3.09		
2. FLE	Below 5,000(N=76)	3.62	2.02	1.09	0.36
	5,001-10,00(N=86)	3.72	2.12		
	10,001-15,000(N=31)	3.53	2.03		
	15,001-20,000(N=16)	3.37	2.35		
	Above 20,001(N=9)	5.12	3.71		
3. SRA	Below 5,000(N=76)	3.76	2.22	1.32	0.26
	5,001-10,00(N=86)	3.51	2.42		
	10,001-15,000(N=31)	3.66	2.95		
	15,001-20,000(N=16)	2.95	2.97		
	Above 20,001(N=9)	5.31	4.01		
4. SPR	Below 5,000(N=76)	3.41	2.22	1.28	0.28
	5,001-10,00(N=86)	3.49	2.22		
	10,001-15,000(N=31)	3.12	3.25		
	15,001-20,000(N=16)	2.95	1.84		
	Above 20,001(N=9)	5.01	4.00		
5. PPR	Below 5,000(N=76)	3.73	1.92	1.18	0.32
	5,001-10,00(N=86)	3.59	2.02		
	10,001-15,000(N=31)	3.47	2.71		
	15,001-20,000(N=16)	2.86	2.35		
	Above 20,001(N=9)	4.61	3.70		

Table 7 (Continue)

Problem Categories	Monthly Allowance	Mean	Standard Deviation	F Value	Significant value
6. CSM	Below 5,000(N=76)	3.73	2.22	1.22	0.30
	5,001-10,00(N=86)	3.59	2.12		
	10,001-15,000(N=31)	3.17	2.03		
	15,001-20,000(N=16)	2.92	1.74		
	Above 20,001(N=9)	4.61	4.00		
7. HF	Below 5,000(N=76)	4.91	2.32	1.02	0.39
	5,001-10,00(N=86)	4.88	2.52		
	10,001-15,000(N=31)	4.32	2.85		
	15,001-20,000(N=16)	4.82	1.74		
	Above 20,001(N=9)	6.11	3.51		
8. MR	Below 5,000(N=76)	4.04	2.02	1.10	0.35
	5,001-10,00(N=86)	3.49	2.12		
	10,001-15,000(N=31)	3.69	2.44		
	15,001-20,000(N=16)	6.49	2.66		
	Above 20,001(N=9)	4.51	3.71		
9. ACW	Below 5,000(N=76)	3.22	2.02	1.55	0.19
	5,001-10,00(N=86)	3.18	2.22		
	10,001-15,000(N=31)	3.28	2.54		
	15,001-20,000(N=16)	2.66	1.76		
	Above 20,001(N=9)	4.91	4.10		
10. FVE	Below 5,000(N=76)	3.17	2.22	3.33	0.01*
	5,001-10,00(N=86)	3.52	2.32		
	10,001-15,000(N=31)	3.96	2.34		
	15,001-20,000(N=16)	3.29	1.43		
	Above 20,001(N=9)	6.01	3.71		

Table 7 (Continue)

Problem Categories	Monthly Allowance	Mean	Standard Deviation	F Value	Significant value
11. CTP	Below 5,000(N=76)	2.58	2.32	2.52	0.04*
	5,001-10,00(N=86)	2.97	2.42		
	10,001-15,000(N=31)	2.92	2.34		
	15,001-20,000(N=16)	2.73	2.56		
	Above 20,001(N=9)	5.21	3.90		

* Significant at 0.05 level

For the demographic variable “monthly allowance”, there were 5 categories altogether as:

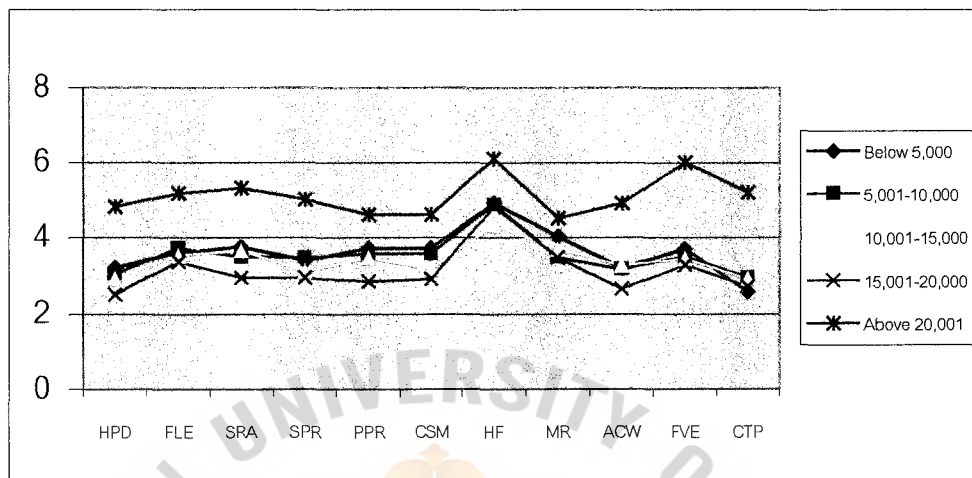
1. Below 5,000 baht
2. 5,001 – 10,000 baht
3. 10,001 – 15,000 baht
4. 15,001 – 20,000 baht
5. Above 20,001 baht

Table 7 showed that there is a significant difference between monthly allowances and the three categories; Health and Physical Development (HPD), The Future: Vocational and Educational (FVE), and Curriculum and Teaching Procedure (CTP). There was a significant difference at the 0.05 level.

In addition, there is no significant difference between the perceived problems in Finances, Living Conditions and Employment (FLE), Social and Recreational Activities (SRA), Social – Psychological Relations (SPR), Personal – Psychological Relations (PPR), Courtship, Sex, and Marriage (CSM), Home and Family (HF), Morals and Religion (MR), and Adjustment to College Work (ACW) and the demographic variable “monthly allowance”.

The difference in mean scores of the perceived problems and variable “monthly allowance” could be presented a linear graph.

Figure 5 Comparison of Monthly Allowance in the MPCL Mean Scores



From the Figure 5, the above 20,001 category had the highest mean score. The other categories (Below 5,000 baht, 5,001-10,000 baht, 10,001-15,000 baht, and 15,001-20,000 baht) had equal mean scores.

The null hypothesis is therefore accepted for all perceived problems except for the Health and Physical Development (HPD), The Future: Vocational and Educational (FVE), and Curriculum and Teaching Procedure (CTP).

The Null Hypotheses

There is no significance difference between the perceived problems and type of living arrangement of first year international students in Assumption University.

Table 8 Frequency in the MPCL According to Type of Living Set-up

Problem Categories	Living Set-up (N=218)	Mean	Standard Deviation	F-Value	Significant value
1. HPD	Alone (N=41)	3.64	2.33	1.63	0.19
	Relative (N=140)	3.03	1.71		
	Friend (N=37)	3.09	1.52		
2. FLE	Alone (N=41)	4.18	2.74	0.86	0.42
	Relative (N=140)	3.67	2.11		
	Friend (N=37)	3.51	1.72		
3. SRA	Alone (N=41)	3.83	3.55	0.57	0.56
	Relative (N=140)	3.79	2.41		
	Friend (N=37)	3.28	2.13		
4. SPR	Alone (N=41)	4.27	3.83	0.68	0.71
	Relative (N=140)	3.35	2.11		
	Friend (N=37)	3.03	1.72		
5. PPR	Alone (N=41)	3.80	2.94	0.19	0.82
	Relative (N=140)	3.58	2.11		
	Friend (N=37)	3.53	1.72		
6. CSM	Alone (N=41)	3.56	2.94	0.01	0.98
	Relative (N=140)	3.50	2.11		
	Friend (N=37)	3.44	1.82		
7. HF	Alone (N=41)	5.17	3.45	0.74	0.47
	Relative (N=140)	4.85	2.31		
	Friend (N=37)	4.44	1.72		
8. MR	Alone (N=41)	4.18	2.94	1.47	0.23
	Relative (N=140)	3.72	2.11		
	Friend (N=37)	3.22	1.72		
9. ACW	Alone (N=41)	3.81	3.14	2.09	0.12
	Relative (N=140)	3.04	2.11		
	Friend (N=37)	3.18	1.82		

Table 8 (Continue)

Problem Categories	Living Set-up (N=218)	Mean	Standard Deviation	F-Value	Significant value
10. FVE	Alone (N=41)	3.73	3.35	0.29	0.75
	Relative (N=140)	3.41	2.11		
	Friend (N=37)	3.49	1.72		
11. CTP	Alone (N=41)	3.84	3.55	4.46	0.01*
	Relative (N=140)	2.52	2.21		
	Friend (N=37)	3.05	1.93		

* Significant at 0.05 level

For demographic variable “type of living set-up”, the researcher classified this into three categories as follows:

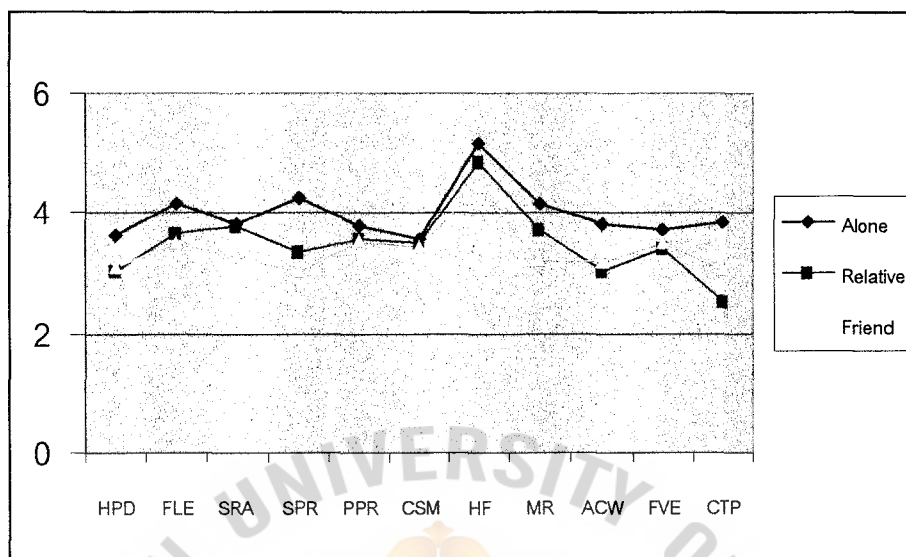
1. Staying alone
2. Staying with relative(s)
3. Staying with friend(s)

For Table 8, there was significant difference at 0.05 level. It revealed that the significance was found between Curriculum and Teaching Procedure (CTP) and type of living arrangement.

There is no significant difference between the perceived problems in Health and Physical Development (HPD), Finances, Living Conditions and Employment (FLE), Social and Recreational Activities (SRA), Social – Psychological Relations (SPR), Personal – Psychological Relations (PPR), Courtship, Sex, and Marriage (CSM), Home and Family (HF), Morals and Religion (MR), Adjustment to College Work (ACW), and The Future: Vocational and Educational (FVE) and demographic variable “type of living set –up”.

The mean score are presented in Figure 6.

Figure 6 Comparison of the Type of Living Set - up in the MPCL mean scores



The mean values of the “stay alone” category was higher than the other category (stay with relative, and stay with friends). Home and Family (HF) had the highest mean scores in all categories in Type of living set –up.

The null hypothesis is accepted for all perceived problems except for the Curriculum and Teaching Procedure (CTP).

Section 4

The results of the coping styles of first year international students in Assumption University are presented below.

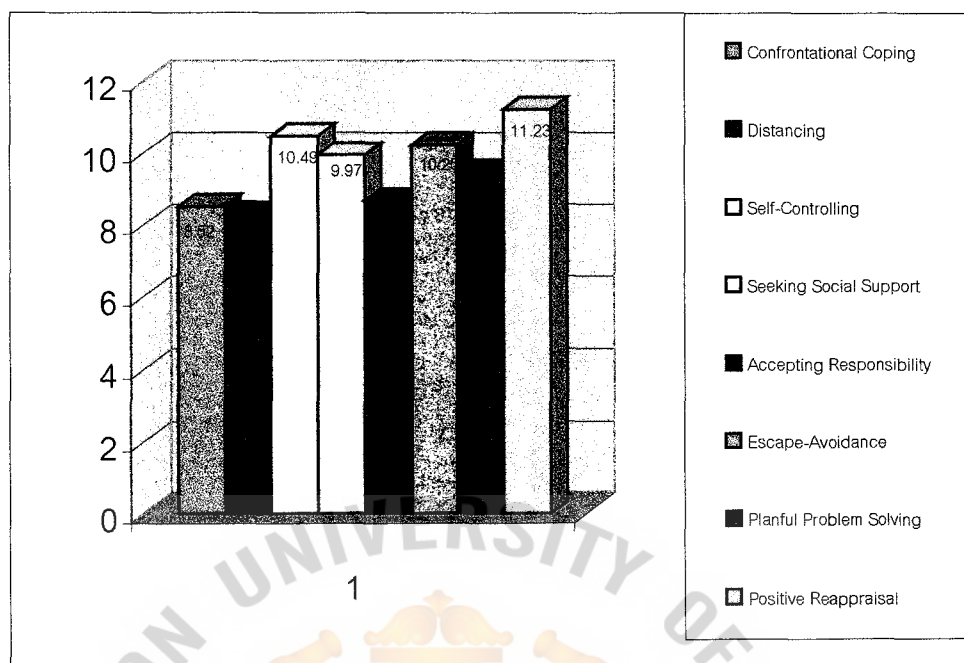
Table 9 The Mean Score and Standard Deviation and Ranking of Coping Style of First Year International Students

Coping Scale	Mean	Standard Deviation	Rank
1. Confrontational Coping	8.52	2.79	6
2. Distancing	8.32	2.82	7
3. Self-Controlling	10.49	3.06	2
4. Seeking Social Support	9.97	3.30	4
5. Accepting Responsibility	6.89	2.20	8
6. Escape – Avoidance	10.25	3.57	3
7. Planful Problem Solving	9.5	2.88	5
8. Positive Reappraisal	11.23	3.65	1

Table 9 showed that most international students were concerned in the Positive Reappraisal with the highest mean score of 11.23. The second highest mean score of 10.49 was in Self- Controlling and the next one had a mean of 10.25 for Escape – Avoidance. The fourth coping style was the Seeking Social Support with a mean score of 9.97. The fifth coping style was the Planful Problem Solving which had a mean score of 9.5. The sixth coping style was the Confrontational Coping which had a mean score of 8.52. The seventh coping style was Distancing which had a mean score of 8.32. And the last coping style was Accepting Responsibility which had a mean score of 6.89.

The findings were illustrated in a graph and is presented in Figure 7.

Figure 7 **Comparison of the mean score in coping styles**



Section 5

The comparison between the coping styles and demographic variables are presented in Table 10, 11, 12, 13, and 14;

The Null Hypotheses

There is no significance difference between coping styles and gender of first year international students in Assumption University.

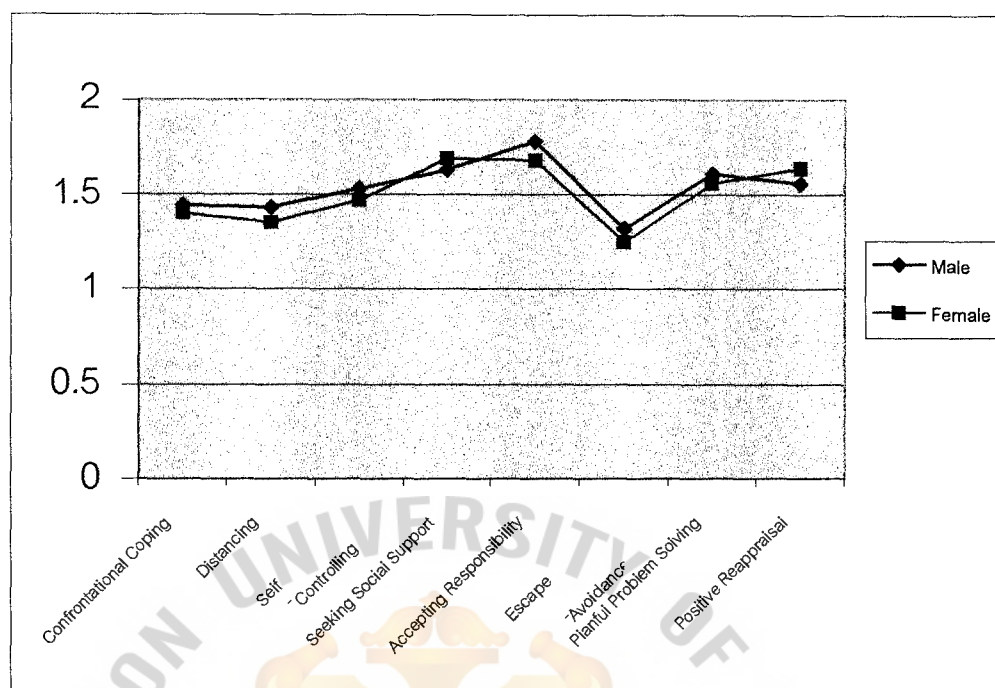
Table 10 Frequency of Coping Style According to Gender

Coping Scale	Gender	Mean	Standard Deviation	t-Value	Significant value
1. Confrontational Coping	Male (N=100)	1.44	0.48	0.64	0.52
	Female(N=118)	1.40	0.46		
2. Distancing	Male (N=100)	1.43	0.46	1.2	0.23
	Female(N=118)	1.35	0.48		
3. Self-Controlling	Male (N=100)	1.53	0.44	1.05	0.29
	Female(N=118)	1.47	0.44		
4. Seeking Social Support	Male (N=100)	1.63	0.57	-0.69	0.49
	Female(N=118)	1.69	0.53		
5. Accepting Responsibility	Male (N=100)	1.78	0.52	1.33	0.19
	Female(N=118)	1.68	0.57		
6. Escape – Avoidance	Male (N=100)	1.32	0.43	1.06	0.29
	Female(N=118)	1.25	0.46		
7. Planful Problem Solving	Male (N=100)	1.61	0.47	0.78	0.44
	Female(N=118)	1.56	0.49		
8. Positive Reappraisal	Male (N=100)	1.56	0.50	-1.12	0.27
	Female(N=118)	1.64	0.54		

In answer to the stated null hypothesis, the t- test was used to compare the gender and the coping styles. Table 10 can be noted that no statistical significance emerged from the result of the t-test analyses between gender and coping styles.

The difference in the mean scores of coping styles in gender are presented in the Figure 8.

Figure 8 Comparison of Gender in the Mean Score



From the Figure 8, Males had higher mean scores than females in all coping styles except in Seeking Social Support and Positive Reappraisal where the mean score was lower than females.

Therefore, the null hypothesis is accepted for all the coping styles.

The Null Hypotheses

There is no significance difference between the coping styles and nationality of first year international students in Assumption University.

Table 11 Frequency of Coping Style According to Nationality

Coping Scale	Nationality N=218	Mean	Standard Deviation	t Value	Significant value
1. Confrontational Coping	Asian (N=193)	8.47	2.66	0.68	0.49
	Non-Asian (N=25)	8.88	3.71		
2. Distancing	Asian (N=193)	8.47	2.73	-2.20	0.02*
	Non-Asian (N=25)	7.16	3.23		
3. Self-Controlling	Asian (N=193)	10.68	2.97	-2.62	0.01*
	Non-Asian (N=25)	9.00	3.39		
4. Seeking Social Support	Asian (N=193)	10.09	3.24	-1.56	0.12
	Non-Asian (N=25)	9.00	3.68		
5. Accepting Responsibility	Asian (N=193)	6.99	2.17	-2.05	0.04*
	Non-Asian (N=25)	6.04	2.26		
6. Escape – Avoidance	Asian (N=193)	10.39	3.54	-1.69	0.09
	Non-Asian (N=25)	9.12	3.68		
7. Planful Problem Solving	Asian (N=193)	9.58	2.90	-1.07	0.28
	Non-Asian (N=25)	8.92	2.62		
8. Positive Reappraisal	Asian (N=193)	11.51	3.61	-3.25	0.001*
	Non-Asian (N=25)	9.04	3.18		

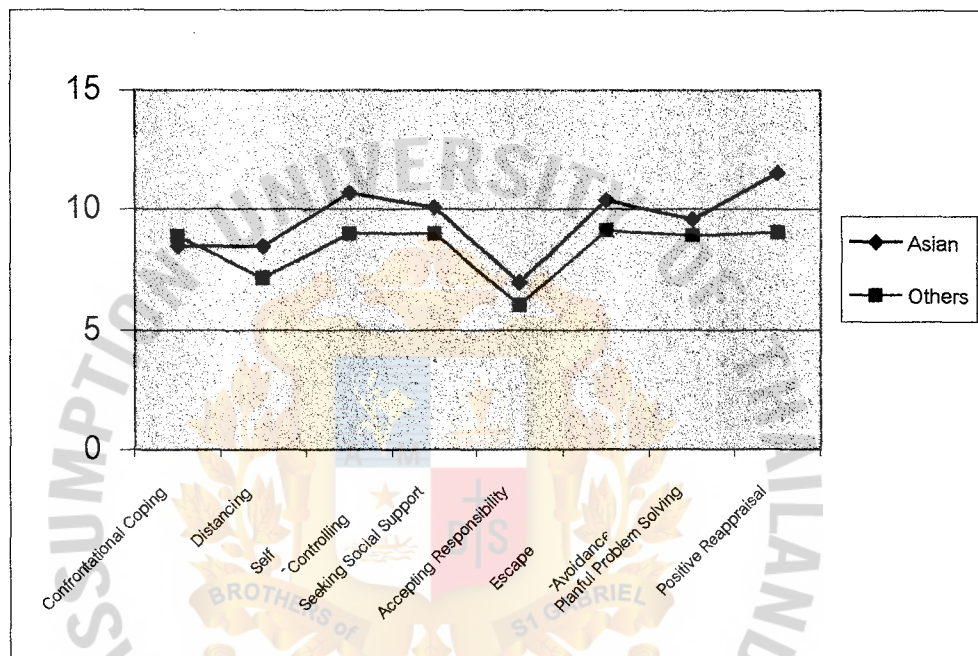
* Significant at 0.05 level

For Table 11, the t-Test was employed to determine whether any differences would emerge from the comparison of nationality and coping style. The results are presented in Table 11, the significant difference at 0.05 level was used. The t values revealed no significant difference in Confrontational Coping, Seeking Social Support, Escape – Avoidance, and Planful Problem Solving and the demographic variable “nationality”.

However a difference was found between the Distancing, Self-Controlling, Accepting Responsibility, and Positive Reappraisal and the demographic variable “nationality”.

The difference in the mean scores of coping styles and nationality are presented in Figure 9.

Figure 9 Comparison of nationality in mean score



From Figure 9, it revealed that the Asians were found to have a higher mean score in all coping styles except for confrontational coping.

The null hypothesis is accepted for all coping style except for Self-Controlling, Seeking Social Support, and Positive Reappraisal.

The Null Hypotheses

There is no significance difference between coping styles and monthly allowance of first year international students in Assumption University.

Table 12 Frequency of Coping Styles According to Monthly Allowance

Coping Scale	Monthly allowance (N=218)	Mean	Standard Deviation	F Value	Sig. Value
1. Confrontational Coping	Below 5,000(N=76)	8.25	2.61	1.55	0.19
	5,001-10,00(N=86)	8.44	2.74		
	10,001-15,000(N=31)	8.38	2.96		
	15,001-20,000(N=16)	9.50	3.28		
	Above 20,001(N=9)	10.22	2.86		
2. Distancing	Below 5,000(N=76)	8.50	2.76	1.05	0.38
	5,001-10,00(N=86)	7.97	2.83		
	10,001-15,000(N=31)	8.12	2.59		
	15,001-20,000(N=16)	9.12	3.22		
	Above 20,001(N=9)	9.33	3.20		
3. Self-Controlling	Below 5,000(N=76)	10.52	2.77	0.55	0.70
	5,001-10,00(N=86)	10.18	2.85		
	10,001-15,000(N=31)	11.06	3.20		
	15,001-20,000(N=16)	10.87	4.34		
	Above 20,001(N=9)	10.33	4.30		
4. Seeking Social Support	Below 5,000(N=76)	10.11	3.16	1.06	0.38
	5,001-10,00(N=86)	9.69	3.31		
	10,001-15,000(N=31)	10.25	3.22		
	15,001-20,000(N=16)	9.18	4.41		
	Above 20,001(N=9)	11.66	2.00		

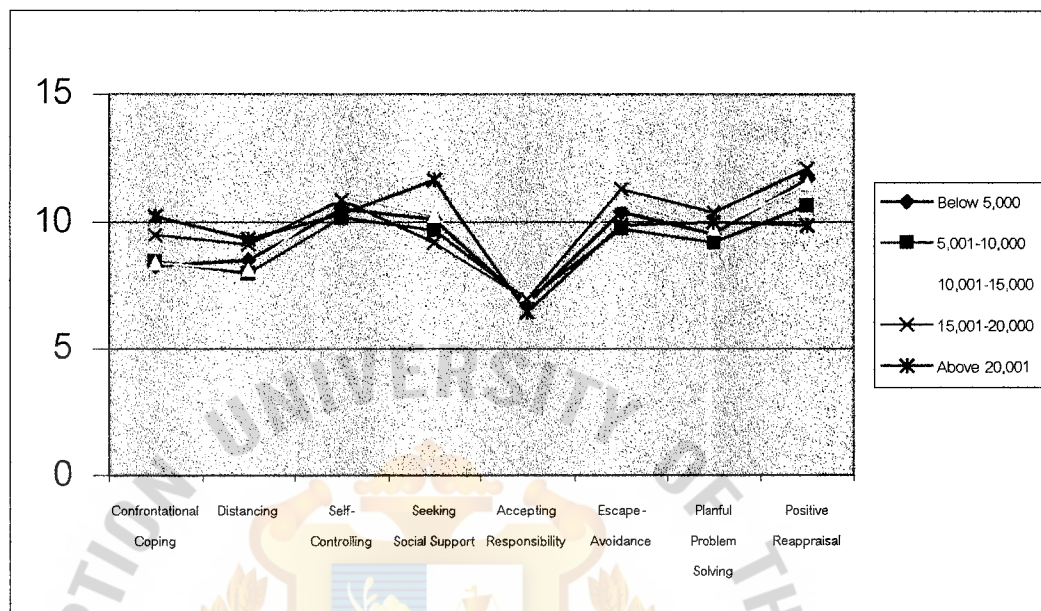
Table 13 (Continue)

Coping Scale	Monthly allowance (N=218)	Mean	Standard Deviation	F Value	Sig. Value
5. Accepting Responsibility	Below 5,000(N=76)	6.78	2.11	0.22	0.92
	5,001-10,00(N=86)	6.91	2.12		
	10,001-15,000(N=31)	7.12	2.43		
	15,001-20,000(N=16)	6.93	2.37		
	Above 20,001(N=9)	6.44	2.87		
6. Escape – Avoidance	Below 5,000(N=76)	10.39	3.85	1.07	0.37
	5,001-10,00(N=86)	9.74	3.48		
	10,001-15,000(N=31)	10.87	3.18		
	15,001-20,000(N=16)	11.31	3.62		
	Above 20,001(N=9)	9.88	2.93		
7. Planful Problem Solving	Below 5,000(N=76)	9.52	3.08	0.75	0.56
	5,001-10,00(N=86)	9.18	2.68		
	10,001-15,000(N=31)	9.74	2.65		
	15,001-20,000(N=16)	10.37	2.91		
	Above 20,001(N=9)	10.00	3.70		
8. Positive Reappraisal	Below 5,000(N=76)	11.72	3.77	1.47	0.21
	5,001-10,00(N=86)	10.66	3.20		
	10,001-15,000(N=31)	11.51	3.58		
	15,001-20,000(N=16)	1.12	4.39		
	Above 20,001(N=9)	9.88	4.88		

For Table 12, the significant difference at 0.05 level was used. There was no statistical significance between all coping styles and the demographic variable “monthly allowance”.

The difference between monthly allowance and coping styles in mean score is presented in Figure 10.

Figure 10 Comparison of the Monthly Allowance in Mean Score



The mean values among the respondents in the monthly allowance did not pose much differences except in Seeking Social Support whereby the above 20,001 baht category reported higher mean scores compared to others (Below 5,000 baht, 5,001 – 10,000 baht, 10,001 – 15,000, 15,001 – 20,000 baht).

The null hypothesis is accepted for the demographic variable “monthly allowance”.

The Null Hypotheses

There is no significance difference between the coping styles and type of living set - up of first year international students in Assumption University.

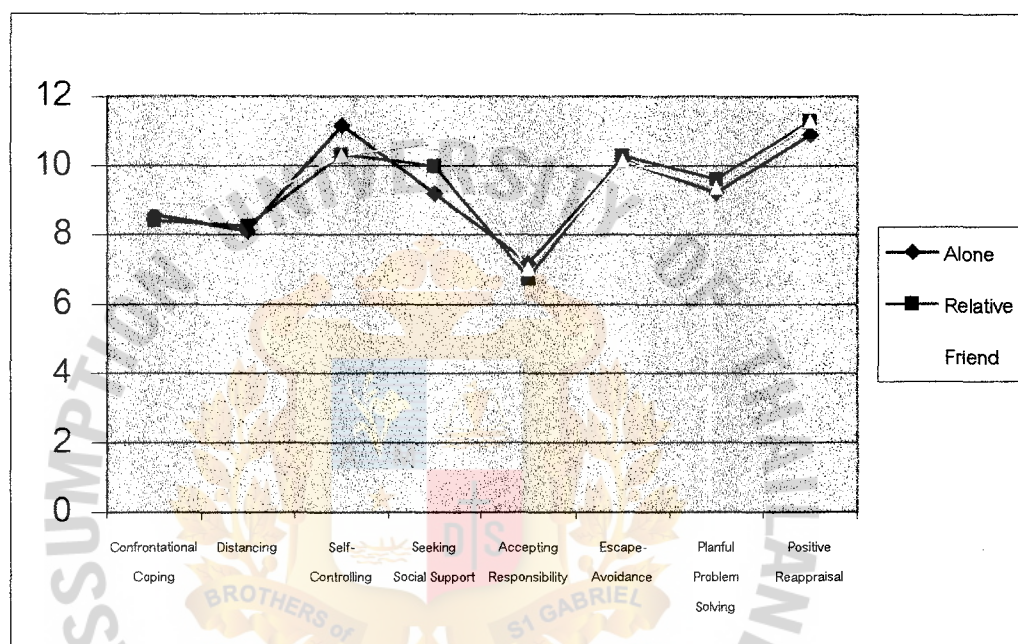
Table 15 Frequency of Coping styles According to type of living set-up

Coping Scale	Type of living Arrangement	Mean	Standard Deviation	F Value	Significant Value
1. Confrontational Coping	Alone (N=41)	8.56	3.61	0.58	0.56
	Relative (N=140)	8.39	2.63		
	Friend (N=37)	8.94	3.32		
2. Distancing	Alone (N=41)	8.09	3.51	0.87	0.42
	Relative (N=140)	8.24	2.59		
	Friend (N=37)	8.86	2.82		
3. Self-Controlling	Alone (N=41)	11.17	3.68	1.26	0.28
	Relative (N=140)	10.33	2.90		
	Friend (N=37)	10.29	2.85		
4. Seeking Social Support	Alone (N=41)	9.19	3.84	1.99	0.14
	Relative (N=140)	10.00	3.19		
	Friend (N=37)	10.67	2.94		
5. Accepting Responsibility	Alone (N=41)	7.17	2.57	0.63	0.53
	Relative (N=140)	6.76	2.06		
	Friend (N=37)	7.02	2.26		
6. Escape – Avoidance	Alone (N=41)	10.17	3.80	0.05	0.95
	Relative (N=140)	10.30	3.51		
	Friend (N=37)	10.13	3.63		
7. Planful Problem Solving	Alone (N=41)	9.21	3.22	0.38	0.68
	Relative (N=140)	9.62	2.68		
	Friend (N=37)	9.35	3.22		
8. Positive Reappraisal	Alone (N=41)	10.90	3.87	0.20	0.81
	Relative (N=140)	11.30	3.57		
	Friend (N=37)	11.29	3.76		

For Table 13, the significant difference at 0.05 level was used. There was no statistical significance between all coping styles and demographic variable “type of living set –up”.

The difference of the mean values in demographic variable “type of living set - up” is shown in Figure 11.

Figure 11 Comparison of Type of Living Set –up in Mean Scores



As shown in Figure 13, the type of living set -up did not pose any difference in mean scores except in Self – Controlling and Seeking Social Support which showed a difference. In Self – Controlling, the higher mean score in living alone category were reported when compared to the other categories. In Seeking Social Support, respondents who stay with friends reported higher mean scores in comparison to others.

The null hypothesis is accepted for the demographic variable “type of living set –up”.

Section 6

The results of the correlation between the perceived problem and coping styles of the first year international students in Assumption University.

The Null Hypotheses

There is no relationship between the perceived problems and coping styles of first year international students in Assumption University.

Table 14 The Correlation Between the Perceived Problems and Coping Styles

Problem Categories	Coping Scale	Confrontational Coping	Distancing	Self-Controlling	Social Support	Accepting Responsibility	Escape Avoidance	Planful Problem Solving	Positive Reappraisal
1. HPD	Pearson Sig.	0.22** 0.001	0.06 0.38	0.10 0.14	-0.03 0.68	0.11 0.97	0.23** 0.001	0.007 0.92	0.003 0.96
2. FLE	Pearson Sig.	0.10 0.14	0.10 0.13	0.08 0.22	-0.09 0.18	0.09 0.17	0.19** 0.005	-0.06 0.34	-0.12 0.08
3. SRA	Pearson Sig.	0.22** 0.001	0.06 0.34	0.16* 0.01	-0.06 0.38	0.18** 0.007	0.29** 0.00	-0.015 0.83	-0.03 0.64
4. SPR	Pearson Sig.	0.18** 0.007	0.10 0.13	0.19** 0.005	-0.09 0.14	0.23** 0.001	0.26** 0.00	0.008 0.91	-0.004 0.96
5. PPR	Pearson Sig.	0.21** 0.002	0.17** 0.01	0.22** 0.001	-0.04 0.58	0.17* 0.01	0.27** 0.00	0.03 0.69	0.01 0.82
6. CSM	Pearson Sig.	0.23** 0.001	0.16* 0.02	0.18** 0.007	-0.01 0.84	0.16* 0.01	0.28** 0.00	0.05 0.43	0.06 0.38
7. HF	Pearson Sig.	0.24** 0.000	0.13 0.054	0.19** 0.004	-0.06 0.37	0.20** 0.003	0.29** 0.00	0.03 0.69	0.02 0.81

Table 16 (Continue)

Problem Categories	Coping Scale	Confrontational Coping	Distancing	Self-Controlling	Social Support	Accepting Responsibility	Escape Avoidance	Planful Problem Solving	Positive Reappraisal
8. MR	Pearson	0.18**	0.17*	0.21**	-0.02	0.22**	0.29**	0.04	0.02
	Sig.	0.009	0.01	0.002	0.73	0.001	0.00	0.54	0.81
9. ACW	Pearson	0.21**	0.18**	0.19**	-0.07	0.19**	0.29**	0.07	0.02
	Sig.	0.002	0.008	0.004	0.32	0.004	0.00	0.31	0.73
10. FVE	Pearson	0.23**	0.13*	0.11	-0.003	0.19**	0.28**	0.03	0.01
	Sig.	0.001	0.05	0.09	0.96	0.004	0.00	0.61	0.88
11. CTP	Pearson	0.27**	0.16*	0.15*	-0.10	0.21**	0.25**	-0.005	-0.045
	Sig.	0.000	0.02	0.03	0.13	0.002	0.00	0.94	0.51

** significant at 0.01 level * significant at 0.05 level

In answer to the stated null hypothesis, the Pearson correlation coefficient (r) was employed to investigate the relationship between the two variables:

1. Perceived problems (HPD, FLE, SRA, SPR, PPR, CSM, HF, MR, ACW, FVE, and CTP).
2. Coping Styles (Confrontational Coping, Distancing, Self-Controlling, Seeking Social Support, Accepting Responsibility, Escape-Avoidance, Planful Problem Solving, and Positive Reappraisal)

The results of the Pearson correlation analysis are as follows:

A significant positive relationship at the 0.05 level was found in the following;

- a. In Social and Recreational Activities (SRA) and Self-Controlling;

- b. In Personal – Psychological Relations (PPR) and Accepting Responsibility;
- c. In Courtship, Sex and Marriage (CSM) and Distancing and Accepting Responsibility;
- d. In Morals and Religions (MR) and Distancing;
- e. In Curriculum and Teaching Procedure (CTP) and Distancing and Self – Controlling.

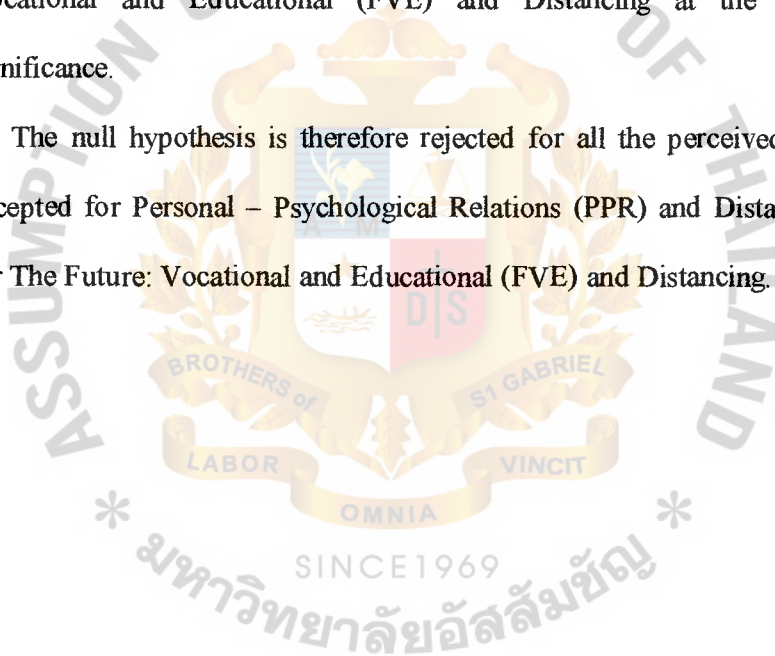
A significant positive relationship at the 0.01 level was found in the following:

- a. In Health and Physical Development (HPD) and Confrontation and Escape – Avoidance;
- b. In Finance, Living Condition and Employment (FLE) and Escape – Avoidance;
- c. In Social and Recreational Activities (SRA) and Confrontational Coping, Accept Responsibility, and Escape – Avoidance;
- d. In Social – Psychological Relations (SPR) and Confrontational Coping, Self - Controlling, Accepting Responsibility, and Escape – Avoidance;
- e. In Personal – Psychological Relations (PPR) and Confrontational Coping, Self – Controlling, and Escape - Avoidance;
- f. In Courtship, Sex, and Marriage (CSM) and Confrontational Coping, Self – Controlling, Escape – Avoidance;
- g. In Home and Family (HF) and Confrontational Coping, Self - Controlling, Accepting Responsibility, and Escape – Avoidance;
- h. In Morals and Religion (MR) and Confrontational Coping, Self - Controlling, Accepting Responsibility, and Escape – Avoidance;

- i. In Adjustment to College Work (ACW) and Confrontational Coping, Distancing, Self - Controlling, Accepting Responsibility, and Escape – Avoidance;
- j. In The Future: Vocational and Educational (FVE) and Confrontational Coping, Accepting Responsibility, and Escape – Avoidance;
- k. In Curriculum and Teaching Procedure (CTP) and Confrontational Coping, Accepting Responsibility and Escape – Avoidance.

There was no significant relationship between Personal – Psychological Relations (PPR) and Distancing at the 0.01 level of significance, and The Future: Vocational and Educational (FVE) and Distancing at the 0.05 level of significance.

The null hypothesis is therefore rejected for all the perceived problems but accepted for Personal – Psychological Relations (PPR) and Distancing, and also for The Future: Vocational and Educational (FVE) and Distancing.



CHAPTER V

CONCLUSION AND RECOMMENDATION

Summary of the Research

This study was conducted to find out the perceived problems and coping styles of first year international students in Assumption University. This chapter is divided into the following:

1. The purpose of the study
2. The research design
3. The sampling procedure
4. The instrument used
5. Summary of the findings
6. Discussion
7. Conclusion
8. Recommendations

The purpose of this study

The main purpose of this research is to study the perceived problems and coping styles of first year international students in Assumption University.

The secondary purpose is to study the relationship between the perceived problems and coping styles with the selected demographic variables of first year international students such as gender, nationality, monthly allowance, and type of living set-up and to study the relationship between the perceived problems and coping styles of first year international students in assumption University.

Research design

A descriptive research design is employed in the survey study in order to gather data needed for analysis and measurement. Sets of questionnaires were given (see Appendix A) to the first year international students at Assumption University.

Sampling Procedure

By means of the purposive sampling technique, the first year international students in the section 705 of Business Ethics seminar were chosen to be respondents for the study. The population of the study consists of 412 first year international students who enrolled for the first semester in academic year 2001 in Assumption University.

Before distribution of the questionnaires, the Ways of Coping Questionnaire (WCQ) was tested for reliability with first year international students at Bang Na Campus, Assumption University. The questionnaires were distributed to the respondents on July 21, 2001. The questionnaires were classified and 218 were considered qualified for the study.

Instrument

The instruments utilized for this study consisted of a personal data questionnaire, the Mooney Problem Checklist (College Form), and The Ways of Coping Questionnaire (WCQ).

1. The personal data questionnaire was a closed-ended information questionnaire constructed by the researcher herself to gather demographic information, which are vital to the study. Demographic variables included gender, nationality, monthly allowance, faculty, and type of living arrangement.
2. The Mooney Problem Checklist (College Form) is a standardized problem checklist developed by Mooney and Gordon (1950) for students in the university level to assess the nature and number of problem they perceived.
3. The Ways of Coping Questionnaire (WCQ) is also a standardized self-administering test which was developed by Folkman and Lazarus (1988) to measure the coping style of the students when they face the problems.

Summary of the Finding

The findings could be summarized according to the following.

1. Findings showed that first year international students were found to have the highest perceived problems in Home and Family (HF).
2. The first year international students were found to have the least perceived problems in the Curriculum and Teaching Procedure (CTP). However, the mean values in all the problems areas were not in the severe level.
3. There was no significant difference between the Health and Physical Development (HPD); Finance, Living Conditions and Employment (FLE);

Social and Recreational Activities (SRA); Social – Psychological Relations (SPR); Personal – Psychological Relations (PPR); Courtship, Sex, and Marriage (CSM); Home and Family (HF); Morals and Religion (MR), and The Future: Vocational and Educational (FVE) and the demographic variable “gender”.

However, there was a significant difference between the Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP) and the demographic variable “gender” at 0.05 level of significant.

4. There was no significance difference between the Finance, Living Condition and Employment (FLE); social and Recreational Activities (SRA); Social –Psychological Relations (SPR); Personal – Psychological Relation (PPR); Morals and Religion (MR); Adjustment to College work (ACW); The Future: Vocational and Educational (FVE); and Curriculum and Teaching Procedure (CTP) and the demographic variable “nationality”.

However, there was a significant difference between the Health and Physical Development (HPD); Courtship, Sex, and Marriage (CSM); Home and Family (HF) and nationality at 0.05 level of significance.

5. There was no significant difference between the Finance, Living Conditions and Employment (FLE); Social and Recreational Activities (SRA); Social – Psychological Relations (SPR); Personal – Psychological Relations (PPR); Courtship, Sex, and Marriage (CSM); Home and Family

6. (HF); Morals and Religion (MR); and Adjustment to College Work (ACW) and the demographic variable “monthly allowance”.

However, there was a significant difference between the Health and Physical Development (HPD); The Future: Vocational and Educational (FVE); and Curriculum and Teaching (CTP) and the demographic variable “monthly allowance” at 0.05 level of significance.

7. There was no significant difference between the Health and Physical Development (HPD); Finance, Living Conditions and Employment (FLE); Social and Recreational Activities (SRA); Social – Psychological Relations (SPR); Personal – Psychological Relations (PPR); Courtship, Sex, and Marriage (CSM); Home and Family (HF); Morals and Religion (MR); Adjustment to College Work (ACW); The Future: Vocational and Educational (FVE) and the demographic variable “type of living set-up”.

However, there is a significant difference between the Curriculum and Teaching Procedure (CTP) and the demographic variable “type of living arrangement”.

8. Findings of the coping styles indicated that first year international students had the highest mean score of Positive Reappraisal and the lowest mean score of Accepting Responsibility.
9. There was no significant difference between the Confrontational Coping; Distancing; Self-Controlling; Seeking Social Support; Accepting Responsibility; Escape-Avoidance; Planful Problem Solving; and Positive Reappraisal and the demographic variable “gender”.

10. There was no significant difference between Confrontational Coping; Seeking Social Support; Escape-Avoidance; and Planful Problem Solving and the demographic variable “nationality”.

However, there was a significance difference between the Distancing; Self-Controlling; Accepting Responsibility; and Positive Reappraisal and the demographic variable “nationality”.

11. There was no significant difference between the Confrontational Coping; Distancing; Self-Controlling; Seeking Social Support; Accepting Responsibility; Escape-Avoidance; Planful Problem Solving; and Positive Reappraisal and the demographic variable “monthly allowance”.

12. There was no significant difference between the Confrontational Coping; Distancing; Self-Controlling; Seeking Social Support; Accepting Responsibility; Escape-Avoidance; Planful Problem Solving; and Positive Reappraisal and demographic variable “type of living set-up”.

13. There was no significant relationship between the Personal – Psychological Relations (PPR) and Distancing, and also The Future: Vocational and Educational (FVE) and Distancing.

However, there was a significant relationship between Health and Physical Development (HPD) and Confrontational Coping, and Escape-Avoidance; Finance, Living Conditions and Educational (FLE) and Escape – Avoidance; Social and Recreational Activities (SRA) and Confrontational Coping, Accepting Responsibility, Escape-Avoidance; Personal – Psychological Relations (PPR) and Confrontational Coping, Self – Controlling, and Escape – Avoidance; Courtship, Sex, and Marriage

(CSM) and Confrontational Coping, Self Controlling, and Escape – Avoidance; Home and Family (HF) and Confrontational Coping, Self Controlling, Accepting Responsibility and Escape – Avoidance; Morals and Religion (MR) and Confrontational Coping, Self Controlling, Accepting Responsibility and Escape – Avoidance; Adjustment to College Work and Confrontational Coping, Distancing, Self Controlling, Accepting Responsibility and Escape – Avoidance; The Future: Vocational and Educational (FVE) and Confrontational Coping, Accepting Responsibility, and Escape – Avoidance; Curriculum and Teaching Procedure (CTP) and Confrontational Coping, Accepting Responsibility and Escape - Avoidance at the 0.01 level of significance.

In addition, there was a significant relationship between the Social and Recreational Activities (SRA) and Self-Controlling; Personal Psychological Relations (PPR) and Accepting Responsibility; Courtship, Sex, and Marriage (CSM) and Distancing, Accepting Responsibility; Morals and Religion (MR) and Distancing; Curriculum and Teaching Procedure (CTP) and Distancing, and Self - Controlling at the 0.05 level of significance.

Discussion of findings

1. The researcher found that the Home and Family (HF) was the major perceived problems of first year international students. Morals and Religion (MR), Finance, Living Condition and Employment (FLE), and Social and Recreational Activities (SRA) followed in rank order.

The above findings support Robert's (1994) study that international students were concerned about social life, adjusting to a new environment leaving family for the first time forming an identity, pressure from parents, morality, financial stress, loneliness, and homesickness.

For many students, the university may be their first experience living away from home for an extended period of time. They might struggle with the homesickness. Homesickness can only be felt if a person is separated from their own family and friends. Zwingman (1982): Cited in Carden & Feicht (1991) explains that one of the causes of homesickness defined as a reaction to conflicts between family ties and herd instincts or group feelings is the situation itself once he goes away from his family.

The researcher found that Curriculum and Teaching Procedure (CTP) was the least perceived problem for first year international students. The reason that all students in Assumption university have to learn in a university with an international atmosphere that uses a foreign language as the official medium of instruction. English language of many international students introduced at the very beginning of school, entering college in Assumption University may not be considered a difficulty.

2. The researcher found that the Health and Physical Development (HPD); Finance, Living Conditions and Employment (FLE); Social and Recreational Activities (SRA); Social – Psychological Relations (SPR); Personal – Psychological Relations (PPR); Courtship, Sex ,and Marriage (CSM); Home and Family (HF); Morals and Religions (MR); and The

Future: Vocational and Educational (FVE) were not significantly different to the gender of first year international students.

The above findings are consistent with other studies. In a study by Hortman (1968), the results showed that male and females problems were in the same in: Personal – Psychological Relations (PPR); Social and Recreational Activities (SRA). According to Singh and Goburdhum (1982), the study of the problems of Indian and foreign students revealed that both boys and girls problems were Health and Physical Development (HPD); Finance, Living Condition and Employment (FLE); Morals and Religion (MR); The Future: Vocational and Educational (FVE).

On the other hand, the researcher found that gender was significantly related to Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP). Other studies showed similar results. Finding from Pranna (1982) concluded that the female students reported problem areas significantly related to Adjustment to College Work (ACW); and Curriculum and Teaching Procedure (CTP), whereas male students indicated more problems related to Finance, Living Condition, and Employment (FLE). In a study by Tolle (1957), he found that female students reported a higher number of Adjustment to College Work (ACW) than did male students.

3. The researcher found that there was no significant difference in all perceived problems and the demographic variable “monthly allowance” except Health and Physical Development (HPD); The Future: Vocational and Educational (FVE); and Curriculum and Teaching Procedure (CTP).

Health and Physical Development (HPD), the Future: Vocational and Educational (FVE) and Curriculum and Teaching Procedure (CTP) of first year international students are significance different by the monthly allowance. However, some research studies as results of Hathaya (1991) indicated that there was no significant difference in the different monthly expenses of student in most of the aspects of the adjustment problems, The Recreational Activities and Living Conditions.

4. The researcher found that there was no significant difference between all perceived problems and the demographic variable “type of living set-up” except in Curriculum and Teaching Procedure (CTP).

According to the findings of the study, Curriculum and Teaching Procedure differed by type of arrangement. For the demographic data table, most of the international students stayed with relatives. They might not discuss the problem about Curriculum and Teaching Procedure with the members of the family so they face this adjustment problems the first time in entering the university. The first year students are “too fresh” and in the university system.

5. For the coping styles of first year international students, the finding showed that the Positive Reappraisal was the coping style of first year international students and Self –Controlling and Escape – Avoidance were the second and third of coping styles of first year international students.

Lazarus and Folkman (1984) stated that “the Positive Reappraisal model maintains that constraints on coping options and resources are to some extent self-imposed because of individuals’ construct of their

situation". As a result, it shows that first year international students create positive meaning by focusing on personal growth.

6. The result of this study indicated that the Confrontational Coping; Distancing; Self-Controlling; Seeking Social Support; Accepting Responsibility; Escape-Avoidance; Planful Problem Solving; and Positive Reappraisal were not significantly different in gender. Findings from the study of Frydenberg (1990) revealed that in male and females they attempt to deal directly with the cause of their concerns. Although the 8 coping styles may help students maintain perceived problems during certain periods, they did not significantly differ in gender.
7. The researcher found that the Confrontational Coping; Seeking Social Support; Escape-Avoidance; and Planful Problem Solving did not differ by nationality except the Self-Controlling; Distancing; Accepting Responsibility; and Positive Reappraisal. Although many developmental tasks are universal cultures differ in their child rearing techniques. This may imply that children and adolescents are provided with different models for coping with stressors and are allowed and even stimulated to use different coping strategies (Monique, 1996).

From the studies of Diaz – Guerrero (1973) who supervised a study carried out in eight different countries. The findings showed that in agricultural societies, adolescents use more passive modes of coping than in industrialized countries, where active modes are more salient. However, a possible explanation for nationality and coping style may lie in different child – rearing patterns (Bush & Simmons, 1987).

8. There was no significant difference between all coping styles and demographic variables monthly allowance, type of living set-up. The Confrontational Coping, Distancing, Self-Controlling, Seeking Social Support, Accepting Responsibility, Escape – Avoidance, Planful Problem Solving, and Positive Reappraisal did not differ by monthly allowance, and type of living set-up. According to Moos (1988), She identified the coping styles and associated coping resources that can help clients deal with these situations. The individuals have a repertoire of coping options available to them from which they can build what they believe to be the most effective strategy, depending on the nature of the situation. Although almost an unlimited number of potential coping strategies and reactions are available to a person in a particular situation, there is an assumption that the demographic variable monthly allowance, and type of living set-up did not differ in all coping styles.

Conclusion

1. The first year international students were found to have the most perceived problems in the Home and Family (HF)
2. The gender of first year international students were significantly different in two perceived problems areas namely: Adjustment to College Work (ACW) and Curriculum and Teaching Procedure (CTP). The Nationality of first year international students did not differ in their perceived problems except in Health and Physical Development (HPD), Courtship, Sex and Marriage (CSM), and Home and Family (HF). All perceived

problems were not different by monthly allowance of first year international students but it was not in Health and Physical Development (HPD), The Future: Vocational and Educational (FVE), and Curriculum and Teaching Procedure (CTP). The type of living arrangement of first year international students did not differ the perceived problems except Curriculum and Teaching Procedure (CTP).

3. First year international students showed their first coping styles was Positive Reappraisal.
4. All coping styles were not different by gender, monthly allowance, and type of living set – up. On the other hand, Self – controlling, Distancing, Accepting Responsibility and Positive Reappraisal differed by nationality.
5. The Personal-Psychological Relations (PPR) and The Future: Vocational and Educational (FVE) in the perceived problems did not relate to Distancing in coping styles. On the other hand, Health and Physical Development (HPD) was related to Confrontational Coping and Escape – Avoidance. Finance, Living Condition and Employment (FLE) was related to Escape – Avoidance. Social and Recreational Activities (SRA); Social – Psychological Relations (SPR); Personal – Psychological Relations (PPR); Home and Family (HF) were related with Confrontational Coping, Self-Controlling, Accepting Responsibility, Escape – Avoidance. Courtship, Sex, and Marriage (CSM); Morals and Religion (MR); Adjustment to College Work (ACW); Curriculum and Teaching Procedure (CTP) were related with Confrontational Coping, Distancing, Self-Controlling, Accepting Responsibility, Escape – Avoidance. The Future: Vocational

and Educational (FVE) was related to Confrontational Coping, Accepting Responsibility and Escape – Avoidance.

Recommendations

From the significant findings of the study, some recommendations are offered:

Recommendations for the counselor and University

1. The findings of perceived problems and coping styles could be a guide for counselor in understanding and accepting the specific problems of first year international students, and guide them in solving their problems toward personal growth.
2. Students, who find Home and Family (HF) as a major burden, should be provided with more counseling on how to express their feeling and arrange group counseling for them. More counseling and help on how to cope with problems should be provided to international students who struggle with their problems.
3. The findings revealed the highest perceived problems of the first year international students are in Home and Family (HF). It could serve as a guideline for college administrators and instructors in reaching out to the specific problems of first year international students through the recreational activities, provide better and appropriate services for international students in the university.

Recommendations for further studies

1. Further study may be conducted in depth study on the factors that affect the perceived problems and coping styles such as life style, occupation, parent's status, and others.
2. Further study may compare Thai and foreign students in perceived problems and coping styles.
3. Further study may be conducted in the experimental studies on how to reduce the problems of first year international students.
4. Further study should focusing more on open – ended questionnaires in the Mooney Problem Check List.



APPENDIX

Dear Students,

The following questionnaires have been designed to collect data for a research on the perceived problems and coping styles of first year international students in Assumption University. Your cooperation by filling in these questionnaires will enable to study the problems facing students in this university and will provide data for the administration to provide better service. All information given below will remain anonymous and confidential.

Part I

PERSONAL DATA

1. Gender

_____ Male

_____ Female

2. Nationality

_____ American

_____ Asian

_____ European

_____ Australian

_____ African

3. Monthly Allowances

_____ Below 5,000 bath

_____ 5,001 – 10,000 bath

_____ 10,001 – 15,000 bath

_____ 15,001 – 20,000 bath

_____ Above 20,001 bath

4. With whom do you stay?

_____ alone

_____ relative(s)

_____ friend(s)

Part II

MOONEY PROBLEM CHECK LIST (1950 Revision – College Form)

Directions

This is not a test. It is a list of troublesome problems which often face students in college – problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation on your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus “34. Sickness in the family.” Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of most concern to you. thus,

“34. Sickness in the family.”

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep
6. Not as strong and healthy as I should be
7. Allergies (hay fever, asthma, hives, etc.)
8. Occasional pressure and pain in my head
9. Gradually losing weight
10. Not getting enough outdoor air and sunshine
11. Poor posture
12. Poor complexion or skin trouble
13. Too short
14. Too tall
15. Not very attractive physically
16. Frequent sore throat
17. Frequent colds
18. Nose or sinus trouble
19. Speech handicap (stuttering, etc.)
20. Weak eyes
21. Frequent headaches
22. Menstrual or female disorders
23. Sometimes feeling faint or dizzy
24. Trouble with digestion or elimination
25. Glandular disorders (thyroid, lymph, etc.)
26. Having considerable trouble with my teeth
27. Trouble with my hearing
28. Trouble with my feet
29. Bothered by a physical handicap
30. Needing medical advice
31. Too little money for clothes
32. Receiving too little help from home
33. Having less money than my friends
34. Managing my finances poorly
35. Needing a part-time job now
36. Going in debt for college expenses
37. Going through school on too little money
38. Graduation threatened by lack of funds
39. Needing money for graduate training
40. Too many financial problems
41. Needing money for better health care
42. Needing to watch every penny I spend
43. Family worried about finances
44. Disliking financial dependence on others
45. Financially unable to get married
46. Working late at night on a job
47. Living in an inconvenient location
48. Transportation or commuting difficulty
49. Lacking privacy in living quarters
50. Having no place to entertain friends
51. Not getting satisfactory diet
52. Tiring of the same meals all the time
53. Too little money for recreation
54. No steady income
55. Unsure of my future financial support
56. Needing a job during vacations
57. Working for all my expenses
58. Doing more outside work than is good for me
59. Getting low wages
60. Dissatisfied with my present job
61. Not enough time for recreation
62. Too little chance to get into sports
63. Too little chance to enjoy art or music
64. Too little chance to enjoy radio or television
65. Too little time to myself
66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression
71. Awkward in meeting people
72. Awkward in making a date
73. Slow in getting acquainted with people
74. In too few student activities
75. Boring weekends
76. Wanting to learn how to dance
77. Wanting to learn how to entertain
78. Wanting to improve my appearance
79. Wanting to improve my manners or etiquette
80. Trouble in keeping a conversation going
81. Lacking skill in sports and games
82. Too little chance to enjoy nature
83. Too little chance to pursue a hobby
84. Too little chance to read what I like
85. Wanting more worthwhile discussions with people
86. Too little chance to do what I want to do
87. Too little social life
88. Too much social life
89. Nothing interesting to do in vacations
90. Wanting very much to travel
91. Being timid or shy
92. Being too easily embarrassed
93. Being ill at ease with other people
94. Having no close friends in college
95. Missing someone back home
96. Wanting a more pleasing personality
97. Losing friends
98. Wanting to be more popular
99. Being left out of things
100. Having feelings of extreme loneliness
101. Feelings too easily hurt
102. Being talked about
103. Being watched by other people
104. Worrying how I impress people
105. Feeling inferior
106. Being too envious or jealous
107. Being stubborn or obstinate
108. Getting into arguments
109. Speaking or acting without thinking
110. Sometimes acting childish or immature

111. Disliking someone
112. Being disliked by someone
113. Feeling that no one understands me
114. Having no one to tell my troubles to
115. Finding it hard to talk about my troubles
116. Too self-centered
117. Hurting other people's feeling
118. Avoiding someone I don't like
119. Too easily led by other people
120. Lacking leadership ability
121. Taking things too seriously
122. Worrying about unimportant things
123. Nervousness
124. Getting excited too easily
125. Finding it difficult to relax
126. Moodiness, "having the blues"
127. Failing in so many things I try to do
128. Too easily discouraged
129. Having bad luck
130. Sometimes wishing I'd never been born
131. Unhappy too much of the time
132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
135. Having a certain nervous habit
136. Losing my temper
137. Being careless
138. Being lazy
139. Tending to exaggerate too much
140. Not taking things seriously enough
141. Afraid of making mistakes
142. Can't make up my mind about things
143. Lacking self-confidence
144. Can't forget an unpleasant experience
145. Feeling life has given me a "raw deal"
146. Too many personal problems
147. Too easily moved to tears
148. Bothered by bad dreams
149. Sometimes bothered by thoughts of insanity
150. Thoughts of suicide
151. Too few dates
152. Not meeting anyone I like to date
153. No suitable places to go on dates
154. Deciding whether to go steady
155. Going with someone my family won't accept
156. Afraid of losing the one I love
157. Loving someone who doesn't love me
158. Too inhibited in sex matters
159. Afraid of close contact with the opposite sex
160. Wondering if I'll ever find suitable mate
161. Being in love
162. Deciding whether I'm in love
163. Deciding whether to become engaged
164. Wondering if I really know my prospective mate
165. Being in love with someone I can't marry
166. Embarrassed by talk about sex
167. Disturbed by ideas of sexual acts
168. Needing information about sex matters
169. Sexual needs unsatisfied
170. Wondering how far to go with the opposite sex
171. Disappointment in a love affair
172. Girl friend
173. Boy friend
174. Breaking up a love affair
175. Wondering if I'll ever get married
176. Thinking too much about sex matters
177. Too easily aroused sexually
178. Having to wait too long to get married
179. Needing advice about marriage
180. Wondering if my marriage will succeed
181. Being criticized by my parents
182. Mother
183. Father
184. Sickness in the family
185. Parents sacrificing too much for me
186. Parents separated or divorced
187. Parents having a hard time of it
188. Worried about a member of my family
189. Father or mother no living
190. Feeling I don't really have a home
191. Friends not welcomed at home
192. Home life unhappy
193. Family quarrels
194. Not getting along with a member of my family
195. Irritated by habits of a member of my family
196. Unable to discuss certain problems at home
197. Clash of opinion between me and parents
198. Talking back to my parent
199. Parents expecting too much of me
200. Carrying heavy home responsibilities
201. Not telling parents everything
202. Being treated like a child at home
203. Being an only child
204. Parents making too many decisions for me
205. Wanting more freedom at home
206. Wanting love and affection
207. Getting home too seldom
208. Living at home, or too close to home
209. Relatives interfering with family affairs
210. Wishing I had a different family background
211. Not going to church often enough
212. Dissatisfied with church services
213. Having beliefs that differ from my church
214. Losing my earlier religious faith
215. Doubting the value of worship and prayer
216. Differing from my family in religious beliefs
217. Failing to see the relation of religion to life
218. Don't know what to believe about God
219. Science conflicting with my religion
220. Needing a philosophy of life

221. Parents old-fashioned in their ideas
222. Missing spiritual elements in college life
223. Troubled by lack of religion in others
224. Affected by racial or religious prejudice
225. In love with someone of a different race or religion
226. Wanting more chances for religious worship
227. Wanting to understand more about the Bible
228. Wanting to feel close to God
229. Confused in some of my religious beliefs
230. Confused on some moral questions
231. Sometimes lying without meaning to
232. Pretending to be something I'm not
233. Having a certain bad habit
234. Unable to break a bad habit
235. Getting into serious trouble
236. Sometimes not being as honest as I should be
237. Having a troubled or guilty conscience
238. Can't forget some mistakes I've made
239. Giving in to temptations
240. Lacking self-control
241. Not knowing how to study effectively
242. Easily distracted from my work
243. Not planning my work ahead
244. Having a poor background for some subjects
245. Inadequate high school training
246. Forgetting things I've learned in school
247. Getting low grades
248. Weak in writing
249. Weak in spelling or grammar
250. Slow in reading
251. Not spending enough time in study
252. Having too many outside interests
253. Trouble organizing term papers
254. Trouble in outlining or note-taking
255. Trouble with oral reports
256. Not getting studies done on time
257. Unable to concentrate well
258. Unable to express myself well in words
259. Vocabulary too limited
260. Afraid to speak up in class discussions
261. Worrying about examinations
262. Slow with theories and abstractions
263. Weak in logical reasoning
264. Not smart enough in scholastic ways
265. Fearing failure in college
266. Not having a well-planned college program
267. Not really interested in books
268. Poor memory
269. Slow in mathematics
270. Needing a vacation from school
271. Restless at delay in starting life work
272. Doubting wisdom of my vocational choice
273. Family opposing my choice of vocation
274. Purpose in going to college not clear
275. Doubting the value of a college degree
276. Unable to enter desired vocation
277. Enrolled in the wrong curriculum
278. Wanting to change to another college
279. Wanting part-time experience in my field
280. Doubting college prepares me for working
281. Wondering if I'll be successful in life
282. Needing to plan ahead for the future
283. Not knowing what I really want
284. Trying to combine marriage and a career
285. Concerned about military service
286. Wondering whether further education is worthwhile
287. Not knowing where I belong in the world
288. Needing to decide on an occupation
289. Needing information about occupations
290. Needing to know my vocational abilities
291. Deciding whether to leave college for a job
292. Doubting I can get a job in my chosen vocation
293. Wanting advice on next steps after college
294. Choosing course to take next term
295. Choosing best courses to prepare for a job
296. Afraid of unemployment after graduation
297. Not knowing how to look for a job
298. Lacking necessary experience for a job
299. Not reaching the goal I've set for myself
300. Wanting to quit college
301. Hard to study in living quarters
302. No suitable place to study on campus
303. Teachers too hard to understand
304. Textbooks too hard to understand
305. Difficulty in getting required books
306. College too indifferent to student needs
307. Dull classes
308. Too many poor teachers
309. Teachers lacking grasp of subject matter
310. Teachers lacking personality
311. Not having a good college adviser
312. Not getting individual help from teachers
313. Not enough chances to talk to teachers
314. Teachers lacking interest in students
315. Teachers not considerate of students' feeling
316. Classes too large
317. Not enough class discussion
318. Classes run too much like high school
319. Too much work required in some courses
320. Teachers too theoretical
321. Some course poorly organized
322. Courses too unrelated to each other
323. Too many rules and regulations
324. Unable to take courses I want
325. Forced to take courses I don't like
326. Grades unfair as measures of ability
327. Unfair tests
328. Campus activities poorly co-ordinated
329. Campus lacking in school spirit
330. Campus lacking in recreational facilities

Part III

The Ways of Coping Questionnaire (WCQ)
Folkman & Lazarus, 1998

Directions

This test is designed to evaluate how well you cope with the problems in your life. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how often they apply to you.

	Not Used	Used Rather Often	Used Really Often	Used a Great Deal
1. Just concentrated on what I had to do next – the next step.	0	1	2	3
2. I did something which I didn't think would work, but at least I was doing something.	0	1	2	3
3. Tried to get the person responsible to change his or her mind.	0	1	2	3
4. Talked to someone to find out more about the situation.	0	1	2	3
5. Criticized or lectured myself.	0	1	2	3
6. Tried not to burn my bridges, but leave things open somewhat.	0	1	2	3
7. Hoped a miracle would happen.	0	1	2	3
8. Went along with fate; sometimes I just have bad luck.	0	1	2	3
9. Went on as if nothing had happened.	0	1	2	3
10. I tried to keep my feelings to myself.	0	1	2	3
11. Looked for the silver lining, so to speak; tried to look on the bright side of things.	0	1	2	3
12. Slept more than usual.	0	1	2	3
13. I expressed anger to the person(s) who caused the problem.	0	1	2	3

	Not Used	Used Rather Often	Used Really Often	Used a Great Deal
14. Accepted sympathy and understanding from someone.	0	1	2	3
15. I was inspired to do something creative.	0	1	2	3
16. Tried to forget the whole thing.	0	1	2	3
17. I got professional help.	0	1	2	3
18. Changed or grew as a person in a good way.	0	1	2	3
19. I apologized or did something to make up.	0	1	2	3
20. I made a plan of action and followed it.	0	1	2	3
21. I let my feelings out somehow.	0	1	2	3
22. Realized I brought the problem on myself.	0	1	2	3
23. I came out of the experience better than when I went in.	0	1	2	3
24. Talked to someone who could do something concrete about the problem.	0	1	2	3
25. Tried to make myself feel better by using eating, drinking, smoking, using drugs or medication, etc.	0	1	2	3
26. Took a big chance or did something very risky.	0	1	2	3
27. I tried not to act too hastily or follow my first hunch.	0	1	2	3
28. Found my faith.	0	1	2	3
29. Rediscovered what is important in life.	0	1	2	3
30. Changed something so things would turn out all right.	0	1	2	3
31. Avoided being with people in general.	0	1	2	3
32. Didn't let it get to me; refused to think about it too much.	0	1	2	3

	Not Used	Used Rather Often	Used Really Often	Used a Great Deal
33. I asked a relative or friend I respected for advice.	0	1	2	3
34. Kept others from knowing how bad things were.	0	1	2	3
35. Made light of the situation; refused to get too serious about it.	0	1	2	3
36. Talked to someone about how I was feeling.	0	1	2	3
37. Stood my ground and fought for what I wanted.	0	1	2	3
38. Took it out on other people.	0	1	2	3
39. Drew on my past experiences; I was in a similar position before.	0	1	2	3
40. I knew what had to be done, so I doubled my efforts to make thing work.	0	1	2	3
41. Refused to believe that it had happened.	0	1	2	3
42. I made a promise to myself that things would be different next time.	0	1	2	3
43. Came up with a couple at different solutions to the problem.	0	1	2	3
44. I tried to keep my feelings from interfering with other things too much.	0	1	2	3
45. I changed something about myself.	0	1	2	3
46. Wished that the situation would go away or somehow be over with.	0	1	2	3
47. Had fantasies or wishes about how things might turn out.	0	1	2	3
48. I prayed.	0	1	2	3
49. I went over in my mind what I would say or do.	0	1	2	3

	Not Used	Used Rather Often	Used Really Often	Used a Great Deal
50. I thought about how a person I admire would handle the situation and used that as a model.	0	1	2	3



