THE INFLUENCE OF SOCIAL SUPPORT AND STUDENT'S SELF EFFICACY ON
ACADEMIC ENGAGEMENT OF UNDERGRADUATE STUDENTS MEDIATED BY
SENSE OF BELONGING AND PSYCHOLOGICAL DISTRESS

SANTI HANDAGOON

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF SCIENCE
in Counseling Psychology
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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Field of Study: MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Advisor: DR. PARVATHY VARMA

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in English Language Teaching

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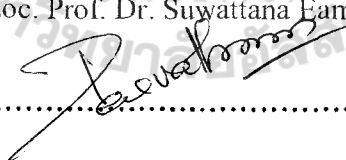
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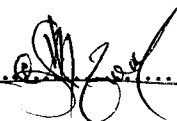
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ABSTRACT

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Name: MR. SANTI HANDAGOON

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The purpose of this study was to investigate the relationship of social support and self-efficacy on academic engagement of Thai undergraduate students in Chiang Mai, Thailand, mediated by sense of belonging and psychological distress. A total of 267 students (aged between 17 to 24) from three universities in Chiang Mai participated in this study by filling a self-administered questionnaire designed to measure the study's primary variables (social support, self-efficacy, sense of belonging, psychological distress, and academic engagement). The results of the study indicated that Chiang Mai's undergraduate students' social support and self-efficacy directly or indirectly mediated by sense of belonging and psychological distress have no significant relation to their academic engagement. Therefore, social support, self-efficacy, sense of belonging, and psychological distress showed no predictive values to undergraduate students' academic engagement. However, the results showed students' social support and self-efficacy is directly and significant related to their

psychological distress in the opposite direction. This finding indicated that the more social support and self-efficacy undergraduate students have, the less psychological distress they have. The implication of this finding may help undergraduate student ease their psychological distress by promoting their social support and self-efficacy.

ACKNOWLEDGEMENTS

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CHAPTER I

Introduction

Higher education is designed to prepare its students for a life path of their chosen career. Most universities' curriculum requires regular participation in classroom and involvement in assignments which will help students grow throughout their life. Universities provide skills and higher learning for their students to unite their own unique qualities with specific professional skills and knowledge, and promotion of individual and social qualities (e.g. social network, professional relationship, career option and opportunity, and resources accessibility) that would benefit students in their future career. However, adjusting to college life can be challenging. In addition to transition from high school, it is also a transition from dependent young adult to independent young adult. While college students have more personal freedom, they also face greater responsibility and multiple obligations, more personal choices and decision makings, more demand on time management, and different surrounding and social challenges on top of their academic responsibility. College life is undeniably stressful.

Academic responsibility is an important source of stress for many students. Although fear of failure and prospects of career opportunities may help to motivate students to prepare and perform well. Students' fear and hope may occasionally become extreme and cause unnecessary stress and burden. Students who develop their efficacy and efficiency in managing academic and personal responsibilities progress through their college life according to how they plan. Those who are unable to develop their skills may prolong their college year, experience anxiety and depression, and drop out. Additionally, social life, finances, and other life affairs may encourage students to fulfill their responsibilities or deter them from fulfilling their tasks. Social support from their family, friends, and faculty members mat

provide support to ease student's anxiety from their life affairs; allowing them to focus primarily on their academic responsibilities. Social pressure or lack of social support, on the other hand, may interfere with student's academic responsibility and cause additional stress and anxiety.

Background of the Study

Over the last seven decades, researchers and educators have exhibited a growing interest in the concept of engagement as a way to improve students' interest toward learning (Appleton, Christenson, & Furlong, 2008), to avert student boredom (Carter, Reschly, Lovelace, Appleton, & Thompson, 2012), to enhance students' motivation and involvement in school-related activities (Fredricks, Blumenfeld, & Paris, 2004), to increase successful student achievement levels (National Research Council & Institute of Medicine, 2004), to understand students' intellectual development (Upadyaya & Salmela-Aro, 2013), and to understand links between school engagement and depression, substance use, and delinquency (Li & Lerner, 2011).

Academic engagement is a complex term that emphasizes students' various patterns in motivation, cognition, and behavior (Appleton et al., 2008; Baron & Corbin, 2012; Fredricks et al., 2004; Phan & Ngu, 2014a; Sharma & Bhaumik, 2013). Many of the theoretical and empirical works are stemmed from the research of Alexander Astin. According to Astin (1984), the greater the amount of energy college students put into involvement with academic and extracurricular activities, the more successful they are likely to be in college. His theory focuses solely on the motivation and behavior of the students at a university. As students become more engaged academically and socially, they feel a greater attachment to the institution and become satisfied with their learning experience. Different researchers have offered various terms and coverage of academic engagement, such as school

engagement (Fredricks et al., 2004), study engagement (Schaufeli, Salanova, & Bakker, 2002), and student course engagement (Handelsman, Briggs, Sullivan, & Towler, 2005).

Engaged academic experiences are characterized by positive and fulfilling encounters in students' social life and their self-efficacy toward learning (Mackinnon, 2011; Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). According to Mackinson (2011), the effects of social support on academic engagement is critical to the design and implementation of involvement with, which improve the mental health, and social and educational outcomes for students. Students with high self-efficacy are viewed as having vigor, dedication, and absorption (Schaufeli, et al., 2002). Students with high levels of vigor are energetic, mentally resilient and willing to invest their efforts in their academic work. Dedication is characterized as finding the studies important, meaningful, motivating, inspiring, and challenging. Absorption is a mental state in which students concentrate on, and are immersed in, their studies (Schaufeli, et al., 2002). Other factors that impact students' academic engagement include contact with people different than themselves (Pascarella & Terenzini, 2005; Reason, Terenzini, & Domingo, 2006), being oriented towards future goals (Horstmanshof & Zimitat, 2007); faculty members (Umbach & Wawrzynski, 2005); and race and ethnicity (Johnson, Crosnoe & Elder, 2001).

Academic engagement is often linked with good learning outcomes. High levels of academic engagement are associated with academic outcomes, such as students' learning and grade point average (Carini, Kuh, & Klein, 2006), and persistence in school (Hughes & Pace, 2003). On the other hand, students with low level of academic engagement, or lack thereof, experience feelings of exhaustion, cynicism, and reduced efficacy (Schaufeli, et al., 2002). Engagement is also a valuable construct for capturing the gradual process by which students drop out from school (Appleton et al., 2008; Finn, 1989). Researchers and educators view engagement as the main theoretical model for intervening with and understanding potential

dropouts, to enhance positive performance and encourage school completion (Appleton et al., 2008).

Statement of the Problem

Disengagement refers to individuals passively withdrawing themselves from a particular activity, situation, or group. (Fredricks et al., 2004), including excluding themselves from their works and experiencing distressful emotions toward work in general (Schaufeli, et al., 2002). Accordingly, academic disengagement refers to students' withdrawal to the learning-related opportunities and practices provided by academic communities. Disengagement is characterized by low energy, reduced involvement, and experiences of inefficacy (Maslach, Schaufeli, & Leiter, 2001; Schaufeli et al., 2002). Low energy refers to feeling strained and exhausted – resulting from experiencing one's work as overly demanding. Reduced involvement refers to losing interest in one's work and feeling that the work has lost its meaning, while inefficacy is characterized by a sense of being incompetent in one's work (Schaufeli, et al., 2002). At its worst, disengagement may develop into psychological distress such as stress overload, anxiety, or burnout (Maslach et al., 2001).

Dropping out is the most severe effect and is the culmination of many forms of disengagement such as absenteeism, poor overall attitude about school, and greater number of school referrals (Finn, 1993). These effects of academic disengagement are most severe among students whose scores are lower in achievement and higher in dropout rates (Voelkl, 1997). According to Teoh and Rose (2001), lower level of social support was one of the predictors of psychological problems. Likewise, poor self-efficacy led to frustration and development of emotional problems (Singh, Shukla, & Singh, 2010). Psychological distress, in turn, interfered with students' motivation and quality of their works (Nowack & Hanson, 2003). Positive self-efficacy and supportive relationships with others have each been

conceptualized as resources that promote successful adaptation and engagement in school. (Compas, Hiden, & Gerhardt, 1995; Juang & Silbereisen, 1999) Without social support and self-efficacy, students who felt isolated reported greater anxiety, boredom, frustration, and sadness during the tasks that directly affected their academic performance (Furrer & Skinner, 2003). If these risks were not recognized, they could negatively affect the student's health, motivation, satisfaction with their studies, and, consequently, their motivation to continue and focus on their academic goal. (Walsh, Feeney, Hussey, & Donnellan, 2010). Due to this issue, the concept of academic engagement has received attention from parents, educators, and researchers. Academic engagement is seen as a possible solution to students' declining academic motivation and achievement (Fredricks et al., 2004).

Purpose of the Study

Student academic disengagement is presented in schools worldwide. In Thai, academic disengagement is a concern among parents and educators. A number of undergraduate students experience a sense of disengagement with their academic pursuit and education system, and therefore feel uninvolved and unenthusiastic, hinder them from devoting effort to their work and achieving better outcomes. Although there is no current official report from Thai government regarding the students' disengagement, many parents and educators make assumptions to pinpoint the causes of academic disengagement. They discuss extensively on education system, school system, environments, faculty members, teaching methods, social influence, and students themselves. There were number of studies done in Thailand exploring on this student disengagement to learning. However, these studies were focused on identifying the problems which arise from students' behaviors (Boohum, 2553), Influences from family, peers, and teachers on learning (Dejai, Chaisawatde, Giariyo, Suwanrat, & Buna, 2555), finance (Pinsaymoon, 2555), school environment and climate (Tomma, 2555), and influence of psychological distress and mental disorders on learning

(Puvicea, 2553). Existing Thai literature on this particular topic are still in identifying problem stage. Very few Thai empirical researches have addressed how student's perceived social support and self-efficacy affect their psychological distress, sense of belonging level, and academic engagement when they are taking higher education.

This study aims to largely fill the gap in these issues. Developing a greater understanding of the important of social support, self-efficacy, sense of belonging, and psychological distress and their impact to academic engagement. This study may create space for future development in educational field in Thai setting. The primary objective of this study is to explore the relationship between academic engagement and its factors.

Significance of the Study

Several studies have been conducted in other demographic areas such as China, the United States of America, and other western countries. This research will be conducted in a Thai setting where culture, beliefs, and ways of life are dissimilar to western countries and unique within Asian countries. This study may encourage further research into the topic of academic engagement and its impact on people. It can be used as a guidance by health care practitioners, psychologists, administrators, employers, teachers or parents to recognize the importance of academic engagement, enhance personal development toward professionalism, encourage people to acquire higher education, and support those who disengage from learning. Moreover, Emphasizing the significance impact of other factors, such as social support and psychological distress, on academic engagement might introduce awareness and understanding to management to improve the quality of their staffs, facilities, and institutions as a whole. On a broad level, the findings of this study could be used to support work on developing more ways of measuring engagement and related concepts in multiple disciplines

such as engagement in personal development on skills and knowledge, social and professional relationship, and professional development and work projects.

This study aims to highlight the importance of academic engagement and its corresponding factors in education in Thai cultural context to help educators and officials in Thai educational system to provide excellent service to their students, guide them toward higher education, and prevent them from disengaging from learning. Providing information and guidance to parents to help their children and students to help their fellow classmates. It also can be used by mental health practitioners as a concept to pay attention to, assess for, and address to their clients, in order to aid in conceptualization, diagnosis, and potential treatment.

Definition of Terms (Operational Definition)

Academic engagement.

School engagement scale was used to measure academic engagement of college students by measuring their cognitive, behavioral, and emotional engagement toward academic task of the respondents. Higher score on the scale indicated higher levels of academic engagement.

Social support.

Interpersonal support evaluation list was used to measure students' social support by measuring student's perceived of available material aids and ability to discuss problems and solutions with other people. Higher score on the scale indicated higher levels of social support.

Self-efficacy.

General self-efficacy scale was used to measure student's self-efficacy by measuring their confidence in their personal abilities in handling and completing task without helps. Higher score on the scale indicated higher levels of self-efficacy.

Psychological distress.

General health questionnaire was used to measure students' psychological distress by measuring self-report of signs and symptoms of somatic symptoms, anxiety and insomnia, social dysfunction, and depression. Higher score on the scale indicated higher levels of psychological distress.

Sense of belonging.

Sense of community index (revised) was used to measure students' sense of belonging by measuring students' perceived identification, association, and bond with other members within the campus. Higher score on the scale indicated higher levels of sense of belonging.
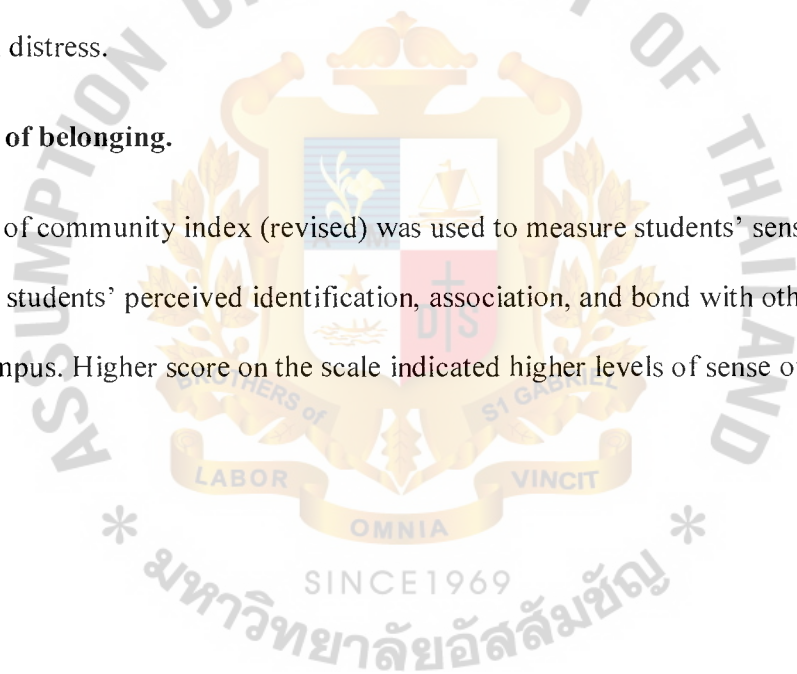
CHAPTER II

LITERATURE REVIEW

This chapter comprises of a comprehensive review of theories and related literature on the identified factors influencing undergraduate student's academic engagement. The literature review is organized as follows:

1. Academic engagement

2. Psychological distress

3. Sense of belonging

4. Social support

5. Self-efficacy

6. Social support and academic engagement

7. Social support and sense of belonging

8. Social support and psychological distress

9. Self-efficacy and academic engagement

10. Self-efficacy and sense of belonging

11. Self-efficacy and psychological distress

12. Sense of belonging and academic engagement

13. Psychological distress and academic engagement

14. Social support, sense of belonging, and academic engagement

15. Social Support, psychological distress, and academic engagement

16. Self-efficacy, sense of belonging, and academic engagement

17. Self-efficacy, psychological distress, and academic engagement

Academic Engagement

Academic engagement referred to students' active involvement in learning activities offered by academic institutions (McCormick, Kinzie, Gonyea, 2013) and in the learning opportunities available in their academic environment (Vekkailia, 2014). Students' academic engagement was a continuous dynamic and iterative process, which helps or hinders students from engaging in further studies (Harrion, 2013). Therefore, academic engagement could be considered both a process and an outcome within educational settings. At the same time, knowledge, skills and competences learned or achieved through academic engagement could be considered proximal academic outcomes rather than academic engagement in studying. Further distal academic outcomes included students' retention in school, employment success, and lifelong learning (Kahu, 2013). The literature has often referred to academic engagement as a multidimensional construct that entails three major components: behavioral, cognitive, and emotional engagement (Axelson & Flick, 2011; Fredricks et al., 2004; Kahu, 2013).

Behavioral engagement.

Behavioral engagement was usually defined as active participation in both academic and nonacademic school activities. Behavioral academic engagement was linked to overall positive student conduct, such as following the rules in the classroom and a lack of disruptive school behavior (Finn, 1993). In addition, displaying academic behaviors, such as making an effort, showing persistence, asking questions, and maintaining concentration, were also indicators of behavioral engagement (Finn, Pannozzo, & Voelkl, 1995). Behavioral engagement encompassed students' effort, persistence, participation, and compliance which lead to achievement as an outcome; these could be measured by teacher or self-reports of students (Davis, Shalter-Bruening, & Andrzejewski, 2008).

Cognitive engagement.

Cognitive engagement referred to an overall investment in learning (Fredricks et al., 2004). Students who demonstrated an investment in learning are more likely to have higher grades and test scores and were less likely to be disruptive, truant, or drop out (Klem & Connell, 2004). Newmann, Secada & Wehlage (1995) defined engagement in academic work as a "student's psychological investment in and effort directed toward learning, understanding, and mastering the knowledge, skills, or crafts that the academic work is intended to promote" (p. 12). Cognitive engagement has also been characterized as an investment in asking questions for clarification, persistence in difficult activities, and flexibility in problem solving, in which students demonstrate behaviors which goes beyond expectations while seeking academic challenges (Connell & Wellborn, 1991).

Cognitive engagement was a matter of how students feel about themselves and their work, skill sets, and the strategies they employed to master their work (Metallidou & Viachou, 2007). Some students who tended to work hard might be unable to improve their learning skills. These students might be engaged behaviorally but not engaged cognitively. This means that students might work attentively, but did not learn anything news, because the tasks were within or below their level, but were not challenging. Effort in learning was involved in both behavioral and cognitive definitions of engagement, "In this sense, cognitive engagement refers to the quality of students' engagement whereas sheer effort refers to the quantity of their engagement in the class" (Pintrich, 2003, p. 105). Cognitive engagement made a clear distinction between student's behavioral effort to work on the task and cognitive effort to understanding and master skills (Greene, Miller, Crowson, Duke, & Akey, 2004).

Emotional engagement.

Emotional engagement referred to an array of student emotions and actions related to schools and classrooms. Students' affective reactions, such as boredom, sadness, and anxiety, were a mechanism of emotional engagement (Connell & Wellborn, 1991). Researchers have also assessed emotional engagement by measuring student reactions to school and teachers; and have found that students who are more emotionally engaged in school demonstrates higher academic achievement (Lee & Smith, 1995).

Academic Engagement Theories

Three theoretical approaches discussed below dominate the theoretical reasoning of student engagement. The general notion was that students will benefit more from college education if they devoted more effort into their studies. If students became involved in class discussions and activities, school facilities and resources, and social integration, they were engaged with and learn from other students and faculty. According to these theories, social support, self-efficacy, sense of belonging, and psychological distress were factors to academic engagement.

Astin's model of student involvement.

Astin (1984) asserted that students learn by becoming involved. He believed that student's learning and development are directly proportional to student engagement in academic, social, and extracurricular college experiences. Astin (1984) viewed engagement as an environmental factor affected by choices students make with regard to participating in academic and social activities on campus. This theory implied that students choose educational institutions based on certain environmental characteristics and that students' educational experiences and outcomes may vary depending on choices students make about

participating in academic, social, and extracurricular activities available to them (Astin, 1984).

Pascarella's framework of college student development.

Pascarella (1985) developed a theory of university's structural characteristics and campus culture have direct and indirect effect on student development. In this theory, he suggested students' growth are affected by five factors: students' characteristics, university's structural characteristics, the campus culture, pattern of social interaction on the campus, and the quality of effort put forth by the students. Students' characteristics included students' personality and demographic traits. A student body composed of students with high socioeconomic status will present different opportunities and challenges than students coming from working-class backgrounds. The affiliation, and residential character of universities defined their structural characteristics. The business schools which stresses on management and marketing presented model of education, ideology, and knowledge differently from medical schools which stresses on health and well-being. The two factors in turn shaped a unique campus culture and environment that represent their schools of thought. Pattern of social interaction referred to as the frequency, content, and quality of the students' interactions with their peers, faculty members, and administrators. The quality of students' effort was influenced by these four factors. Work and family obligations, difference in ideology between university and its students, and unsuitable learning environment and social circle might discourage students to be involved with their academic goals.

Tinto's model of student integration.

Tinto's student integration model (1993) focused on social and academic integration and its link to persistence and retention. It should be noted that his theory was intended to explain students' retention from dropping out rather than explain of their academic

performance. Tinto proposed that students' experiences at an institution, in which they became socially and academically involved, had a direct impact on their commitment to educational goals, the institution, and staying enrolled. Academic integration was understood as students' satisfaction with the academic systems at their university and the way they perceive their own intellectual development. Academic integration was determined by the students' view of their relationships with faculty and peers on campus as it promoted social values and membership in their communities.

According to Tinto (1993), the level of social integration was determined by the extent to which students perceive others in the campus environment as caring about them and having interest in them as individuals. The integration theory Tinto created assumes that students who were more integrated and feel more accepted and valued in the institutional environment were more likely to persist and achieve their educational goals. Likewise, Tinto asserted that leaving colleges occurs because students were insufficiently integrated into university life.

Psychological Distress

According to the general definition by the World Health Organization, mental health was "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community" (World Health Organization, 2001). Mental health was a wide-ranging concept, which not only refers to severe mental disorders or the absence of mental illness. Mental health was a resource of psychological functioning and managing life, and it comprised such an intrinsic element of general health that health organizations have declared "there is no health without mental health" (Herrman, Saxena, & Moodie, 2005; Prince et al., 2007).

Psychological distress represented a dimension of mental health that has neither uniform definitions nor measures. Compared to mental disorder, psychological distress was usually described as a non-specific mental health problem (Dohrenwend & Dohrenwend, 1982). Psychological distress was considered a dimension of psychopathology that could be measured in simple and cost-effective ways in the general population (WHO, 2001). Psychological distress was viewed as an emotional disturbance that might impact on the everyday functioning of individuals (Wheaton 2007). It was characterized by symptoms of depression and anxiety (Mirowsky and Ross 2002). These symptoms might be tied in with somatic symptoms that were varied across cultures (Kleinman 1991, Kirmayer 1989).

In summary, psychological distress was characterized by symptoms of depression and anxiety, somatic symptoms, and social dysfunction. The symptoms had an impact on everyday functioning, but not as extreme as mental disorders (Goldberg& Blackwell, 1970). Anxiety referred to as feelings of tension, worried thoughts and physical changes (e.g. increased blood pressure). Depression referred to as depressed mood, a lack of interest and pleasure in daily activities, and physical changes, such as weight loss or lack of energy. Somatic symptom referred to as occupied thoughts about physical symptoms such as pain or fatigue. Social dysfunction referred to as the impairment of one's ability to perform in daily tasks such as loss of concentration or feeling burned out (Goldberg& Blackwell, 1970).

Sense of Belonging

The need for belonging and the desire for interpersonal attachment was a fundamental human motivation (Osterman, 2000). The concept of belonging was broad, and defined in many ways such as relatedness, sense of community, support, and identification (Osterman, 2000). The need to form and maintain interpersonal relationships was at the core of fulfilling the need for belonging. Bowlby (1973) stated the importance of forming and maintaining

relationships to fulfill the need of belonging in his attachment theory. Baumeister and Leary (1995) described the need for belonging as a drive to form interpersonal relationships and the failure to do so may lead to pathological and long-lasting negative consequences. When individuals were deprived of a sense of belonging, they often experienced negative outcomes that include emotional distress and health problems (Anderman, 2002).

According to Maslow's (1968) hierarchy of needs, need for belonging was placed in the middle of the hierarchy after the basic biological needs and the need for safety. The prior two needs must be fulfilled before the individuals could focus on the need for belonging. After the need for belonging was fulfilled, the need for self-esteem and self-actualization could be met. Fulfilling the need for belonging was depended on frequent personal contact and interactions with other people and the quality of interaction itself that was characterized by affection, stability, and continuation (Baumeister & Leary, 1995). Frequent contact with people who were unsupportive or indifferent will not fulfill the need for belonging. Likewise, relationships with strong feelings of attachment, but lacking regular interaction also fail to fulfill the need for belonging (Baumeister & Leary, 1995).

Sense of belonging was characterized by four components: membership, influence, reinforcement of needs, and shared emotional connection (Chavis, Lee, & Acosta, 2008). Membership referred to as the feeling of belonging or sharing a sense of personal relatedness such as a sense of recognition or being part of the group. Influence referred to as a sense of mattering or making a difference to a group and its members, such as sharing one's opinion in the group. Reinforcement of needs referred to as one's needs that need to be satisfied by the resources received through the membership in the group, such as feeling being valued or a sense of similarity to other members. Shared emotional connection referred to as the commitment and belief that members have shared, and will share, history, common places, time, and similar experiences (Chavis, Lee, & Acosta, 2008). Sense of belonging was a

feeling that members have of belonging; a feeling that members mattered to one another and to the group, and a shared faith that members' needs were met through their commitment to be together (McMillan & Chavis, 1986).

Social Support

Social Support referred to as the resources received from other people which gave individuals the experience of being valued, respected, cared about, and loved (Gurung, 2006). It came from different sources such as family, friends, teachers, community, or any social groups to which one is affiliated. Social support could come in the form of material or aid provided by others, effective coping strategies and problem-solving solution, and emotional support (Gurung, 2006).

Social support could help individuals to reduce the impact of stressors allowing individuals to cope better in dealing with stressful situations. Several studies indicated that supportive contacts correlate negatively with psychological distresses and other psychiatric disorder, and positively correlated with physical health (Calvete, & Connor-Smith, 2006). Nahid and Sarkis (1994) found that social support protected people in life crises such as bereavement, illness, and other major stressor, and moderates the effect of stressors on mental well-being.

Social support was also defined as the exchange of verbal and nonverbal information related to helping to reduce individual's stress or uncertainty (Reis, 1990). Social support had two main perspectives (Cohen & Wills, 1985): the main-effect and the buffering model. The main-effect model considered the concept as a coping strategy and emphasizes searching and the actual use of the social support (Lazarus & Folkman, 1984). The buffering model emphasized the perception of support and its role as a coping resource to prevent and reduce the negative effect that different adverse situations might cause on the individual (Malecki &

Demaray, 2002). This study focused on the buffering model as it relates to the variable of this study.

A number of researchers have distinguished between the psychological and non-psychological forms of buffering model of social support (Cobb, 1976; Pinneau, 1975). The distinction was that psychological support referred to as the provision of information, whereas non-psychological or tangible support referred to as the provision of material aid such as people who can be asked for help, objects that can be used, or place that one can go to receive aid (Cobb, 1976). Psychological supports had been divided into appraisal support which contribute to one's knowledge, ability to assess situations, and coping strategies and emotional support, which contributed to meeting one's basic social-emotional needs (Pinneau, 1975). Emotional supports had been further divided into two basic needs: self-esteem and belonging support (Cohen &Hoberman, 1983). Self-esteem support referred to as belief in one's personal worth, likelihood of succeeding in tasks, and personal defense against stress. Belonging support referred to as the interpersonal relationship and support in the community, where one's self-esteem was insufficient to provide, such as the feeling of being loved and values, network of communication, and mutual obligation (Cohen &Hoberman, 1983).

Self-Efficacy

Two students might have the same knowledge and skills but showed notable differences in occupation, performance, and progression. A key contribution for this difference was self-efficacy. Self-efficacy was a motivational factor which plays a critical role in academic involvement and academic achievements of students (Linenbrink & Pintrich, 2003). Self-efficacy was individuals' confidence in their abilities to complete a task; the more they believed in their abilities, the better their performance were (Boroumand & Sheykhi

Fini, 2011). By obtaining useful information and experience or lack thereof, students developed opinions about their abilities for learning and perceived themselves as an able or less able individual (Paris & NewMan, 1990).

Self-efficacy positively impacted students' use of self-regulated learning strategies, select and occupy tasks, coping with stress in difficult situations, and academic engagement and achievement. Beliefs, abilities, experience, attitudes, education styles, and social background might impact students' perceived self-efficacy (Schunk, 1990). Self-efficacy influenced several functions; behaviors such as effort or adaptive help seeking, cognition (e.g. strategy), metacognition (e.g. awareness), and engagement in the tasks (Linenbrink & Pintrich, 2003).

The results of researches indicated that individuals' beliefs impacted their learning abilities in their approach to new challenges. Perceived self-efficacy had an effect on determining the possibility of taking opportunities, and influenced selecting the learning environments (Zimmerman, 1989). Self-efficacy beliefs adjusted learning behavior and impact on future expectations and academic achievement (Zimmerman, 2000). When an engagement in the previous task was completed, experiences and achievements increased self-efficacy and, in turn, engagement toward a new task was followed (Sahaghi, Birgani, Mohammadi, & Jelodari, 2015).

With the term self-efficacy, one would think that this concept was connected only to the individual, however Bandura (1977) relayed that self-efficacy was multifaceted. Students' efficacy depended on the context, as some situations would demand different skills and students would determine whether those specific skills should be used. Students with self-efficacy were able to manage their own academic goal complement, and in turn, pursued

academic achievements independently by promoting ones' academic aspirations and coping with ones' vulnerability to distresses.

Social Support and Academic Engagement

According to Wentzel (1994), pursuit of academic responsibility goals of students significantly related with the teacher, peer, and parental supports. Family greatly supported students' retention and successful academic experience in higher education (Jenson, 2011). Receptive parental support could promote social behavior in school and increase academic motivation (Wentzel, 1994). Peer support fulfilled the need for friendship and helped them to develop a sense of satisfaction with school (Steinberg & Darling, 1994). Teachers could convey a sense of caring, respect, and appreciation for their students who could be emphasized in a strengths-based intervention to promote their school achievements and engagement (Klem& Connell, 2004).

Researchers demonstrated that social support mainly from teachers and parents was a very important influence on adolescents as they progressed from elementary school to higher education (Klem& Connell, 2004). Similarly, Junco (2011) also revealed that, social support and family mattered greatly in the student's retention and successful college experience in higher education. Study by Folkman, Lazarus, and Dunk (1986), social support was positively correlated with academic achievement in adolescents and emerging adults. Hence students were coping with high stress when they were transferring to higher education, whereby social support played a significant role to decrease the stress to enhance the academic engagement.

Social Support and Sense of Belonging

Catalano and Hawkins (1996) proposed that students' sense of belonging was derived from the process of socialization. This process was focused upon the connection that students

managed to form connections with people in their environment. The strength of this connection depended upon the opportunities that students seized to engage in activities and establish relationship with others, the degree of involvement between students and their peers, students' personal skills required, and positive reinforcement received within these relationships.

Lerner, Phelps, Forman, and Bowers (2009) highlighted positive social contacts, a feeling of social integration, an attachment to prosocial organization, and the ability to find one's way through various contexts to develop a positive social relationship. From this perspective, school emerged as one of the critical environment where students could find their place as member of a community. Although they faced the possibility of encountering negative influences from their school contexts, they could develop solid relationships and a sense of belonging (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004).

Faircloth and Hamm (2005) defined the sense of belonging to school as a positive connection that students maintained with teachers and other adults who appreciated and supported them in difficult times, a positive network of friends among whom they felt appreciated, participation in extracurricular activities and cultural activities with others. Involvement in various extracurricular activities led to a significant increase students' attachment to school (Durlak, Weissberg & Pachan, 2010).

Social Support and Psychological Distress

Support from family, teachers, and peers have been found to reduce the impact of students' psychological distress (Calvete & Connor-Smith, 2006). Villanova and Bownas (1984) found that social support could improve students coping ability with everyday stressors and reduce the burden of academic workload. Social support acted as a protective buffer against psychological distresses among students. Without sufficient support, students

were vulnerable to depression, stress, and anxiety (Steese, Dollete, Phillips, Hossfeld, Matthews, & Taormina, 2004; Tao, Dong, Pratt, Hunsberger, & Pancer, 2000).

Social Support also acted as a predictor of psychological distress (Teoh & Rose, 2001). It was highly negatively correlated with depression, anxiety, impact of stressful problems, and lower self-esteem. The study by Friedlander, Reid, Shupak, and Cribbie (2007) found that students with high social resources had lower levels of psychological distresses. This indicated that the impact of a stressors could be reduced when students have sufficient social support.

The supportive actions provided by the social support were thought to buffer the impact of stressors by increasing the effectiveness of coping ability, which in turn reducing distresses among students (Holahan, Valentiner, & Moos, 1995). Advice and encouragement from authoritative figure might increase the likelihood of students relying on active problem-solving and information seeking. These might assist students in dealing with stressors and facilitate a positive adjustment process (Lakey & Cohen, 2000).

Self-Efficacy and Academic Engagement

Bandura (1977) described the relationship between self-efficacy and academic engagement as the confidence in one's ability to produce desired academic results. If students believed they could complete a task, they would have stronger engagement with the task. Conversely, if students had little confidence knowing that they could complete a task, they considered the task to be unnecessary, and consequently did not want to spend time and energy on it. As a result, they did not engage in such a task.

After Bandura presented his definition of self-efficacy, the relationship between self-efficacy and academic success became the topic of research (Zimmerman & Bandura 1994). According to research results, students with high levels of self-efficacy had more engagement

than those with lower levels of self-efficacy; these students were observed to have spent more time on learning (Eccles, Midgley, Wigfield, Reuman, Mac Lver, & Feldlaufer, 1993). Based on these related findings, self-efficacy was effective in reaching objectives and in increasing academic success (Greene, Miller, Crowson, Duke, & Akey,2004). Students with high levels of self-efficacy demonstrated positive social behaviors, both directly and indirectly, and preferred deep learning over superficial learning (Liem, Lau, &Nie, 2008).

Self-Efficacy and Sense of Belonging

Compared to other relationships presented in this study, the research on the relationship between self-efficacy and sense of belonging were very few. Researches support that sense of belonging mediated the relationship between social relationship of the students and self-efficacy (Roeser, Midgley, & Urdan, 1996; Roeser, Eccles, & Sameroff, 1998). Study also reported a positive correlation between students' feelings of belonging and academic help-seeking behavior (Newman, 1991). The sense of belonging increased students' positive behavioral, psychological, and social outcomes (e.g. self-esteem, self-efficacy, academic and social motivation and competence), and decreased negative behaviors such as delinquency and drug use (Battistich, Solomon, Watson, &Schaps, 1997).

Osterman (2000) indicated that satisfying the need for belonging in educational environments was significantly associated with students' academic engagement and involvement in activities, academic and social behaviors, motives and attitudes, expectancies, values and goals, emotional functioning, and the development of fundamental psychological processes such as motivation, self-regulation, internalization, and autonomy, and psychological outcomes such as self-concept, self-esteem, and self-efficacy.

Self-efficacy had the ability to affect how students related to their classmates and how connected they felt to the class. Students with higher level of self-efficacy often experienced

positive affect and openness in class. It was challenging for a student who did not feel comfortable in the classroom to feel like they belong there. Students who perceived the classroom as competitive rather than inviting, did not feel a strong sense of belonging and thus, affecting their self-efficacy (Mcmahon, Wernsman, & Rose, 2009). A positive affectation created better opportunities for student relatedness and belonging. Students who believed they would do well in their classes and have confidence would likely be more open to involvement in different activities at the school and engage in more conversation with other students. This created friendships and a sense of belonging which where one felt a sense of being member of a group (Bong & Skaalvik, 2003).

Self-Efficacy and Psychological Distress

Self-efficacy had shown high correlation with self-esteem, self-regulation and optimism (Bandura, 2006), as well as being inversely correlated with depression, anxiety and psychological distress (Chen, Liu, Zheng, & Chen, 2010; Endler, Speer, Johnson, & Flett, 2001; Fry & Debats, 2002). Low self-efficacy was also associated with the use of maladaptive strategies, which in turn were associated with maladjustment towards college, teachers and peers; and the coping strategies that students deployed were reflected not only in their college adjustment, but also in their overall problem behavior (Singh, Shukla, & Singh, 2010). Students with poor self-efficacy experienced frustration and develop emotional problems such as low self-esteem as a result of repeated failures. They had difficulty in making decisions, exhibited low tolerance for frustration and poor adjustment with peers (Singh, Shukla, & Singh, 2010). A study by Tong and Song (2004) and Yu et al. (2005) found that students with stronger general self-efficacy reported higher levels of well-being. On the other hand, Quimby and O'Brien (2006) and Lightsey and Barnes (2007) revealed that self-efficacy inversely predicted psychological distress among college students.

Sense of Belonging and Academic Engagement

Recent research revealed that students' need for belonging had significance social experience toward academic engagement (Ali & Kohun, 2006; Deem & Brehony, 2000; Lovitts, 2001). Tinto (1993) applied his model of student integration by claiming that their need for belonging could be understood in terms of experiences of integration into the social and academic life within or outside the institution. He suggested that high levels of integration reinforced students' commitment to the institution and to their academic goal, which in turn led to actual completion. On the other hand, poor integration led to potential withdrawal from the community or prolonging their academic goal from completion. Poor integration arose from two sources: incongruence, which was a mismatch between the student and the institution, and social isolation, which was insufficient interaction with faculty or peers.

Recent studies have shown that students who experienced their academic community in a negative way, for example, students who perceived themselves to be passive participants of academic activities or burden for others more often reported a lack of interest in their studies than students who valued experience or considered themselves to be active participants in their communities (Pyhalto & Keskinen, 2012; Stubb, Pyhalto, & Lonka, 2011). This implied that engagement was highly embedded during participation in academic activities or social relations in the academic community.

Psychological Distress and Academic Engagement

The relationship between psychological distress and academic engagement was rather weak and inconsistent, particularly when engagement was being assessed by others instead of self-report ratings (Schaufeli & Enzmann, 1998). For instance, Nowack and Hanson (2003) found a weak negative correlation between distress and performance in college students.

McCarthy, Pretty and Catano (2006) found a significant but low negative correlation between students' level of distress and their grade point average. Stewart, Lam, Betson, Wong and Wong (1999) found that academic performance during medical school was negatively related to reported stress levels, anxiety, and depression. Garden (1991) also found a negative relationship between burnout and perceived academic engagement of undergraduate students.

Social Support, Sense of Belonging, and Academic Engagement

Researchers agreed that a sense of belonging was one of the most important needs for students to function well in school. (Connell & Wellborn, 1991; Finn, 1989; Osterman, 2000). Perceived social support and the sense of belonging had significant influence with students' motivation as they increased students' beliefs in themselves and their ability, and increased their motivation accordingly.

Schools provided an integral role in the lives of students. The social climate of this setting was an important condition influencing both the extent of a number of social resources to which the students could utilize when problems arose and the likelihood that a student would make use of those network (Cartland, Ruch-Ross, & Henry, 2003). Students' sense of community or belongingness in the school setting was linked to important motivational, attitudinal, and behavioral factors that were associated with psychosocial well-being and adjustment (Bateman, 2002; Battistich & Hom, 1997; Pretty, Andrewes, & Collett, 1994).

Studies consistently revealed that students who had more social resources and experienced a higher sense of belonging were more motivated, more engaged in school and classroom activities, and more dedicated to school (Osterman, 2000). Moreover, students who felt that they belonged in their school environments had higher enjoyment and enthusiasm in engaging activities. Students who felt isolated, on the other hand, reported

greater anxiety, boredom, frustration, and sadness during the tasks that directly affected their academic performance (Furrer & Skinner, 2003).

Social Support, Psychological Distress, and Academic Engagement

The characteristics and quality of social support have long been recognized as a positively correlated factor to the student's adjustment and engagement. Likewise, several studies reported that the quality of social support perceived and received correlate more positively with mental health (Steese, Dollete, Phillips, Hossfeld, Matthews, & Taormina, 2004; Tao, Dong, Pratt, Hunsberger, & Pancer, 2000). Researchers focused on studying social support influenced on stress-related appraisals and coping to investigate social support's mechanisms underlying the stress-buffering effect (Lakey & Cohen, 2000).

Social support was very important for students in their academic development. Deficits in social support have been shown to be related to many psychological distresses such as depression, loneliness, and anxiety (Eskin, 2003). Elliot and Gramling (1990) found that social support helped students to cope with depression, anxiety, and stress. The students who were receiving support from others could cope with their psychological distresses since they felt that someone was there to help them, thus encouraged them to perform well in academic tasks. By understanding how social support could help students to pursue their learning and cope with psychological distresses, this information could enhance the importance of support provided to the students (Steinberg & Darling, 1994).

Self-Efficacy, Sense of Belonging, and Academic Engagement

Positive self-efficacy and supportive relationships with others have each been conceptualized as resources that promote successful adaptation and engagement in school. (Compas, Hiden, & Gerhardt, 1995; Juang & Silbereisen, 1999). School life was a period characterized by a challenging array of social, cognitive, and biological changes during which

the interconnection between self-efficacy and social experiences served important roles to motivate students to pursue academic achievement. (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Favorable views of oneself and one's abilities appeared to be valuable in helping students to avoid emotional difficulties (DuBois, Burk-Braxton, Swenson, Tevendale, & Hardesty, 2002; Jenkins, Goodness, & Buhrmester, 2002). Similar benefits were apparent for the wide-ranging types of external support that student might receive from tangible assistance for the opportunity to simply have others listen to, and validate one's feelings (Cauce, Mason, Gonzales, Hiraga, & Liu, 1996; Moran & DuBois, 2002). Self-efficacy played a central role in mediating the social experience of support in determining psychosocial adaptation (Dubois et al., 2002). Moreover, in relation to self-efficacy, social support was an important source of approval and esteem from others with very important implications for adolescents' wellbeing (Harter, 1999).

Self-Efficacy, Psychological Distress, and Academic Engagement

During the academic year, students faced many situations that could alter their academic achievement and engagement, and cause them psychological distress (Yamashita, Saito, & Takao, 2012). The most common sources of this distress were, among others, their workload and problems associated with their studies, fear of unknown situations, and difficulties in completing their curriculum. In addition, students must have certain personal factors, such as assertiveness, being able to say no, confrontation, self-esteem and social relationships, which involved multiple and significant adaptations that they must adequately and immediately made during their academic life (Lo, 2002; Pourjalia, & Zarnaghash, 2010). If these risks were not recognized, they could negatively affect the student's health, academic

self-efficacy, satisfaction with their studies, and, consequently, the quality of their works (Walsh, Feeney, Hussey, & Donnellan, 2010).

Academic engagement was a construct that was considered to be the opposite of burnout syndrome and examining it could indicate whether academic engagement positively influenced the student's psychological distress (Appleton et al., 2008). As opposed to those who suffered from burnout syndrome, engaged students felt connected to their tasks. Instead of considering these tasks stressful, they perceived them as challenges. They were strongly and effectively connected with the activities that they engaged in, and they were seen as capable of meeting the demands (Ugwu, Onyishi, & Tyoyima, 2013).

Research Questions

1. Do social support and self-efficacy influence academic engagement?

2. Do social support and self-efficacy indirectly contribute to strengthen or impede students' academic engagement mediated by psychological distress and sense of belonging?

Hypotheses

1. There is a direct effect of social support and self-efficacy on the academic engagement of the students.

2. There is an indirect effect of social support and self-efficacy on the academic engagement of the students mediated by sense of belonging, such that the more social support and higher self-efficacy the students have, the higher their sense of belonging will be. The higher the sense of belonging they have, the higher their academic engagement will be.

3. There is an indirect effect of social support and self-efficacy on the academic engagement of the student mediated by psychological distress, such that the more social support and higher self-efficacy the students have, the lower their psychological distress will be. The lower the psychological distress they have, the higher their academic engagement will be.

Conceptual Framework

This study built on the hypothetical grounding that the independent variables: "social support" and "self-efficacy" have significant links to the mediator variables: "sense of belonging" and "psychological distress" and had significant links the dependent variable, "academic engagement." The conceptual framework was outlined in Figure 1.
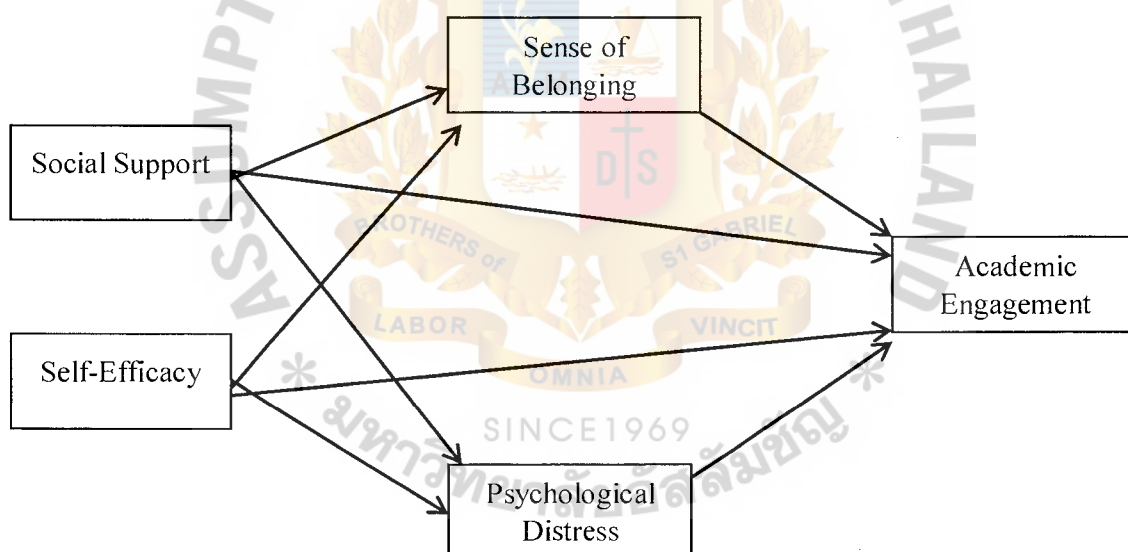
Figure 1. Hypothesized path model. Social support and self-efficacy as independent variables. Sense of belonging and psychological distress as mediator variables between independent variables and dependent variable, academic engagement.

CHAPTER III

METHODOLOGY

This chapter presented the research methodology employed to investigate the direct and indirect influence of social support and self-efficacy on academic engagement mediated by sense of belonging or psychological distress. The present study's research methodology was explained in terms of the research design, participants of the study, research instrumentation, data collection procedure, and data analysis.

Research Design

The study employed casual-correlational design that the main aim of the study was to clarify the relationship between students' social support and self-efficacy and academic engagement mediated by sense of belonging and psychological distress.

Participants

This study used convenience sampling in the selection of potential participants. Given the topic of study, Thai undergraduate students were recruited from different university in Thailand. Potential location for recruitment are Chiang Mai University, Payap University, and Maejo University. As the proposed path model was to be tested via multiple regression analysis, in which the sample size required was determined by both the power of the statistical test, the effect size of the predictor variables, and the number of predictor variables in the model. Power in multiple regression analysis referred to the probability of detecting as statistically significant a specific level of R-square, or a regression coefficient at a specified significance level (Hair et al., 1995). Effect size was defined as the probability that the predictor variables in the regression model had an effect in predicting the dependent variable, i.e., the sensitivity of the predictor variables. The statistical program G*Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007) was employed to determine the required sample size.

Setting the significance level at .05, power at .95, and effect size at .15 (small) for four predictor variables, the required minimum sample size was determined to be 135. However, in order to enhance the external validity of the obtained findings, it was decided to increase the recommended sample size to approximately 250 respondents. Note that prior to inclusion in the study, the prospective participants were briefed and then asked to sign a consent form to signify their willingness to participate.

Research Instrument

Participants were provided a package that contain all the relevant assessments for data collection, consent form, briefing and debriefing forms of the study. Apart from a demographic document, there are five main measurements in this study as defined by the theoretical framework established.

Interpersonal support evaluation list.

Interpersonal support evaluation list (ISEL) was used to measure students' social support. ISEL was created by Cohen and Hoberman (1983). This instrument was a self-report survey consisting of 40 questions with a 4-point Likert scale ranging from "definitely false" to "definitely true." Each item was numerically scored from 1 to 4. The items fell within four categories with 10 items each: (1) tangible support, (2) belonging support, (3) self-esteem support, and (4) appraisal support. The "tangible" subscale measured perceived availability of material aid. The "belonging" subscale measured the perceived availability of people one can do things with. The "self-esteem" subscale measured the perceived availability of a positive comparison when comparing one's self to others. The "appraisal" subscale measured the perceived availability of someone to talk to about one's problems. The score was calculated by finding the sum of the items. The scoring for each subscale had a range of 0 to 30 and the total scoring had a range of 0 to 120. A higher score indicated higher level of potential

support resources. The psychometric property of the ISEL had internal reliability between 0.88 and 0.90 (Cohen &Hoberman, 1983) and a test-retest correlation of 0.87 (Cohen & Wills, 1985). Validity of the ISEL was 0.74 (Brookings & Bolton, 1988).

General self-efficacy scale.

General self-efficacy scale (GSE) was used to measure students' confidence in one's own ability to achieve intended, coping ability with daily hassles, and adaptation after experiencing all kinds of stressful life events. GSE was created by Schwarzer and Jerusalem (1995). This instrument was a self-report consisting of 10 questions with a 4-point Likert scale ranging from "not at all true" to "exactly true." Each item was numerically scored from 1 to 4. The total score was calculated by finding the sum of all items. The total score ranged from 10 to 40, with a higher score indicating more self-efficacy. Psychometric property of the GSE had internal reliability between 0.76 and 0.90 (Schwarzer & Jerusalem, 1995).

Sense of community index-2.

Sense of community index-2 (SCI-2) was used to measure students' sense of belonging. SCI-2 was, revised version of the sense of community index, created by Chavis, Lee, and Acosta (2008). This instrument was a self-report consisting of 24 questions with a 4-point Likert scale ranging from "not at all" to "completely." Each item was numerically scored from 0 to 3. The items fell within four categories with 6 items each: (1) reinforcement of needs, (2) membership, (3) influence, and (4) shared emotional connection. The "reinforcement of needs" subscale measured the perceived association to the community as rewarding for the individual. The "membership" subscale measured the perceived identification and bonds in the community. The "influence" subscale measured reciprocal relationships between individuals and the community in terms of their impact on one another. The "shared emotional connection" subscale measured the interaction between individuals

and other community members to develop the bond. The score was calculated by finding the sum of the items. The scoring for each subscale had a range of 0 to 18 and total scoring had a range of 0 to 72. A higher score indicated higher level of sense of belonging. Psychometric property of the SCI-2 had internal reliability between 0.79 and 0.86 (Chavis, Lee, & Acosta, 2008).

General health questionnaire.

General health questionnaire (GHQ) was used to measure students' psychological distress. GHQ was created by Goldberg and Blackwell (1970). This instrument was a self-report consisting of 28 questions with a 4-point Likert scale ranging from "not at all" to "much more than usual." Each item was numerically scored from 0 to 3. The items fell within four categories with 7 items each: (1) somatic symptoms, (2) anxiety and insomnia, (3) social dysfunction, and (4) severe depression. The "somatic symptoms" subscale measured the intensity of somatic symptoms individual feels. The "anxiety and insomnia" subscale measured the intensity of anxiety an individual feels. The "social dysfunction" subscale measured individual's feeling towards oneself. The "severe depression" subscale measured intensity of depression an individual feels. The score was calculated by finding the sum of the items. The scoring for each subscale had a range of 0 to 21 and total scoring had a range of 0 to 84. A higher score indicated higher severity of psychological distress. Psychometric property of the GHQ had internal reliability between 0.78 and 0.90 (Goldberg & Blackwell, 1970).

School engagement measure.

School engagement measure (SEM) was used to measure students' academic engagement. SEM was created by Fredericks, Blumenfeld, Friedel, and Paris (2005). This instrument was a self-report consisting of 15 questions with a 5-point Likert scale ranging

from "never" to "all of the time." Each item was numerically scored from 1 to 5. The items

fell within three categories with 5 items each: (1) behavioral engagement, (2) cognitive

engagement, and (3) emotional engagement. The "behavioral engagement" subscale

measured students' effort in their learning. The "cognitive engagement" subscale measured

students' willingness and ability to take on learning. The "emotional engagement" subscale

measured students' feeling and interest toward learning. The scoring for each subscale had a

range of 5 to 25 and total scoring had a range of 15 to 75. Higher score indicated higher level

of academic engagement. Psychometric property of the SEM had internal reliability between

0.55 and 0.86 (Fredericks, Blumenfeld, Friedel, & Paris, 2005).

Demographic questionnaire.

A demographic questionnaire was to collect the relevant demographic variables of the

participants. The variable collected were age, gender, religion, university, and years of study.

Data Collection Procedure

With the permission of the relevant authority from three universities, an invitation to

participate in this study were posted within the notice boards to meet at the designated area

and time. Direct invitation was applied during inconvenient time such as short break between

classes and after school period. Students who partook in the study, they were provided a full

briefing of what the study is about and what data collection process entails and were given a

consent form to read. All consented participants were then given the measurement package.

Upon completion, the participants were debriefed. The participants were assured that the data

collected from them will be held confidential and will only be used for research.

Statistical Analyses

Descriptive statistics.

Frequency and percentage distributions were employed to analyze the respondents' demographic data. Means and standard deviations were utilized in the analysis of the respondents' scores.

Inferential statistics.

Path analysis via multiple regression analysis was employed to test the hypothesized direct and indirect impacts of social support and self-efficacy on academic engagement mediated by sense of belonging and psychological support.
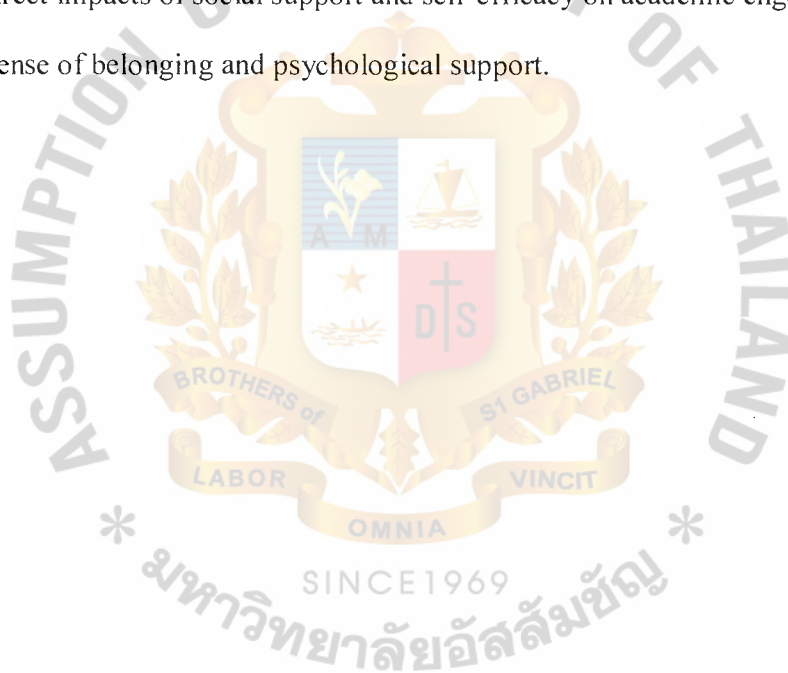
CHAPTER IV

Research Findings

This chapter presented the results of the analyses conducted to test the hypotheses generated from the path model presented in Figure 1. Descriptive statistics for the variables of social support, self-efficacy, sense of belonging, psychological distress, and academic engagement are also presented. The analyses conducted and the results obtained are presented in the following sequence:

1. Demographic profile of respondents

2. Reliability test of items that represent the variables of social support, self-efficacy, sense of belonging, psychological distress, and academic engagement

3. Means and standard deviations of the variables of social support, self-efficacy, sense of belonging, psychological distress, and academic engagement

4. Correlation analysis of the variables of social support, self-efficacy, sense of belonging, psychological distress, and academic engagement

5. Path analysis via regression analysis to test the hypothesized path model (Figure 1)

Demographic Profile of Respondents

The respondents consisted of 267 Thai undergraduate students from three universities; 33% of students (n=88) from Chiang Mai University, 31.8% (n=85) from Payap University, and 35.2% (n=94) from Meajo University. Their age range was from 17 to 24. Of the respondents, 42.7 % (n=114) were male and 57.3 % (n=153) were female. 40.8 % (n=109) were in first year of their study, 37.1 % (n=99) in second year, 13.5 % (n=36) in third year and 8.6 % (n=23) in fourth year. Additionally, 88.4 % (n=236) followed Buddhism, 5.2 % (n=14) followed Christianity, 2.6% (n=7) followed Islam, 2.2 % (n=6) were non-religious, and 1.5 % (n=4) had their own individual belief.

Reliability Analysis of Questionnaires

Prior to computing path analysis to test the hypotheses, reliability analysis was computed to measure the internal consistency of five questionnaires. The purpose of the reliability analysis was to maximize the internal consistency by identifying items that are internally consistent and to discard items that were not. However, no item was taken out because it would interfere with the significant findings; one relationships between variables changes from being significant to insignificant.

Table 1 presents five questionnaires and their Cronbach's alphas.

Table 1

Cronbach's Alphas for the Five Questionnaires

Variables	Cronbach's alphas
Social Support	0.746
Self-Efficacy	0.775
Sense of Belonging	0.926
Psychological Distress	0.793
Academic Engagement	0.684

Mean and Standard Deviations for the Computed Variables

Table 2 presents the means and standard deviations for the five computed variables and their mid-point.

Table 2

Means and Standard Deviations for the Five Computed Variables

Variables	Mean	SD	Mid-point
Social Support	3.030	0.574	2.500
Self-Efficacy	3.231	0.314	2.500
Sense of Belonging	2.568	0.641	2.500
Psychological Distress	1.696	0.528	2.500
Academic Engagement	3.194	0.794	3.000

As can be seen on Table 2, the mean and mid-point show that the respondent reported having an above average level of social support and self-efficacy, average level of sense of belonging and academic engagement, and below average level of psychological distress.

Correlation of the Computed Variables

Correlation analysis was done to measure the significant relationship between two variables. The purpose was to find out which variables are connected and how they interact.

Table 3 presents the correlation between five computed variables and their significant level, 2-tailed z-test.

Table 3

Pearson Correlation of the Computed Variables

Variables	1	2	3	4	5
1. Social Support	-				
2. Self-Efficacy	0.041	-			
3. Sense of Belonging	- 0.014	0.071	-		
4. Psychological Distress	- 0.263**	- 0.149*	- 0.096	-	
5. Academic Engagement	- 0.058	0.029	0.112	0.006	-

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As displayed on Table 3, two statistically significant relationships were found between social support and psychological distress ($r = - 0.263$, $p < 0.01$), and between self-efficacy and psychological distress ($r = - 0.149$, $p < 0.05$). These two relationships were found to be negative relationships; the findings indicated that the more social support or self-efficacy the respondents have, the lower their psychological distress will be.

Path Analysis to Test the Hypothesized Path Model

In order to test the hypothesized direct and indirect relationship represented by the path model (see Figure 1), path analysis via multiple regression analysis was conducted. The analysis involved: (1) regressing the dependent variable of academic engagement by the predictor variables of social support, self-efficacy, sense of belonging, and psychological distress, (2) regressing the mediator variable of sense of belonging by the predictor variable

of social support and self-efficacy, and (3) regressing the mediator variable of psychological distress by the predictor variable of social support and self-efficacy.

The results of path analyses are depicted in Figure 2. In order to aid the interpretation of results, only path coefficients that are statistically significant ($p < 0.05$) were included in the figure.
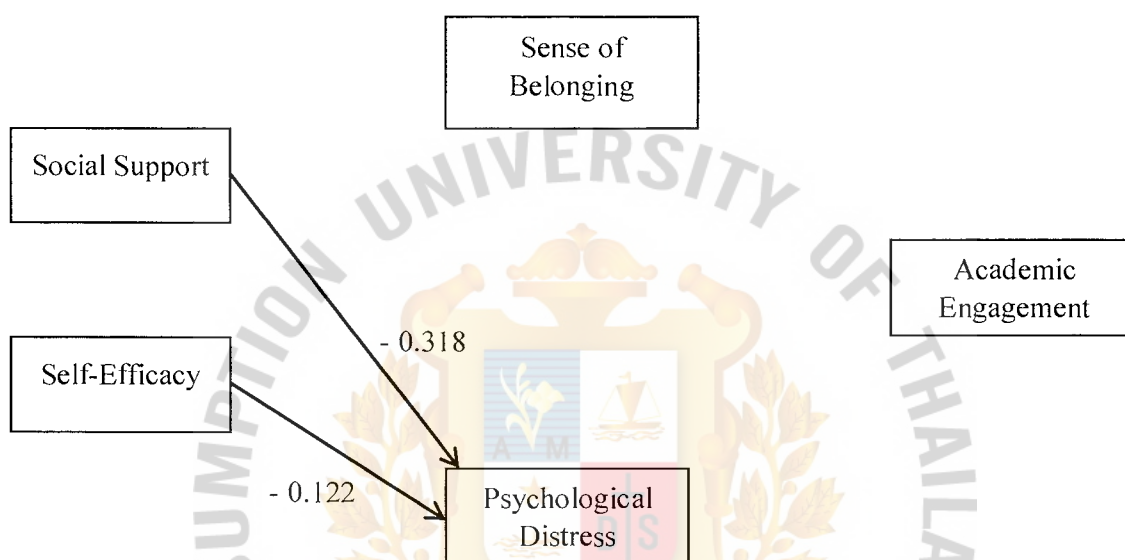
Figure 2. Results of path analyses via multiple regression analysis. Only path coefficients that are statistically significant were shown.

Hypothesis 1. There was no direct relationship between social support (Beta = - 0.094; $p > .05$) and self-efficacy (Beta = 0.029; $p > .05$) with academic engagement.

Hypothesis 2. There was no indirect relationship between social support and academic engagement mediated by sense of belonging (Beta = - 0.036; $p > .05$, Beta = 0.086; $p > .05$). There was no indirect relationship between self-efficacy and academic engagement mediated by sense of belonging (Beta = 0.109; $p > .05$; $p > .05$, Beta = 0.086; $p > .05$).

Hypothesis 3. There was no indirect relationship between social support and academic engagement mediated by psychological distress. However, there was a statistically significant

negative relationship between social support and psychological distress (Beta = - 0.318; $p <$ .01, Beta = 0.007; $p > .05$). There was no indirect relationship between self-efficacy and academic engagement mediated by psychological distress. However, there was a statistically significant negative relationship between self-efficacy and psychological distress (Beta = - 0.122; $p < .05$, Beta = 0.007; $p > .05$).

CHAPTER V

Discussion

Measures of social support, self-efficacy, sense of belonging, and psychological

distress were used to determine the functional relationship of these variables with academic

engagement. Unlike other study findings or hypotheses of this paper, these variables appeared

not to have had a predictive relationship to undergraduate students' academic engagement.

More specifically, the first and second hypotheses were not supported. Third hypothesis was

partially confirmed that social support and self-efficacy indicated a significant negative

relationship with psychological distress. This indicated that when participants report higher

levels of social support and self-efficacy, the lower psychological distress they experienced.

However, they showed no significant indirect relationship to academic engagement mediated

by psychological distress.

The results of this study contrasted with existing theories and previous research. In a

broad sense, literature from multiple disciplines and schools of thought made a case that

social support, self-efficacy, sense of belonging, and psychological distress were important

factors with academic engagement. However, these factors might not be as important as other

related variables such as university's environment, climate, coursework, facility, or faculties

within Thai context. In Thai culture, Thais adopted the principle of collectivism. By being

collectivist, the youth often are taught by their parents that they are part of the whole. While

Thais often conformed themselves to the will of the group, they also received support from

others in the same community. Since the idea of social support and belonging were fostered

in the micro community (e.g. family and neighborhood), the macro community (e.g.

university, organization, and city) focus on other matters such as improving facility,

technology, and personnel or extend businesses and developments. When macro community

experience failure in their project, it affects the morale of members of the community which often led to fighting within the group and self-protection from blame and responsibility. The macro community often attempted to solve the problems by minimizing the resources such as human resources but overlooked the importance of relationship and support because of the assumption of fostered social support and belonging. Losing members of the group or befriending with new strangers can be stressful to Thais. Likewise, when Thais encounter difficulty in their life, they seek helps and advices from closest associates (e.g. family and friend) before seeking help from strangers (e.g. authority figures).

Furthermore, this study examined these variables with generalized definition instead of specific aspect of variables. This study examined at academic engagement as a whole rather than at specific engagements such as behavioral, cognitive, and emotional engagement. Additionally, other variables were examined in a similar manner. It was possible that when examining these variables in greater detail, this sample of participants might engage differently from samples of other research. Respondents of this study reported having above average level of behavioral engagement and emotional engagement. On the other hand, respondents reported having below average level of cognitive engagement. This finding presented that respondents showed effort and task completion, and they felt satisfaction and interest towards academic activities. However, they might not have motivation or development of skills. Thai students were trained to place their trust in their teachers and to believe their words without question. While being collectivist, they were reserved, quiet, obedience and respectful, and avoid standing out or serious discussion that might lead to conflict. They often felt threatened by uncertainty as an individual. This leads to avoidance of challenging experience and appreciation for conformity to social norms and rules. Thai students often played close attention and carried out all instructions given by teachers. They seldom took initiative, preferring to wait and see. They might occasionally ask others to

decide for them. These aspects of Thai students might also explain the differences between their levels of behavioral engagement and cognitive engagement.

Limitations

There were several limitations in the present study that should be noted. First the path model hypothesized relationship between the model's variables and mediators. As such, the path analysis conducted to test these relationships was essentially correlational and not experimental. As such, the path analytic results could only be interpreted in terms of relationships and not in terms of causality.

Second, most of the literature and measurements underpinning the present study was western-based and might not be relevant to Thai culture in the present study. The literature on social support, self-efficacy, sense of belonging, psychological distress, and academic engagement, which was based on a Western perspective, might not adequately present the Thai undergraduate students' perspective. Likewise, psychometric properties of measurement to measure these variables were normally tested within the Western context but not within Thai context. Western-based literature and measurements might not be directly relevant to Thai undergraduate students, and thus, the validity of the present study's finding might be questionable.

Additionally, hypotheses of this study were based on assumptions inherent to the finding of other studies from other cultures. Reasonable attempts were made to fulfill the assumptions of the model within the boundaries of existing studies represented in current literature. While the statistical model used was robust, and the sample size of participants was adequate; the actual relationships between social support, self-efficacy, sense of belonging, psychological distress, and academic engagement were certainly not known. It was also possible that there are confounding variables that were not identified within this study.

Finally, it was conducted with a generalized framework and participants instead of comparing specific groups such as genders or faculties. Other limitations were variables regarding university environment and Thai culture. It meant that campus space and life could be different at every university in different cities or cultures. Measured as a group, one group might value social support and self-efficacy while another group might not. Most psychological concepts, measuring social support, self-efficacy, sense of belonging, psychological distress, and academic engagement, were difficult because it attempted to quantify a very subjective and qualitative experience. The very process of measurement of human conditions and experiences was wrought with difficulty and complications and was unlikely to be without error.

Recommendation

As Western-based measurements might neither be reliable or valid measures of non-Western cultures, future research should be directed to test the psychometric properties of these measurements or create measurements within the Thai cultural context. Validating the psychometric properties of these measurements within a non-Western context might encourage more research to be conducted in an Asian context, and thus contributed to the development of knowledge that focused on the variables of interest from the Asian perspective.

In this respect, these variables should be examined in future studies. Additional areas of study would be beneficial to determine if social support, self-efficacy, sense of belonging, and psychological distress have predictive relationship toward different types of engagement or in different levels of education. Looking at variables specific subtypes and their relationship with academic engagement would certainly be a welcomed addition to the

research. Alternative ways of exploring and researching these variables were highly recommended.

Due to the nature of quantitative research, students' perspective and overall experiences were not being addressed. Hearing from the students' viewpoint on how they felt would foster a better learning environment, in which specific issues might be properly addressed and examined. This would be conducive not only to students' learning experience but also their overall well-being.

Conclusion

Engagement is attracting a great deal of interest from many practitioners across the fields to promote productivity in their society. In some respects, it is a very old aspiration. The desire of people to find ways to increase motivation and more commitment of themselves and other people to what they deem worthwhile. However, there is a reason to worry about the lack of motivation that has often been characterized in disengagement. Unmotivated individuals tend to opt out, do the bare minimum required, and can be difficult to control. They are frequently look bored, give up easily, and distract others.

The hypotheses from this paper started from base belief and worked to explore the less examined idea that understanding of engagement and its antecedents can be useful for other human experience and conditions. Although the results may not support the hypotheses of this study, there are significant findings that social support and self-efficacy are significant predictors and potential influence on psychological distress.

On a broad level, the findings of this study could be used to support work on developing more ways of measuring engagement and related concepts in multiple disciplines. It could be used as support for educational institutions to pursue more programs and initiatives for aiding in promoting engagement in student population. It also can be used by

mental health practitioners as a concept to pay attention to, assess in, and address to their clients, in order to aid in conceptualization, diagnosis, and potential treatment. These findings shed some light on the concept of academic engagement and its relation to people, systems, well-beings, and a multitude of other potential relationships. If further work is done in this area, academic engagement could be taken into consideration as one of the important facets of life.

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APPENDICES

Appendix A

Questionnaire Package (English Version)

Informed Consent

Purpose:

This study explores academic engagement, social support, self-efficacy, sense of belonging and psychological distresses among Thai undergraduate students. Your participation in this study will contribute toward a better understanding of how social support and self-efficacy influences engagement in academy setting.

The primary researcher is a graduate student in counseling psychology, Assumption University (ABAC) in Bangkok. This project has been reviewed and approved by the graduate program.

Procedures:

For this study, you will complete a packet of questionnaires, which takes approximately 15 to 30 minutes to complete.

This survey is anonymous; **please do not write your name** anywhere on the survey.

Please read the following instructions before you begin:

- Your participation in this research is voluntary, and you are free to withdraw from participation at any time before you complete and submit this survey, without penalty.
- Please try to answer every question. Incomplete questionnaire will be excluded from the study.
- There is no right or wrong answer. Rather, it is more important that you answer each question as truthfully as possible.
- Some questions may evoke uncomfortable feeling, as they inquire about your personal values and beliefs. Remember that your responses are anonymous.
- There is no incentive or reward for participating in this study. Your voluntary participation is highly appreciated.
- After completing the questionnaires, please return the packet to the researcher.
- All information you provide in this study will be kept anonymous. Once you return the survey, there is no way to connect you with your responses.

If you have any questions regarding this study, please feel free to ask the researcher who handed you the questionnaire packet. Should there be any questions regarding this study, please contact the researcher, **Santi Handagoon's email: shandagoon@gmail.com.**

Consent:

I have read, understood, received a copy of this Informed Consent form, and I voluntarily chose to participate. I understand that the information I provide will be anonymous and used for research purpose only.

By completing and submitting the questionnaire, you are giving your consent to be a voluntary participant in this study.

Demographic Question

1. Age   ☐ 17 – 18   ☐ 19 – 20   ☐ 21 – 22   ☐ 23 – 24   ☐ 25+

2. Sex   ☐ Male   ☐ Female   ☐ Other (specify) _____

3. Religious Belief

    ☐ Buddhism   ☐ Christian   ☐ Protestant   ☐ Catholic   ☐ Muslim
    ☐ Jewish   ☐ Personal Spiritual Belief   ☐ Non-believer
    ☐ Other (specify) _____

4. Academic Institution? _____

5. Year of Study

    ☐ First Year   ☐ Second Year   ☐ Third Year   ☐ Fourth Year

ISEL

Direction: This scale is made up of a list of statements each of which may or may not be true about you. For each statement, mark "definitely true" if you are sure it is true about you and "probably true" if you think it is true but are not absolutely certain. Similarly, you should mark "definitely false" if you are sure the statement is false and "probably false" is you think it is false but are not absolutely certain.

Items	Definitely True	Probably True	Probably False	Definitely False
1. There are several people that I trust to help solve my problems.				
2. If I needed help fixing an appliance or repairing my car, there is someone who would help me.				
3. Most of my friends are more interesting than I am.				
4. There is someone who takes pride in my accomplishments.				
5. When I feel lonely, there are several people I can talk to.				
6. There is no one that I feel comfortable to talking about intimate personal problems.				
7. I often meet or talk with family or friends.				
8. Most people I know think highly of me.				
9. If I needed a ride to the airport very early in the morning, I would have a hard time finding someone to take me.				
10. I feel like I'm not always included by my circle of friends.				
11. There really is no one who can give me an objective view of how I'm handling my problems.				
12. There are several different people I enjoy spending time with.				

13. I think that my friends feel that I'm not very good at helping them solve their problems.				
14. If I were sick and needed someone (friend, family member, or acquaintance) to take me to the doctor, I would have trouble finding someone.				
15. If I wanted to go on a trip for a day (e.g., to the mountains, beach, or country), I would have a hard time finding someone to go with me.				
16. If I needed a place to stay for a week because of an emergency (for example, water or electricity out in my apartment or house), I could easily find someone who would put me up.				
17. I feel that there is no one I can share my most private worries and fears with.				
18. If I were sick, I could easily find someone to help me with my daily chores.				
19. There is someone I can turn to for advice about handling problems with my family.				
20. I am as good at doing things as most other people are.				
21. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.				
22. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.				
23. If I needed an emergency loan of $100, there is someone (friend, relative, or acquaintance) I could get it from.				
24. In general, people do not have much confidence in me.				
25. Most people I know do not enjoy the same things that I do.				

26. There is someone I could turn to for advice about making career plans or changing my job.				
27. I don't often get invited to do things with others.				
28. Most of my friends are more successful at making changes in their lives than I am.				
29. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).				
30. There really is no one I can trust to give me good financial advice.				
31. If I wanted to have lunch with someone, I could easily find someone to join me.				
32. I am more satisfied with my life than most people are with theirs.				
33. If I was stranded 10 miles from home, there is someone I could call who would come and get me.				
34. No one I know would throw a birthday party for me.				
35. It would be difficult to find someone who would lend me their car for a few hours.				
36. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.				
37. I am closer to my friends than most other people are to theirs.				
38. There is at least one person I know whose advice I really trust.				
39. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.				

40. I have a hard time keeping pace with my friends.				

GSE

Items	Exactly True	Moderately True	Hardly True	Not at all True
1. I can always manage to solve difficult problems if I try hard enough.				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

SCI-2

Items	Completely	Mostly	Somewhat	Not at all
1. I get important needs of mine met because I am part of this community.				
2. Community members and I value the same things.				
3. This community has been successful in getting the needs of its members met.				
4. Being a member of this community makes me feel good.				
5. When I have a problem, I can talk about it with members of this community.				
6. People in this community have similar needs, priorities, and goals.				
7. I can trust people in this community.				
8. I can recognize most of the members of this community.				
9. Most community members know me.				
10. This community has symbols and expressions of membership such as clothes, signs, art, architecture, logos, landmarks, and flags that people can recognize.				
11. I put a lot of time and effort into being part of this community.				
12. Being a member of this community is a part of my identity.				
13. Fitting into this community is important to me.				
14. This community can influence other communities.				
15. I care about what other community members think of me.				

16. I have influence over what this community is like.				
17. If there is a problem in this community, members can get it solved.				
18. This community has good leaders.				
19. It is very important to me to be a part of this community.				
20. I am with other community members a lot and enjoy being with them.				
21. I expect to be a part of this community for a long time.				
22. Members of this community have shared important events together, such as holidays, celebrations, or disasters.				
23. I feel hopeful about the future of this community.				
24. Members of this community care about each other.				

GHQ

This copy has Thai translation of GHQ-28 by psychiatric department at Ramathibodi Hospital.

SEM

Items	All of the Time	Most of the Time	Sometime	On Occasion	Never
1. I pay attention in class.					
2. When I am in class I just act as if I am working.					
3. I follow the rules at school.					
4. I get in trouble at school.					
5. I feel happy in school.					
6. I feel bored in school.					
7. I feel excited by the work in school.					
8. I like being at school.					
9. I am interested in the work at school.					
10. My classroom is a fun place to be.					
11. When I read a book, I ask myself questions to make sure I understand what it is about.					
12. I study at home even when I don't have a test.					
13. I try to watch TV shows about things we are doing in school.					
14. I check my schoolwork for mistakes.					
15. I read extra books to learn more about things we do in school.					

Debriefing Form

Thank you for your voluntary participation in this study. Your contribution will help toward a better understanding of relationship between academic engagement, social support, self-efficacy, sense of belonging and psychological distresses among Thai undergraduate students. All survey data as well as your personal information will be kept strictly confidential. There is no way to link or track the collected data back to you. The researcher is not interested in an individual response to the survey; rather, the study involves the analyses of group data and identification of the general patterns that emerge from this group data.

In order to ensure the integrity of the survey responses, please do not discuss or share the content of this survey with anyone, as it could affect the validity of the research findings.

If you have any question about this research, the process, or its findings, please feel free to contact the primary researcher by sending an email to Santi Handagoon. It is the intention of the researcher to submit the results of the study for possible publication, in an effort to provide an additional perspective and understanding to the field of psychology.

Santi Handagoon

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Appendix B

Questionnaire Package (Thai Version)

แบบฟอร์มยินยอมเข้ารวมงานวิวิจัย

วัตถุประสงค์:

การศึกษาครั้งนี้เป็นการสำรวจ ความสัมพันธ์ระหว่าง ความผูกพันทางวิชาการ การสนับสนุนทางสังคม ประสิทธิภาพของตนเอง ความรู้สึกของความเป็นส่วนหนึ่งในชุมชน และสุขภาพจิตใจ ของนักศึกษาปริญญาตรี การมีส่วนร่วมในการศึกษาครั้งนี้จะช่วยให้เข้าใจถึงการ สนับสนุนทางสังคมและการรับรู้ความสามารถของตนเองมีผลต่อการมีส่วนร่วมในการตั้งสถาบันการศึกษา

นักวิจัยหลักคือนักศึกษาระดับบัณฑิตศึกษาสาขาวิชาจิตวิทยาการปรึกษา มหาวิทยาลัยอัสสัมชัญ โครงการนี้ได้รับการทบทวนและอนุมัติจาก คณะกรรมการสอบวิทยานิพนธ์

วิธีการ:

สำหรับการศึกษานี้คุณจะได้แบบสอบถามซึ่งใช้เวลาประมาณ 15 ถึง 30 นาทีในการดำเนินการ แบบสำรวจนี้ไม่มีการระบุชื่อ กรุณา อย่าเขียนชื่อของคุณที่ใดก็ได้ในการสำรวจ

โปรดอ่านคำแนะนำต่อไปนี้ก่อนที่คุณจะเริ่มต้น:

• คุณมีส่วนร่วมในการวิจัยนี้โดยสมัครใจและคุณสามารถถอนตัวจากการมีส่วนร่วมได้ตลอดเวลาก่อนที่คุณจะกรอกแบบฟอร์มและกรอกแบบ สำรวจโดยไม่มีการลงโทษ

• โปรดตอบทุกคำถาม แบบสอบถามที่ไม่สมบูรณ์จะถูกแยกออกจากการศึกษา

• ไม่มีคำตอบที่ถูกหรือผิด สำคัญที่คุณจะตอบคำถามแต่ละข้อตามความเป็นจริงที่สุดเท่าที่จะเป็นไปได้

• คำถามบางอย่างอาจทำให้เกิดความรู้สึกไม่สบายใจเนื่องจากพวกเขาถามเกี่ยวกับคุณค่าและความเชื่อส่วนบุคคลของคุณ จำไว้ว่าคำตอบ ของคุณไม่ระบุตัวตน

• หลังจากเสร็จสิ้นการตอบแบบสอบถามแล้วโปรดส่งคืนให้กับนักวิจัย

• ข้อมูลทั้งหมดที่คุณให้ไว้ในการศึกษานี้จะถูกเก็บไว้เป็นแบบไม่ระบุตัวตน เมื่อคุณตอบแบบสำรวจแล้วคุณจะไม่สามารถเชื่อมต่อคุณกับ คำตอบได้

ได้รับความยินยอม:

ฉันได้อ่านเข้าใจได้รับสำเนาของแบบฟอร์มยินยอมที่แจ้งไว้นี้ และ ฉันสมัครใจเลือกที่จะเข้าร่วม ฉันเข้าใจว่าข้อมูลที่ฉันให้จะไม่ระบุ ชื่อและใช้เพื่อการวิจัยนี้เท่านั้น

เมื่อกรอกแบบฟอร์มและส่งแบบสอบถาม คุณจะให้ความยินยอมในการเข้าร่วมในการศึกษานี้โดยสมัครใจ

Demographic Question

คำถามทั่วไป

1. อายุ   ☐ 17 – 18   ☐ 19 – 20   ☐ 21 – 22   ☐ 23 – 24   ☐ 25 ปีขึ้นไป

2. เพศ   ☐ ชาย   ☐ หญิง   ☐ อื่น ๆ (ระบุ) _____

3. ความเชื่อทางศาสนา

☐ พุทธ   ☐ คริสเตียน   ☐ มุสลิม   ☐ ความเชื่อทางศาสนาส่วนบุคคล

☐ ไม่มี   ☐ อื่น ๆ (ระบุ)

_____

4. สถาบันการศึกษา _____

5. ปีการศึกษา

☐ ปี 1   ☐ ปี 2   ☐ ปี 3   ☐ ปี 4
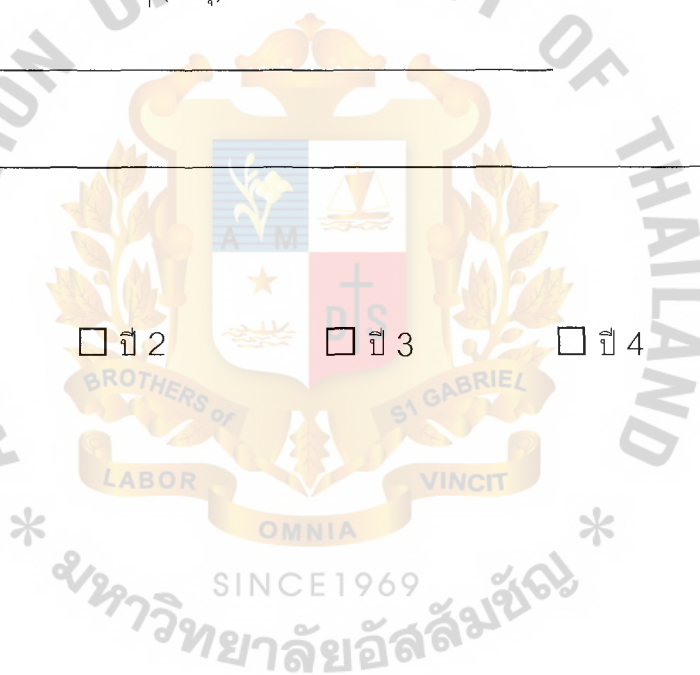
แบบวัดการสนับสนุนทางสังคม (ISEL)

แบบวัดนี้ประกอบไปด้วยข้อความที่อาจจะเป็นจริงหรือไม่เป็นจริงเกี่ยวกับตัวของท่าน ในแต่ละข้อความให้ท่านทำ
เครื่องหมายที่ "จริงที่สุด" หากท่านมั่นใจว่าข้อความนั้นเป็นจริงสำหรับท่าน และ "อาจจะจริง" หากท่านคิดว่าข้อความนั้น
เป็นจริงแต่ไม่ได้ถึงที่สุด เช่นเดียวกัน ให้ท่านทำเครื่องหมายที่ "ไม่จริงที่สุด" หากท่านมั่นใจว่าข้อความนั้นเป็นไม่เป็นจริง
สำหรับท่าน และ "อาจจะไม่จริง" หากท่านคิดว่าข้อความนั้นไม่ค่อยเป็นจริงแต่ไม่ได้ถึงที่สุด

ข้อความ	จริงที่สุด	อาจจะจริง	อาจจะไม่จริง	ไม่จริงที่สุด
1. ข้าพเจ้ามีบุคคลที่สามารถไว้ใจให้ช่วยแก้ปัญหาของ ข้าพเจ้าได้อยู่หลายคน				
2. เมื่อข้าพเจ้าต้องการความช่วยเหลือในการซ่อมแซม เครื่องใช้หรือรถยนต์ ก็จะมีคนที่ให้ความช่วยเหลือแก่ ข้าพเจ้าได้				
3. เพื่อนของข้าพเจ้าส่วนมากนั้นมีความน่าสนใจ มากกว่าตัวข้าพเจ้าเอง				
4. เมื่อข้าพเจ้าทำสิ่งใดประสบความสำเร็จจะมีคนรู้สึก ภาคภูมิใจในตัวข้าพเจ้า				
5. ข้าพเจ้ามีเพื่อนหลายคนให้คุยด้วยได้เมื่อข้าพเจ้า รู้สึกโดดเดี่ยว				
6. ไม่มีใครเลยที่ข้าพเจ้ารู้สึกสบายใจที่จะพูดคุย เกี่ยวกับปัญหาส่วนตัวของข้าพเจ้าได้				
7. ข้าพเจ้าพบปะหรือพูดคุยกับเพื่อนหรือครอบครัวอยู่ บ่อยครั้ง				
8.ผู้คนส่วนมากจะนึกถึงข้าพเจ้าในแง่ดี				
9. เมื่อข้าพเจ้าจำเป็นต้องเดินทางไปสนามบินในตอน เช้าตรู่ ข้าพเจ้ามักจะหาคนเดินทางไปส่งยาก				
10. ข้าพเจ้ารู้สึกว่าตนเองถูกกีดกันออกจากแวดวงของ เพื่อน				

11. ไม่มีใครเลยที่สามารถให้ความเห็นที่เป็นกลางในวิธีที่ข้าพเจ้าใช้แก้ปัญหา			
12. มีเพื่อนหลากหลายคนที่ข้าพเจ้ารู้สึกสนุกสนานเมื่อได้ใช้เวลาอยู่ด้วยกัน			
13. ข้าพเจ้าคิดว่า เพื่อนของข้าพเจ้านั้นรู้สึกว่า ข้าพเจ้าช่วยเหลือพวกเขาในการแก้ปัญหาได้ไม่ดีนัก			
14. เมื่อข้าพเจ้าป่วยและต้องการใครสักคน (เพื่อน สมาชิกในครอบครัว หรือคนรู้จัก) ให้ช่วยพาข้าพเจ้าไปหาหมอ, ข้าพเจ้ามักจะหาคนที่จะช่วยเหลือข้าพเจ้าได้ยาก			
15. เมื่อข้าพเจ้าอยากออกไปท่องเที่ยวทั้งวัน (เช่น ไปเที่ยวภูเขา ทะเล หรือต่างจังหวัด) ข้าพเจ้ามักจะหาคนไปเที่ยวด้วยยาก			
16. เมื่อข้าพเจ้าต้องการหาสถานที่ที่จะอาศัยอยู่หนึ่งสัปดาห์เนื่องจากเหตุฉุกเฉิน (ยกตัวอย่างเช่น ปัญหาขาดน้ำหรือไฟฟ้าในอพาร์ทเมนท์หรือบ้านของตัวเอง) ข้าพเจ้ามักจะหาคนที่จะรับให้ข้าพเจ้าไปพักอยู่ด้วยอย่างง่ายดาย			
17. ข้าพเจ้ารู้สึกว่าไม่มีใครเลยที่ข้าพเจ้าจะสามารถเล่าความกังวลหรือความกลัวที่สุดในใจของข้าพเจ้าด้วยได้			
18. เมื่อข้าพเจ้ารู้สึกไม่สบาย ข้าพเจ้าสามารถหาคนมาช่วยเหลือข้าพเจ้าเกี่ยวกับการใช้ชีวิตประจำวันได้อย่างง่ายดาย			
19. ข้าพเจ้ามีบุคคลที่สามารถหันหน้าเข้าหาเพื่อขอคำปรึกษาเรื่องการรับมือกับปัญหาในครอบครัวได้			
20. ข้าพเจ้าเก่งในการทำสิ่งต่างๆ เหมือนกับบุคคลอื่นๆ			

21. เมื่อข้าพเจ้าตัดสินใจได้ตอนบ่ายว่าข้าพเจ้าต้องการจะไปดูภาพยนตร์ในเย็นวันนั้น, ข้าพเจ้าสามารถหาเพื่อนไปดูภาพยนตร์ด้วยได้อย่างง่ายดาย			
22. เมื่อข้าพเจ้าต้องการคำปรึกษาเกี่ยวกับการจัดการปัญหาส่วนตัว ข้าพเจ้ารู้ว่าควรจะหันหน้าไปหาใคร			
23. เมื่อข้าพเจ้าต้องการใช้เงินเป็นการด่วนจำนวน 3,000 บาท ข้าพเจ้ารู้ว่ามีบางคน (เพื่อน ญาติ หรือ คนรู้จัก) ที่สามารถให้ข้าพเจ้าหยิบยืมได้			
24. โดยทั่วไปแล้ว คนอื่นมักจะไม่ค่อยมั่นใจในตัวข้าพเจ้ามากนัก			
25. ผู้คนส่วนมากที่ข้าพเจ้ารู้จักมักจะไม่ได้มีความชอบในเรื่องเดียวกันกับข้าพเจ้า			
26. เมื่อข้าพเจ้าต้องการคำปรึกษาเกี่ยวกับการวางแผนด้านอาชีพหรือเปลี่ยนงาน ข้าพเจ้ามีคนที่ข้าพเจ้าสามารถไปปรึกษาได้			
27. ข้าพเจ้าไม่ค่อยได้รับการเชิญชวนให้ทำกิจกรรมกับคนอื่นมากนัก			
28. เพื่อนของข้าพเจ้าส่วนมากจะประสบความสำเร็จในการเปลี่ยนแปลงชีวิตมากกว่าที่ข้าพเจ้าทำได้			
29. เมื่อข้าพเจ้าจำเป็นต้องออกจากเมืองไปทำธุระเป็นเวลาหนึ่งอาทิตย์, เป็นเรื่องยากที่ข้าพเจ้าจะหาใครมาช่วยดูแลบ้านหรืออพาร์ทเมนท์ของข้าพเจ้าได้ (ต้นไม้ สัตว์เลี้ยง สวน ฯลฯ)			
30. ไม่มีใครเลยที่ข้าพเจ้าจะสามารถไว้ใจให้ช่วยให้คำปรึกษาดีๆ แก่ข้าพเจ้าเกี่ยวกับการเงินได้			
31. เมื่อข้าพเจ้าต้องการมีเพื่อนทานอาหารกลางวันด้วย ข้าพเจ้าสามารถหาคนๆ นั้นมาทานด้วยได้			

32. ข้าพเจ้ารู้สึกพอใจในชีวิตของตนเองมากกว่าที่คนอื่นรู้สึกพอใจในชีวิตของพวกเขา				
33. เมื่อข้าพเจ้าอยู่ไกลจากบ้าน 15 กิโลเมตร ข้าพเจ้าสามารถโทรเรียกให้ใครบางคนมารับข้าพเจ้ากลับได้				
34. ไม่มีคนรู้จักของข้าพเจ้าคนไหนที่จะจัดงานเลี้ยงฉลองวันเกิดให้แก่ข้าพเจ้า				
35. เป็นเรื่องยากที่จะหาคนที่ยอมให้ข้าพเจ้ายืมรถยนต์ของเขาใช้แม้จะยืมเพียงไม่กี่ชั่วโมงก็ตาม				
36. เมื่อเกิดวิกฤติขึ้นในภายในครอบครัว ข้าพเจ้ามักจะลำบากในการหาคนที่สามารถให้คำปรึกษาที่ดีเกี่ยวกับการรับมือกับปัญหานี้ได้				
37. ข้าพเจ้ามีความสนิทสนมกับเพื่อนของข้าพเจ้ามากกว่าที่คนอื่นรู้สึกสนิทสนมกับเพื่อนของพวกเขา				
38. มีบุคคลอย่างน้อยหนึ่งคนที่ข้าพเจ้าสามารถเชื่อใจคำแนะนำของเขาได้				
39. เมื่อข้าพเจ้าต้องการความช่วยเหลือในการขนย้ายข้าวของไปยังบ้านหรืออพาร์ทเมนท์ใหม่ ข้าพเจ้ามักจะหาคนมาช่วยเหลือได้ยาก				
40. ข้าพเจ้ามักจะตามเพื่อนไม่ค่อยทัน				

แบบวัดประสิทธิภาพของตนเอง (GSE)

ข้อความ	จริงที่สุด	จริงปานกลาง	ไม่ค่อยจริง	ไม่จริงเลย
1. ข้าพเจ้าสามารถแก้ไขปัญหายากๆ ได้หากข้าพเจ้าพยายามมากพอ				
2. เมื่อมีใครขัดขวางข้าพเจ้า, ข้าพเจ้าสามารถหาวิธีเพื่อให้ได้มาซึ่งสิ่งที่ต้องการได้				
3. เป็นเรื่องง่ายสำหรับข้าพเจ้าในการยึดถือเป้าหมายและประสบความสำเร็จตามเป้าหมายนั้นได้				
4. ข้าพเจ้ามั่นใจว่าข้าพเจ้าสามารถรับมือกับเหตุการณ์ที่ไม่คาดคิดได้อย่างมีประสิทธิภาพ				
5. ต้องขอบคุณสติปัญญาของข้าพเจ้าที่ทำให้ข้าพเจ้ารู้ว่าควรจะรับมือกับเหตุการณ์ไม่คาดคิดได้อย่างไร				
6. ข้าพเจ้าสามารถแก้ไขปัญหาส่วนมากได้ถ้าหากข้าพเจ้าลงทุนลงแรงมากพอ				
7. ข้าพเจ้ายังสามารถใจเย็นได้เมื่อเจออุปสรรคเพราะว่าข้าพเจ้าไว้ใจในทักษะการรับมือปัญหาของตนเอง				
8. เมื่อข้าพเจ้าต้องเผชิญกับปัญหา ข้าพเจ้ามักจะสามารถหาทางแก้ปัญหานั้นได้หลายทาง				
9. เมื่อเกิดปัญหาขึ้น ข้าพเจ้ามักจะหาทางออกจากปัญหานั้นได้				
10. ข้าพเจ้ามักจะสามารถรับมือกับสิ่งต่างๆ ที่เกิดขึ้นกับข้าพเจ้าได้				

แบบวัดความรู้สึกของความเป็นส่วนหนึ่งในชุมชน (SCI-2)

ข้อความ	แน่นอนที่สุด	เป็นส่วนมาก	อาจจะ	ไม่อย่างแน่นอน
1. ข้าพเจ้าได้รับการเติมเต็มความต้องการที่สำคัญต่างๆ เพราะข้าพเจ้าเป็นส่วนหนึ่งของชุมชนนี้				
2. สมาชิกของชุมนี้และข้าพเจ้าให้คุณค่าในสิ่งเดียวกัน				
3. ชุมชนนี้ประสบความสำเร็จในการช่วยให้สมาชิกได้รับการเติมเติมความต้องการต่างๆ				
4. ข้าพเจ้ารู้สึกดีที่ได้เป็นสมาชิกในชุมชนนี้				
5. เมื่อข้าพเจ้ามีปัญหา ข้าพเจ้าสามารถพูดคุยปรึกษากับสมาชิกในชุมชนนี้ได้				
6. ผู้คนในชุมชนนี้มีความต้องการ การให้ความสำคัญและเป้าหมายที่คล้ายคลึงกัน				
7. ข้าพเจ้าสามารถเชื่อใจคนในชุมชนนี้ได้				
8. ข้าพเจ้าจำสมาชิกในชุมชนนี้ได้เกือบทุกคน				
9. สมาชิกในชุมชนนี้ส่วนมากรู้จักข้าพเจ้า				
10. ชุมชนแห่งนี้มีสัญลักษณ์และการแสดงออกถึงความเป็นสมาชิกในชุมชน เช่น การแต่งกาย ป้ายต่างๆ ศิลปะ สถาปัตยกรรม เครื่องหมายต่างๆ สถานที่ที่เป็นจุดสังเกต และ ธงที่ผู้คนสามารถจดจำได้				
11. ข้าพเจ้าอุทิศเวลาและความพยายามอย่างมากที่จะเป็นส่วนหนึ่งของชุมชนนี้				
12. การได้เป็นสมาชิกในชุมชนนี้เป็นส่วนหนึ่งของเอกลักษณ์ของข้าพเจ้า				

13. สำหรับข้าพเจ้านั้น การปรับตัวให้เข้ากับชุมชนแห่งนี้ถือเป็นเรื่องสำคัญ			
14. ชุมชนแห่งนี้สามารถมีอิทธิพลต่อชุมชนอื่นๆ ได้			
15. ข้าพเจ้าใส่ใจว่าสมาชิกคนอื่นในชุมชนนี้คิดกับข้าพเจ้าอย่างไร			
16. ข้าพเจ้ามีอิทธิพลต่อชุมชนแห่งนี้			
17. หากมีปัญหาเกิดขึ้นภายในชุมชนแห่งนี้ สมาชิกในชุมชนสามารถช่วยจัดการแก้ปัญหานั้นได้			
18. ชุมชนแห่งนี้มีผู้นำที่ดี			
19. การได้เป็นส่วนหนึ่งของชุมชนนี้คือสิ่งสำคัญสำหรับข้าพเจ้า			
20. ข้าพเจ้ารู้สึกสนุกสนานที่ได้ใช้เวลาร่วมกับสมาชิกคนอื่นในชุมชน			
21. ข้าพเจ้าคาดหวังว่าจะได้เป็นส่วนหนึ่งของชุมชนนี้ไปอีกยาวนาน			
22. สมาชิกของชุมชนนี้มีการร่วมทุกข์ร่วมสุขในเหตุการณ์สำคัญต่างๆ ด้วยกัน, เช่น วันหยุด การเฉลิมฉลอง หรือ ภัยพิบัติ			
23. ข้าพเจ้ารู้สึกมีความหวังเกี่ยวกับอนาคตของชุมชนนี้			
24. สมาชิกในชุมชนนี้มีความห่วงใยซึ่งกันและกัน			

แบบวัดสุขภาพจิตใจ (GHQ)

คำถาม	มากกว่าปกติ	เหมือนปกติ	น้อยกว่าปกติ	ไม่เลย
1. รู้สึกสบายและมีสุขภาพดี				
2. รู้สึกต้องการยาบำรุงให้มีกำลังวังชา				
3. รู้สึกทรุดโทรมและสุขภาพไม่ดี				
4. รู้สึกไม่สบาย				
5. เจ็บหรือปวดบริเวณศีรษะ				
6. รู้สึกตึงหรือคล้ายมีแรงกดที่ศีรษะ				
7. มีอาการวูบร้อนหรือหนาว				
8. นอนไม่หลับเพราะกังวลใจ				
9. ไม่สามารถหลับได้สนิทหลังจากหลับแล้ว				
10. รู้สึกตึงเครียดอยู่ตลอดเวลา				
11. รู้สึกหงุดหงิด อารมณ์ไม่ดี				
12. รู้สึกกลัวหรือตกใจโดยไม่มีเหตุผลสมควร				
13. รู้สึกเรื่องต่าง ๆ ทับถมจนรับไม่ไหว				
14. รู้สึกกังวล กระวนกระวาย และเครียดอยู่ตลอดเวลา				
15. หาอะไรทำให้ตัวเองไม่มีเวลาว่างได้				
16. ทำอะไรช้ากว่าปกติ				
17. รู้สึกว่าโดยทั่วไปแล้วทำอะไร ๆ ได้ดี				
18. พอใจกับการที่ทำงานลุล่วงไป				
19. รู้สึกว่าได้ทำตัวให้เป็นประโยชน์ในเรื่องต่าง ๆ				
20. รู้สึกว่าสามารถตัดสินใจในเรื่องต่าง ๆ ได้				

21. สามารถมีความสุขกับกิจกรรมในชีวิตประจำวันตามปกติได้				
22. คิดว่าตัวเองเป็นคนไร้ค่า				
23. รู้สึกว่าชีวิตนี้หมดหวังโดยสิ้นเชิง				
24. รู้สึกไม่คุ้มค่าที่จะมีชีวิตอยู่ต่อไป				
25. คิดว่ามีความเป็นไปได้ที่จะอยากจบชีวิตตัวเอง				
26. รู้สึกว่าบางครั้งทำอะไรไม่ได้เลยเพราะประสาทตึงเครียดมาก				
27. พบว่าตัวเองรู้สึกอยากตายไปให้พ้น ๆ				
28. พบว่ามีความรู้สึกที่อยากจะทำลายชีวิตตัวเองเข้ามาอยู่ในความคิดเสมอ ๆ				

แบบวัดความผูกพันทางวิชาการ (SEM)

ข้อความ	ตลอดเวลา	เป็นส่วนมาก	บางครั้ง	นานๆ ครั้ง	ไม่เคยเลย
1. ข้าพเจ้าตั้งใจเรียนในชั้นเรียน					
2. เมื่อข้าพเจ้าอยู่ในชั้นเรียน ข้าพเจ้าเพียงแต่แกล้งทำเป็นเหมือนกำลังเรียนเท่านั้น					
3. ข้าพเจ้าปฏิบัติตามกฎของโรงเรียน					
4. ข้าพเจ้ามักเจอปัญหาที่โรงเรียน					
5. ข้าพเจ้ารู้สึกมีความสุขที่โรงเรียน					
6. ข้าพเจ้ารู้สึกเบื่อหน่ายที่โรงเรียน					
7. ข้าพเจ้ารู้สึกตื่นเต้นกับงานที่โรงเรียน					
8. ข้าพเจ้าชอบไปโรงเรียน					
9. ข้าพเจ้ารู้สึกสนใจในงานที่โรงเรียน					
10. ชั้นเรียนของข้าพเจ้านั้นเป็นสถานที่ที่สนุกสนาน					
11. เมื่อได้อ่านหนังสือสักเล่ม ข้าพเจ้าจะตั้งคำถามกับตัวเองเพื่อให้มั่นใจว่าข้าพเจ้าเข้าใจสิ่งที่ได้อ่านไปจริงๆ					
12. ข้าพเจ้ามักจะอ่านหนังสือเรียนที่บ้านถึงแม้ว่าจะไม่มีสอบก็ตาม					
13. ข้าพเจ้าพยายามที่จะดูรายการโทรทัศน์เกี่ยวกับสิ่งต่างๆ ที่เรียนไปในชั้นเรียน					
14. ข้าพเจ้าตรวจงานที่ทำในโรงเรียนเพื่อหาจุดผิดพลาด					
15. ข้าพเจ้าหาหนังสือมาอ่านเพิ่มเติมเพื่อที่จะเรียนรู้ให้มากขึ้นเกี่ยวกับสิ่งที่เรียนไปในชั้นเรียน					

เรียน ผู้ร่วมงานวิจัย

ขอขอบคุณสำหรับการมีส่วนร่วมโดยสมัครใจของคุณในการศึกษาครั้งนี้ การมีส่วนร่วมของคุณจะช่วยให้เข้าใจถึงความสัมพันธ์ระหว่าง ความผูกพันทางวิชาการ การสนับสนุนทางสังคม ประสิทธิภาพของตนเอง ความรู้สึกของความเป็นส่วนหนึ่งในชุมชน และสุขภาพจิตใจ ของนักศึกษาปริญญาตรี ข้อมูลการสำรวจทั้งหมดรวมทั้งข้อมูลส่วนบุคคลของคุณจะถูกเก็บเป็นความลับอย่างเคร่งครัด ไม่มีวิธีใดที่จะเชื่อมโยงหรือติดตามข้อมูลที่เก็บรวบรวมกลับมาหาคุณ

เพื่อให้เกิดความสมบูรณ์ของการตอบแบบสำรวจ โปรดอย่าพูดคุยหรือแชร์เนื้อหาของแบบสำรวจนี้กับผู้อื่น เพราะอาจส่งผลต่อความถูกต้องของผลการวิจัย

หากคุณมีข้อสงสัยเกี่ยวกับงานวิจัยขั้นตอนหรือข้อค้นพบนี้โปรดติดต่อผู้วิจัยหลักโดยการส่งอีเมลไปที่ คุณศานติ ฮั่นตระกูล นี้เป็นความตั้งใจของนักวิจัยที่จะนำเสนอผลการศึกษาสำหรับสิ่งพิมพ์ที่เป็นไปได้ในความพยายามที่จะให้มุมมองเพิ่มเติมและความเข้าใจในด้านจิตวิทยา

ศานติ ฮั่นตระกูล

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บัณฑิตวิทยาลัยจิตวิทยา มหาวิทยาลัยอัสสัมชัญ

อาคารโครเนชั่นฮอลล์ (อาคาร C) ชั้น 9

เขตหัวหมาก กรุงเทพฯ 10240

Appendix C

Research Output

Descriptive for Demographics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	267	1.00	4.00	1.9176	.83663
Gender	267	1.00	2.00	1.5730	.49557
Religion	267	1.00	6.00	1.2697	.90650
University	267	1.00	3.00	2.0225	.82686
Year of Study	267	1.00	4.00	1.8989	.93846
Valid N (listwise)	267				

Frequency Table for Demographics

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-18	93	34.8	34.8	34.8
	19-20	115	43.1	43.1	77.9
	21-22	47	17.6	17.6	95.5
	23-24	12	4.5	4.5	100.0
	Total	267	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	114	42.7	42.7	42.7
	Female	153	57.3	57.3	100.0
	Total	267	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Buddhism	236	88.4	88.4	88.4
	Christianity	14	5.2	5.2	93.6
	Islam	7	2.6	2.6	96.3
	None	6	2.2	2.2	98.5
	Others	4	1.5	1.5	100.0
	Total	267	100.0	100.0	

University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chiang Mai University	88	33.0	33.0	33.0
	Payap University	85	31.8	31.8	64.8
	Maejo University	94	35.2	35.2	100.0
	Total	267	100.0	100.0	

Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	109	40.8	40.8	40.8
	Second Year	99	37.1	37.1	77.9
	Third Year	36	13.5	13.5	91.4
	Fourth Year	23	8.6	8.6	100.0
	Total	267	100.0	100.0	

Reliability Analysis

Scale: ISEL (Social Support)

Case Processing Summary

		N	%
Cases	Valid	267	100.0
	Excluded[a]	0	.0
	Total	267	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.746	.762	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ISELq1	78.7041	81.472	.263	.	.741
ISELq2	79.0936	82.589	.085	.	.748
ISELq3	79.8052	82.684	.102	.	.746
ISELq4	78.8090	82.042	.135	.	.745
ISELq5	78.9775	78.759	.367	.	.735
ISELq6	78.6854	80.818	.305	.	.739
ISELq7	78.7416	81.065	.239	.	.741
ISELq8	79.3858	81.118	.228	.	.741
ISELq9	79.2509	79.865	.282	.	.739
ISELq10	78.7041	80.871	.299	.	.739
ISELq11	78.9813	81.094	.224	.	.741
ISELq12	78.6217	81.138	.321	.	.739
ISELq13	79.4869	80.739	.238	.	.741
ISELq14	79.8015	83.340	-.017	.	.759
ISELq15	79.8502	79.947	.206	.	.743
ISELq16	79.3333	80.674	.203	.	.742
ISELq17	78.9850	79.481	.295	.	.738
ISELq18	78.9401	80.748	.238	.	.741
ISELq19	79.0861	78.981	.316	.	.737
ISELq20	79.3670	77.917	.440	.	.731

ISELq21	79.4794	82.920	.024	.	.753
ISELq22	78.6929	79.642	.378	.	.736
ISELq23	78.9513	80.648	.253	.	.740
ISELq24	79.5468	80.226	.284	.	.739
ISELq25	79.7004	84.181	-.027	.	.750
ISELq26	78.9663	78.965	.360	.	.735
ISELq27	79.3596	80.427	.253	.	.740
ISELq28	79.7004	79.083	.288	.	.738
ISELq29	79.6479	78.109	.340	.	.735
ISELq30	79.1610	76.955	.406	.	.731
ISELq31	79.0187	79.928	.304	.	.738
ISELq32	79.3371	80.946	.224	.	.741
ISELq33	79.0524	80.486	.237	.	.741
ISELq34	79.2397	80.318	.224	.	.741
ISELq35	79.4045	81.174	.129	.	.747
ISELq36	79.4007	78.782	.289	.	.738
ISELq37	79.2097	82.377	.079	.	.749
ISELq38	78.6142	80.509	.315	.	.738
ISELq39	79.0225	82.090	.088	.	.749
ISELq40	79.3558	80.328	.179	.	.744

Scale: GSE (Self-Efficacy)

Case Processing Summary

		N	%
Cases	Valid	267	100.0
	Excluded[a]	0	.0
	Total	267	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.775	.780	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GSEq1	28.7940	8.991	.384	.277	.763
GSEq2	28.9888	8.786	.426	.321	.758
GSEq3	29.1723	8.474	.435	.318	.757
GSEq4	29.2697	8.326	.648	.522	.733
GSEq5	29.2434	8.591	.513	.395	.748
GSEq6	28.9438	8.685	.479	.270	.752
GSEq7	29.0787	8.306	.437	.320	.758
GSEq8	29.1573	8.494	.426	.268	.759
GSEq9	29.0449	9.141	.294	.163	.774
GSEq10	29.0712	8.502	.423	.254	.759

Scale: SCI (Sense of Belonging)

Case Processing Summary

		N	%
Cases	Valid	267	100.0
	Excluded[a]	0	.0
	Total	267	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.927	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SCIq1	36.0075	127.729	.539	.404	.924
SCIq2	36.0000	126.398	.572	.458	.923
SCIq3	35.9551	124.712	.676	.529	.922
SCIq4	35.9251	128.340	.495	.377	.924
SCIq5	36.2060	124.976	.627	.462	.922
SCIq6	36.0075	126.143	.611	.454	.923
SCIq7	36.0674	127.349	.547	.363	.924
SCIq8	36.5843	123.229	.613	.454	.923

SClq9	36.2285	127.485	.438	.342	.926
SClq10	36.0599	124.169	.621	.520	.922
SClq11	36.2060	125.570	.605	.502	.923
SClq12	36.1685	124.780	.637	.494	.922
SClq13	35.8989	128.535	.485	.370	.925
SClq14	36.0861	126.094	.577	.428	.923
SClq15	36.0075	126.992	.435	.340	.926
SClq16	36.5243	124.897	.541	.479	.924
SClq17	35.9738	130.003	.407	.319	.926
SClq18	35.9438	126.038	.575	.480	.923
SClq19	35.9476	122.802	.707	.540	.921
SClq20	35.9625	125.352	.655	.492	.922
SClq21	36.0150	126.398	.594	.414	.923
SClq22	36.0112	127.628	.501	.400	.924
SClq23	35.9700	125.345	.644	.505	.922
SClq24	35.8876	129.055	.471	.394	.925

Scale: GHQ (Psychological Distress)

Case Processing Summary

		N	%
Cases	Valid	267	100.0
	Excluded[a]	0	.0
	Total	267	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.788	28

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
GHQq1	18.3333	60.426	.199	.	.791
GHQq2	18.5805	58.357	.286	.	.788
GHQq3	18.6217	55.687	.499	.	.776
GHQq4	18.5169	57.416	.285	.	.789
GHQq5	18.4644	56.596	.368	.	.784

GHQq6	19.1536	55.484	.655	.	.771
GHQq7	19.1461	55.779	.588	.	.773
GHQq8	18.5543	55.263	.515	.	.775
GHQq9	18.6554	56.723	.420	.	.781
GHQq10	18.6367	56.871	.418	.	.781
GHQq11	18.4382	56.713	.438	.	.780
GHQq12	18.6180	57.681	.369	.	.784
GHQq13	18.6105	54.442	.573	.	.772
GHQq14	18.5169	56.687	.418	.	.781
GHQq15	18.6442	64.125	-.157	.	.808
GHQq16	18.3858	57.170	.328	.	.786
GHQq17	18.6854	62.134	.039	.	.797
GHQq18	18.7378	62.720	-.031	.	.800
GHQq19	18.4345	62.179	.030	.	.797
GHQq20	18.5618	62.991	-.055	.	.799
GHQq21	18.4232	61.937	.048	.	.797
GHQq22	19.2022	57.899	.500	.	.780
GHQq23	19.3258	60.236	.354	.	.787
GHQq24	19.3820	61.252	.252	.	.790
GHQq25	19.3446	61.009	.256	.	.790
GHQq26	19.1348	57.388	.466	.	.780
GHQq27	19.3558	60.771	.249	.	.789
GHQq28	19.3783	61.830	.124	.	.793

Scale: SEM (Academic Engagement)

Case Processing Summary

		N	%
Cases	Valid	267	100.0
	Excluded[a]	0	.0
	Total	267	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.684	.682	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SEMq1	44.4457	31.022	.200	.124	.679
SEMq2	44.6292	28.354	.352	.279	.660
SEMq3	44.2472	30.600	.200	.105	.679
SEMq4	44.1273	30.457	.216	.152	.677
SEMq5	44.3596	28.284	.349	.229	.661
SEMq6	44.7790	27.556	.453	.367	.646
SEMq7	44.4120	29.724	.251	.136	.674
SEMq8	44.5281	28.446	.454	.260	.650
SEMq9	44.5243	27.416	.450	.244	.646
SEMq10	44.2472	29.630	.280	.208	.670
SEMq11	44.8015	29.769	.231	.148	.677
SEMq12	45.4607	30.445	.135	.060	.691
SEMq13	45.5843	29.830	.221	.152	.678
SEMq14	45.4045	29.881	.218	.195	.678
SEMq15	45.2434	28.365	.359	.254	.659

Mean and Standard Deviation of Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Social Support	267	2.35	3.75	3.0304	.22943
Self-Efficacy	267	2.30	4.00	3.2307	.32240
Sense of Belonging	267	1.13	3.83	2.5682	.48775
Psychological Distress	267	1.21	2.54	1.6956	.28304
Academic Engagement	267	2.27	4.13	3.1943	.38247
Valid N (listwise)	267				

Correlations of Variables

Correlations

		Social Support	Self-Efficacy	Sense of Belonging	Psychological Distress	Academic Engagement
Social Support	Pearson Correlation	1	.041	-.014	-.263**	-.058
	Sig. (2-tailed)		.504	.822	.000	.342
	N	267	267	267	267	267
Self-Efficacy	Pearson Correlation	.041	1	.071	-.149*	.029
	Sig. (2-tailed)	.504		.246	.015	.634
	N	267	267	267	267	267
Sense of Belonging	Pearson Correlation	-.014	.071	1	-.096	.112
	Sig. (2-tailed)	.822	.246		.117	.068
	N	267	267	267	267	267
Psychological Distress	Pearson Correlation	-.263**	-.149*	-.096	1	.006
	Sig. (2-tailed)	.000	.015	.117		.925
	N	267	267	267	267	267
Academic Engagement	Pearson Correlation	-.058	.029	.112	.006	1
	Sig. (2-tailed)	.342	.634	.068	.925	
	N	267	267	267	267	267

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Path Analysis Regression (DV: Academic Engagement) (IV: Social Support, Self-Efficacy, Sense of Belonging, Psychological Distress)

Descriptive Statistics

	Mean	Std. Deviation	N
Academic Engagement	47.9139	5.73704	267
Social Support	81.2172	9.17733	267
Self-Efficacy	32.3071	3.22398	267
Sense of Belonging	37.6367	11.70595	267
Psychological Distress	19.4757	7.92507	267

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Psychological Distress, Sense of Belonging, Self-Efficacy, Social Support[b]	.	Enter

a. Dependent Variable: Academic Engagement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.128[a]	.016	.001	5.73319

a. Predictors: (Constant), Psychological Distress, Sense of Belonging, Self-Efficacy, Social Support

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143.206	4	35.801	1.089	.362[b]
	Residual	8611.813	262	32.870		
	Total	8755.019	266			

a. Dependent Variable: Academic Engagement

b. Predictors: (Constant), Psychological Distress, Sense of Belonging, Self-Efficacy, Social Support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	47.269	5.268		8.973	.000			
	Social Support	-.035	.040	-.056	-.888	.375	-.058	-.055	-.054
	Self-Efficacy	.044	.110	.025	.395	.693	.029	.024	.024
	Sense of Belonging	.054	.030	.110	1.782	.076	.112	.109	.109
	Psychological Distress	.004	.047	.005	.080	.936	.006	.005	.005

a. Dependent Variable: Academic Engagement

Path Analysis Regression (DV: Sense of Belonging) (IV: Social Support, Self-Efficacy)

Descriptive Statistics

	Mean	Std. Deviation	N
Sense of Belonging	37.6367	11.70595	267
Social Support	81.2172	9.17733	267
Self-Efficacy	32.3071	3.22398	267

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Self-Efficacy, Social Support^b	.	Enter

a. Dependent Variable: Sense of Belonging

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.073^a	.005	-.002	11.71872

a. Predictors: (Constant), Self-Efficacy, Social Support

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	195.075	2	97.537	.710	.492^b
	Residual	36254.686	264	137.328		
	Total	36449.760	266			

a. Dependent Variable: Sense of Belonging

b. Predictors: (Constant), Self-Efficacy, Social Support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	30.945	9.444		3.277	.001			
	Social Support	-.021	.078	-.017	-.274	.785	-.014	-.017	-.017
	Self-Efficacy	.261	.223	.072	1.170	.243	.071	.072	.072

a. Dependent Variable: Sense of Belonging

Path Analysis Regression (DV: Psychological Distress) (IV: Social Support, Self-Efficacy)

Descriptive Statistics

	Mean	Std. Deviation	N
Psychological Distress	19.4757	7.92507	267
Social Support	81.2172	9.17733	267
Self-Efficacy	32.3071	3.22398	267

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Self-Efficacy, Social Support^b	.	Enter

a. Dependent Variable: Psychological Distress

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297[a]	.088	.082	7.59503

a. Predictors: (Constant), Self-Efficacy, Social Support

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1477.870	2	738.935	12.810	.000[b]
	Residual	15228.721	264	57.685		
	Total	16706.592	266			

a. Dependent Variable: Psychological Distress

b. Predictors: (Constant), Self-Efficacy, Social Support

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	48.539	6.120		7.931	.000			
	Social Support	-.222	.051	-.258	-4.380	.000	-.263	-.260	-.257
	Self-Efficacy	-.340	.145	-.138	-2.355	.019	-.149	-.143	-.138

a. Dependent Variable: Psychological Distress