Determinants and Impacts of Internet Addiction on Well-being and Educational Adjustment of University Students

By

Dr. Parvathy Varma
Asst.Prof.Dr. Polthep Poonpol
Dr.Uree Cheasakul

Management Department

Martin de Tours School of Management and Economics

Assumption University

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ABSTRACT

The present research aimed to investigate the determinants and impacts on internet addiction on wellbeing and educational adjustment of Thai University students. The major purposes of this current study were (1) to establish the psychometric properties of the Thai translated questionnaires of *parenting styles, self-regulation, educational adjustment and psychological well being* in Thai settings; (2) to investigate the direct and indirect influences of parenting styles (authoritarian, authoritative and permissive)on educational adjustment and psychological well-being mediated by self-regulation and internet addiction among university students in Thailand; (3) To examine the influence of parenting styles (authoritarian, authoritative and permissive) on self-regulation among University students in Thailand; and (4) to examine if parenting styles (authoritarian, authoritative and permissive) influences the tendency of internet addiction among University students. Self-Regulation Questionnaire (SRQ), the Internet Addiction Scale (IAT), the Parental Authority Questionnaire (PAQ), Educational adjustment Scale (EAS)and the Satisfaction with Life Scale were the instruments used to collect data from 794 university students from 10 universities in Thailand. The results of the study indicated a direct positive relationship between authoritarian parenting style and life satisfaction and educational adjustment. Permissive parenting style also has a positive relation on educational adjustment. The result also indicates an indirect relationship parenting styles on education adjustment mediated by self-regulation and Internet addiction. The more positive parenting the students experience, that is the more authoritative their parents are, better are their self-regulatory skills and better are their educational adjustment; similarly the more authoritative the parents are lower were their addiction to Internet and better were their educational adjustment.

The general parenting styles used are more authoritarian in Thai setting and students were experiencing higher life satisfaction with this style.

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CHAPTER 1

INTRODUCTION

In the present digital world, Internet has undoubtedly become a huge part of our life. There is a greater importance for Internet in our life both personally and professionally. It is a versatile facility that helps one to accomplish various tasks in our life easily. Wider availability of information and the easy access to information made its significance in education and in student's life. Students can access the materials online, do research, be connected to their peer group using social media, communicate and co-ordinate easily, and overcome their boredom with social media, interactive games etc. When students get used to Internet during their free time with all the fancy apps and media, it is easier for them to be addicted to in Internet. Internet addiction has become a significant concern in the present digital world where a youngster has a hold on the technology from the time they wake up until they go to bed. However, the scientific research on this field started picking up a decade ago and problems associated with excessive use of Internet were identified among the general population (Brenner, 1997; Greenfield, 1999). When you look into the age group of the population that is affected, it was noted that the college going/ university students tend to have higher use of Internet and they are more prone to the adversities of internet addiction (Young, 2004). Crimes related to Internet use in Asia have caught the media attention widely. For example, a Chinese gamer was sentenced to life for killing a fellow gamers, when he found out he had sold his virtual sword for 7,200 Yuan (£473) ("Chinese Gamer Sentenced to Life", 2005). Many researches were conducted on the nature and the consequences of Internet addiction in the West. However, the prevalence and antecedents of Internet addiction in Thailand or its impacts has not been scientifically documented due to the discrepancies

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seen in literature as what exactly is internet addiction and how could the problem be diagnosed. As university administrators, it is very important to address this issue and take adequate measures or create strategies to alleviate the problems. There is a dearth of systematic research on the antecedents of Internet addiction among university students in Thai context.

Internet Addiction

The phenomenon of Internet addiction is quite complex and it is not easy to draw a line to differentiate the transformation of Internet use to addiction. Addiction is defined as one's feeling of urge for anything that can be a person or substance or sex for the person's existence (West, 2005). The term Internet addiction was first introduced by Goldberg and defined the excessive use of Internet that disrupts the day to activities as addiction (1996). It is very important to differentiate between Internet usage and Internet addiction. The best strategy to differentiate the use and addiction of anything would be to look at the behavioral changes when it is withdrawn from them. Researchers have stated that normal users of internet make use of internet as a technology for their day to day needs and do act normal when their access to the internet is denied (Young, 1998; Davis, 2001). On the other hand, problematic or pathological users use Internet extensively and spend more time, which would affect their normal life such as family, school, work and friends and will not act normal when the access is denied (Lee & Shin, 2004). Kandell (1998) defined Internet addiction as "a psychological dependence on the Internet, regardless of the type of activity once logged on" (p. 12). When students get used to the fun of using Internet, they will have a tendency to start seeing it as a medium for entertainment. The free access and the entertaining nature can attract the students towards the overuse. According to Kandell (1998), college students as a group are more vulnerable to develop the dependency towards internet. Researchers

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identified communication as the major purpose why adolescents or young adults use Internet. The communication initiates with their peers and friends and sooner gets extended to even strangers, as they feel comfortable due to the anonymity (Smahel, Brown, & Blinka, 2012; Subrahmanyam & Greenfield, 2008). There has been a tremendous increase in the use of Internet among young adults for entertainment and social interaction over the past decade. There are several reasons why young adults spend a lot of time on line and researchers tried to explore their inclination on being online. Research reveals that Internet can be a useful source of information for the youth on sensitive topics, such as intimacy, sexual relations and interpersonal interactions (Suzuki & Calzo, 2004). Research also highlights the importance of Internet, as a supporting tool for civic engagement, community building and political participation (Rainie & Horrigan, 2005). The youth who spends time online might be spending their time for fulfilling their social needs by hanging out in the chat rooms or social media sites or other interactive sites. The present generation youth has an easy and free access to Internet, which enhances the risk compared to other Medias. Internet addiction reflects more of an umbrella concept posing a challenge for the researchers, as it is not very clear if the different activities online can be categorized as generalized or specialized use of Internet (Motang, Flierl, Markett, Walter, Jurkiewicz, & Reuter, 2011).

Based on the conceptualization of Baumrind's theory, researchers over the past two and a half decades emphasized the role of parenting on the instrumental competence of children by balancing their societal and individual needs and responsibilities. The most significant indicators that directly predict their competence are responsible independence, co-operation and maturity (Darling & Steingberg, 1993). According to the National Attitudinal Poll, the top concern of the parents is internet and not TV: 85% of parents stated that when compared to all media, the Internet has become a greatest threat to their children (Common Sense Media, 2006). Parenting styles to a large extent contribute to the way they organize

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their time. As time passes we could see youth engaging more and more into Internet and the negative consequences are quite alarming. It is important to see if their parenting styles have a role in their control of using Internet.

Problem Statement

In universities, students face a sleuth of psychosocial problems due to excessive use of the Internet as reported by instructors. These problems include being isolated from peers, lack of interest or involvement in academic activities, projects, failure to develop meaningful peer relationships resulting in lowered educational adjustment and well-being. The excessive use of Internet was identified but there is not enough empirical evidence as if the excessive use of Internet had a cause for their poor adjustment in their educational settings. The transformation from school to university is not easy as everything is new and there is more challenge for the student to go out and make friends and create a comfort zone for them. They are vulnerable to the Internet use and can be affected by the negative consequences of addiction. Given these problems, the current researchers believe that there is a scope for more in-depth research into the antecedents of excessive Internet use and the effects of Internet addiction on their academic adjustment and their well-being. Looking at the possible antecedents of the Internet addiction, the researchers felt that parenting styles play a significant role in their later temperament of controlling their addictive behavior. Parenting fosters children's growth and development; it has long-term implications for families and society. Parents are expected to offer responsible care giving and be committed throughout their children's lives (Baumrind & Thompson, 2002). Parenting is not a simple process; the complexity can be explained as myriad of behaviors that work individually as well as interactively to have an impact on the child's development. In particular, the parenting styles employed can promote either poor or healthy developmental outcomes for their children. To

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an extent, parenting styles are influenced by the culture, values and norms of the society. Certain parenting styles that are accepted by one culture might be rejected by another culture. Smith (2009) indicates that Asian parents show less warmth to their children compared to the Western parents. The parenting styles predominant in Asia are typically more authoritarian and they believe that the love for their children is expressed by controlling them. In Thailand, parents practiced more of protection styles followed by authoritarian style (Pichayapinyo, Pawattana, & Thongvichean, 2008). There is adequate empirical support to state a relation between parenting styles and the outcome of children's education. More specifically, there are researches done specifically to indicate the relations between a number of studies between parenting characteristics, specific parenting styles, and self-regulatory behavior of children (Baumrind, 1991; 1996; Cooper, Lindsay, & Nye, 2000; Grolnick & Ryan, 1989). In fact, the lack of self-regulation is a common cause of academic problems worldwide. Zimmerman and Pons (1986) in his research on self-regulatory behavior indicated that there was a strong correlation noted between self-regulation and academic achievement. Furthermore, 21st century learners need to possess self-regulation due to the fact that they are flooded with new and more information every day. Self-regulation is identified as a significant factor contributing to a person's learning and adjustment in education. In the current study, the first focus is to examine the direct influence of parenting styles on self regulatory behavior which in turn influences their Internet addiction and then to academic adjustment and well- being.

Objectives

- To establish the psychometric properties of the Thai translated questionnaires of parenting styles, self-regulation, educational adjustment and psychological well being in Thai settings.

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- To study the direct influence of parenting styles (authoritarian, authoritative and permissive) on educational adjustment and psychological well-being among university students in Thailand

- To examine the indirect influence parenting styles (authoritarian, authoritative and permissive on educational adjustment and psychological well-being of university students mediated by self-regulation and internet addiction

LITERATURE REVIEW

This chapter incorporates theoretical perspectives, models and other salient information pertaining to the main variables of the study, namely: parenting styles (authoritarian, authoritative and permissive), self-regulation, Internet addiction, academic adjustment and psychological well-being. In order to present a coherent review of related literature, the variables are presented and reviewed in the same order as the foregoing. Additional segments highlight the findings of related studies on the relationships among the core variables.

Based on the review of literature and related research findings, the current study's conceptual framework was formulated to show the direction of the study and is depicted towards the end of the chapter, followed by the research questions and, finally, by the corresponding research hypotheses which were subsequently tested to meet the objectives of this study.

Key Variables of the Study

Internet addiction

Generally the concept of *Internet addiction* is described as the excessive use of the Internet. Researchers have supported the fact that addictive use of Internet can affect individuals negatively, changing their behaviors, and skills (e.g. Chen, Tarn, & Han, 2004; Young, 2004). Researchers and academicians, who explore into the problems related to the excessive use of Internet, make use of terms such as Internet addiction, Internet dependence, pathological use of Internet etc. (Chen et al., 2004; Davis, 2001; Griffiths, 2000; Kandell, 1998; Morahan-Martin & Schumacher, 2000; Young, 1998).

Stimuli that give pleasure, relief, or excitement are more likely to become the focus of an addiction (West, 2006). Some psychology professionals described addiction as being abnormally dependent on several actions like as using excessively computers, being workaholic, being obsessed with exercise, being obsessed watching TV, gambling, food, sex, pornography, certain types of non-pornographic videos, spiritual obsession, and shopping (Morrissey, & Keogh, 2008). The increased use of Internet has alerted the researchers to focus more on to consequences of the pathological use of internet /Internet addiction. The term Internet addiction was coined by Dr. Ivan Goldberg and it explained the term as the pathological or compulsive use of Internet. There is no single definition of Internet addiction that is accepted universally as there is no accepted criterion to diagnose Internet addiction listed in DSM-IV (Young, 1998).

Definition of Internet addiction

Many authors have also tried to define Internet addiction. Beard and Wolf (2001) defined the term as "...use of the Internet that creates psychological, social, school, and/or work difficulties in a person's life" (p. 378). Hall and Parsons (2001) described Internet addiction, or what they called as 'Internet behavior dependence', as a "maladaptive cognitive coping style that can be modified through basic cognitive behavioral intervention" (p. 314). Kandell (1998) defined Internet addiction as "a psychological dependence on the Internet, regardless of the type of activity once logged in" (p. 12).

The description that was most coherent was the one provided by Young (1998) who defined Internet addiction as "an impulse control disorder that does not involve an intoxicant" and is akin to pathological gambling. Young also has explained and grouped internet addiction into five categories. The first category is cyber sexual addiction, which includes the obsession to adult chat rooms or pornography, the second category is cyber

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relationship addiction where individuals are obsessed in developing and maintaining friendships or even affairs instead of the real settings. The third category includes net compulsions and people who are in net compulsions are hooked on net for online gambling, auctions, or obsessive trading, the fourth category is information overload and those who are into this category engage obsessively in net search and browsing and the last category is the game addiction, where people are overly obsessed in playing games on line or programming.

Apart from categorizing into 5 types, Young (1999) also derived at eight criteria to determine the level of addiction to Internet. These include the amount of time they are preoccupied using Internet, requirement for longer time online, trying out different ways to reduce their time online, withdrawal symptoms when making an attempt to reduce online time, difficulties in management of time, environmental distress (family, school, work, friends), deception about the time spent online, and changing their moods by the use of Internet. These eight criteria look more or less similar to the criteria used in the DSM IV-TR to diagnose addictive gambling. Her argument on internet addiction was that it was closer to gambling than substance abuse (Young, 1999).

There are positive and negative impacts being identified on social side, interpersonal side, professional and psychological side of individuals regardless of the various conceptualizations and descriptions of Internet addiction by several researchers (Cao & Su, 2006).

Griffiths (2000) stated that a individual can considered as addicted to Internet by looking at his behavior in the six dimensions that are *salience, mood change, conflict, tolerance, withdrawal symptoms* and *relapse and reinstatement.* The first dimension of salience is explained as how this activity or the use of Internet dominates a person's life and that becomes a most significant part of his or her life. This was further explained by two sub dimensions *cognitive salience and behavioral salience.* The *cognitive salience* is explained

when the individuals continuously think about the activities in the Internet. The *behavioral salience* is explained as when individuals neglect the basic necessities of day-to-day life, like food, hygiene, sleep etc and engages in the online activities. The third dimension is *tolerance*, and that can be explained as the process of getting used to the present intensity of the activity engaged and looking forward for stronger or more stimulating activities on line. The fourth dimension of *withdrawal symptoms* explains the negative emotions and behavior that results from the individual when they are unable to assess the Internet. Fifth dimension is *conflict*, which is explained as the conflict that happens with the close members in the family or friends because of spending too much time in the Internet. This could also happen due to the inability in completing their required academic and family tasks and withdrawing from the earlier hobbies. The final dimension is relapse *and reinstatement*, and that is explained as when the individual is control of the online activities for whiles, when given an opportunity, the tendency to return back to addictive behavior.

If we explore the positive aspects, Internet use has actually been instrumental in enhancing the relationships of friends and families in general. Communication between friends and family became more frequent and being in touch on a day today basis has its own positive impact. At the same time if you look at the negative side of it. When you look at the impact of the pathological use of Internet, it has decreased the academic performance, increased health problems in a different context had impaired the interpersonal communication influenced the social and personal relationships (Young et al., 2000).

Internet Addiction among University Students

Internet has become an inseparable part of our lives. The use of Internet becomes a regular activity for most of the society of different ages. The growth on Internet use in the university campuses was explosive due to its tremendous utility in enhancing the education

strategies and administrative strategies. The student's access to the study materials, communication with the peer group, teachers and the university administration etc. enhances the positive side of the extensive use (Suhail & Bargees, 2006). Today the popularity of social media sites has gone up. The use of Facebook, Twitter, Weblog, Wiki, Online gambling blogs etc encourages the students to spend more time in Internet and has higher tendency to increase their Internet addiction (Vaghela, 2014). Kandell (1998) came up with a definition of Internet addiction as "a psychological dependence on the Internet, regardless of the type of activity once logged on" (p. 12). According him the university students were more vulnerable to get into this addiction compared to other segments because when they move from high school, where they have spend considerably longer time to university, they are most likely to have a strong desire to develop a sense of identity and initiate good social and intimate relationships. The easy and free access of Internet can also be factor that drags them into the habit of being online.

Peele, Brodsky, & Arnold (1992) explained why university students feel that using Internet is so addictive as it "gives them feelings and gratifying sensations that they are not able to get in other ways; additionally, it provides an artificial, temporary feeling of security or calm, of self-worth or accomplishment, of power and control, or intimacy or belonging" (p.43). It is the positive emotions and reinforcement that they get while using Internet encourages them to have a dependency or addiction towards it. Another reason as stated by Smahel et al. (2012) for the young adults to be more susceptible towards the dependency of Internet is diminishing adult oversight. When they move from school to university, face to face interactions with their friends and the intensity of social relationship reduces and they replace the weakened relationship with the online interactions. In some cases, however, young people prefer to look for friends online and develop relationships. Their activities online or the social interactions gives them a kind a pleasure and dependence and makes

them vulnerable to addiction. Researches also concluded that those individuals who communicate online with strangers make a different category of addicts who are excessive chat-room users. They are dependent on internet for the social and interpersonal rewards implying potential addiction to online networks and relationships (Greenfield, 1999).

Young (1999) identified nine factors that she believed contributes to the increase of Internet addiction among college students. The first factor that was the access of internet that was unlimited and free can be a reason why the students engage more online. Secondly, when the students having too much free time which is unstructured, there is tendency for them to do something that keeps them active. Thirdly, the free and unlimited access to internet in their college and home can be another reason why they spend online. Another factor would be the new freedom they get from the control of their parents can also be a motivation to spend time online. Other factors that encourage them to stay online are no monitoring or censoring of what they say or do online, the support from faculty and administrators, adolescent training in similar activities, desire to overcome the stressors from college, social intimidation and alienation, and a higher legal drinking age. From the researches done in the university population by various researchers with different sample size it can be assumed that this is an area that requires further exploration on the antecedents and consequences and further look into the intervention strategy before it becomes too difficult to handle. Morahan-Martin, & Schumacher (2000) studied among 227 college students on the pathological use of Internet and he examined the subjects when they were asked to cut down on the use of Internet. The results seemed to be more alarming as three quarter of the sample were having symptoms of pathological use of Internet. It is important to understand the theoretical explanation.

Theories of Internet Addiction

Two theoretical models can be utilized to explain the consequences of the over use or addictive use of Internet. The first one is "impulse control disorder model" and another one is cognitive behavioral model.

Impulse control disorder model This model was developed by Young (1998) when he was trying to relate the symptoms of individuals who were problematic Internet users to the symptoms of pathological gamblers and alcohol or drug dependents. He identified that the symptoms were more or less similar. Since pathological gambling is classified as one of the impulse control disorders in the DSM-IV, Young was able to conceptualize Internet addiction as a type of impulse-control disorder and developed a measure, based on the criteria of pathological gambling in the DSM-IV and used it as a diagnostic measure to identify Internet addiction. Researchers who support this impulse control disorder model often employ the term 'pathological Internet use' to indicate that, to some extent, their perspective on problematic Internet use is based on the same criteria used to define pathological gambling. Many researchers tried to relate the problematic Internet use with obsessive-compulsive disorder and they believed that this is a pathological repetitive behavior. They explained problematic internet use as inability to control, time consuming and results in social, occupational and financial difficulties (Shapira, Goldsmith, Keck, Khosla, & McElroy, 2000). Young (1998) concluded that problematic Internet use can best be characterized as an unspecified impulse control disorder rather than as an obsessive compulsive disorder. Shapira et al. (2003) also proposed a set of diagnostic criteria for problematic Internet use based on the impulse control model. These criteria include maladaptive preoccupation with Internet use and clinically significant distress or impairment in social, occupational, or other important areas of functioning.

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Beard and Wolf (2001) stated that clinicians, people in the media, and people in general made use of several terms to refer to excessive Internet use. People who used Internet excessively were referred as Internet addicts, pathological Internet users, computer addicts etc. While the most popular term utilized is "Internet addiction," but this term does not exactly explain the action of excessive Internet use. The similarities between the excessive use and addiction do exist. Excessive Internet use does not result in all of the symptoms and behaviors associated with a chemical addiction, such as physical withdrawal, craving, sleeplessness, etc. Instead, they stressed that this phenomenon can be best described as impulse control disorder than mere addiction and suggested that terms such as 'excessive', 'problematic', or 'maladaptive' patterns of Internet use could convey the meaning of problematic Internet use better than the word 'addiction.'

Griffiths (1998) reviewed the reasons on which he made use of DSMIV criteria to diagnose Internet addiction. He stated that there were seven areas to look into to identify a person with Internet addiction. If an individual do satisfy the criteria for three or more of these areas, then the person can be dependent on Internet. The first area that is assessed is the tolerance. The second area actually explores the time he or she spends, if it is more than they planned. Thirdly, it is required to see if the person engages more time in those activities that keep him or her online. Fourth area that should be assessed is if they give up their social, work and other fun activities to spend time in Internet. The fifth aspect that should be assessed is even after having continued problems with job, work and school if they persistently used Internet. The sixth area examines whether the individual tried to reduce the use and was not successful in that and lastly their withdrawal when denied the access should be assessed.

Cognitive-Behavioral model One of the most significant researches that explain the cognitive behavioral model is by Davis (2001). This model places maladaptive cognitions in

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the center of pathologic Internet use. According to him this model focuses on maladaptive cognitions. The cognitive behavioral model of internet addiction basically explains the normal use of internet and as the way a person uses internet for a defined time period for a specified purpose (Davis, 2001). There are some basic concepts to be explored before analyzing or describing the cognitive theory of pathological Internet use (PIU). Davis tried to borrow some conceptualizations of Abramson in explaining those factors contributing to the problematic use of Internet. There were factors identified that contributed in inducing the symptoms. The factors were 'necessary', 'sufficient' and 'contributory'. A necessary factor can be basically explained as an etiologic factor that should be present to observe symptoms. This factor can be explained as the required etiological factor to observing symptoms but not necessarily sufficient for symptoms to occur. But sufficient factors are those factors that are of etiologic origin and that can be identified as significant for the symptoms to occur. Contributory factor can be explained as etiologic, and the presence of which can enhance the symptoms, but that is not considered as necessary or sufficient to produce symptoms. The causes were categorized as proximal and distal based on the relation of the pathological behavior to the etiological chain. The causes of the set of symptoms that were towards the end of the etiological chain were identified as proximal and those that were towards the start of the chain were distal. If these concepts need to be exemplified, the occurrence of anxiety symptoms like increased heart rate, dryness in mouth, sweating, etc can be explained as caused by stress or danger can be referred as a proximal cause. The symptoms of sleeplessness, cardiac arrhythmia, fear or being paranoid caused by substance abuse can be identified as distal causes (Davis, 2001).

While comparing both the models, it is quite evident that the impulse control disorder model for problematic Internet use had relied heavily on the diagnostic criteria for impulse control disorder based on DSM-IV. Many clinical researches also have supported this model

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very well. At the same time the cognitive behavioral model emphasizes on the maladaptive cognitions and this model was not well tested by clinicians or academicians. As the impulse control disorder model seemed to have a better edge over the cognitive model, the researcher felt it was appropriate to use a more verified model.

Parenting Styles

Parenting is a complex process that comprises of a multitude of behaviors that influences a child's development to a far extent. Primarily it can be stated that the type of parenting styles employed can contribute to the healthy or poor development of children. Hence parenting styles play a significant role in the behavior outcomes of children. An in depth knowledge on parenting styles and its influences the development of their children can help them to steer their parenting more efficiently. The parenting styles can be explained as the set of behaviors and attitudes of the parents expressed to their children, which would influence their development differently. Each style explains the degree to which they respond to the demands and needs of the children and the way they monitor, mould and control their behavior (Darling, 1999; Darling & Steinberg, 1993). Baumrind (1966) has described three different styles of parenting and that are authoritative, permissive, and authoritarian. Authoritative parenting is considered to be an ideal one which involves good nurturance of their children and is characterized by a lot of involvement, sensitivity, good reasoning, and more autonomy. Parents who are more concerned about their children and who interact with them with good reasoning and discipline can be referred as an authoritative parent. Conversely, if a parent let their children make their own decisions and not interfere at all without any punishment; they can be referred to as permissive parent. Authoritarian parenting styles are very strict parents who have high restrictions and high exertion of power on their kids.

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Darling and Steinberg (1993) stated that Baumrind's parenting style model has a positive remarkable influence on the socialization of the children in the United States. It was also emphasized in their research that the influence of parenting styles on the socialization also depends on the social milieu and the emotional climate of the region, where they raise their children. They also emphasized that it is important to understand and differentiate between the parenting practices and styles. Parenting styles were characterized by the dimensions of parental responsiveness and demandingness (Baumrind, 1991). Parental practices focuses mainly on the initiation or involvement of the parents in the activities of the children's school and their involvement in their decisions, school-related activities at home, helping out with their assignments and home work and participating in the school meetings and parent teachers organizations etc. Researchers have identified that there is a strong relation between the involvement of the parents in the children academic activities and their performance. This means that children of parents who actively engage themselves in the school activities of the children and who keep in track with their home work and provide good academic support had better performance in school (Hoover–Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001; Epstein, 1987; Spera, 2005).

There were many earlier theorists who explained parenting styles and derived at several dimensions, but the most widely used and popular parenting model over the last four decades is based on Diana Baumrind's parenting theoretical framework (Baumrind, 1971, 1996). This model seemed to be more concrete as it has been tested with several age ranges, children coming from different socio economic status, and diverse ethnic back ground. Baumrind's initial conceptualization of parenting styles model focused on two major dimensions which are parental warmth (responsiveness of the parents) and demandingness (parental control) (Baumrind, 1991). Later he argued that these two factors are not static and they do vary along a continuum. The factorial combination of these two factors led to three

different styles of parenting authoritative, authoritarian and permissive which are described in the earlier part of the review.

The impact of parenting styles on a student's academic achievement is an interesting topic that has instigated tremendous research. Since there are important practical educational implications arising from a possible relationship between parenting styles and student's academic achievement, many researchers have set out to investigate whether parenting styles can significantly predict students' academic adjustment.

Academic Adjustment

One of the main concerns of the administrators of higher education is the retention of the students. Gerdes & Mallincrodt (1994) stated that 40% of students who enter college do leave the college without getting a degree. If we look at this 40%, who leave without a degree 75% of them drop out during the first two years of their college. Earlier it was believed to an extent that academic adjustment is more or less similar to the academic performance. The transition from school to the college is marked by several emotional, social and academic challenges. It is important to explore these factors that contribute to their academic adjustment of college students.

Earlier researchers mainly emphasized academic ability as a significant predictor of student retention, but later a broader concept of academic adjustment was explored and many factors like scholarly potential, motivation to learn, and general satisfaction of the learning environment were considered as significant predictors of academic adjustment (Gerdes & Mallinckrodt, 1994). For many students, the first year of university is considered as a major transition period where they experience a lot of academic and social challenges. Their educational adjustment to an extent depends on the positive or negative experiences they go through in these areas. The more positive experience they encounter, their adjustment to the

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university will be easier and the more negative experience they encounter, higher will be their disappointment and adjustment to education will be difficult (Peat, Dalziel and Grant, 2001).

McInnis, James, and McNaught (1995) reported based on a study with 4028 students from 4 universities in Australia that more than 50% of the students did not find their subjects of study as interesting, and one third of the students felt that they did not have any connection or attachment to the university. Peat et al. (2001) investigated the importance of first year experience of students in college and the importance of social, emotional adjustment and student engagement was emphasized.

Self-Regulation

Self-regulation can be explained as the ability of an individual to manage his or her own behavior. This is done through a process of observation, evaluation, and consequation (Bandura, 1999). Bandura, Caprara, Barbaranelli, Gerbino, and Pastorelli (2003) stated that self-regulation is the way we control our behavior and that was explained in three different steps. The first one is self-observation when an individual observes the behavior of other people around them. The second step is self-evaluation where the person starts evaluating them in comparison to other standards or his own standards and expectations. Lastly the third step is self-consequation, where they start reinforcing themselves based on the comparison, incase if they feel that they have met their standards, they would treat themselves and if they feel that they did not meet the standards they would punish themselves (Boeree, 2006).

Self-regulation is the efforts one put in to regulate or guide one's action. Regulation is not limited to one's personal goals but also changing themselves or their behavior to be in line with the social and cultural norms (Baumeister & Alquist, 2009). Self-regulation can be explained as one's beliefs or motives and it will not indicate a specific trait or ability of a person (Zimmerman, 2000). In Bandura's view, self-regulation was explained in terms of its

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relationship of an individual, his behavior and the environment (Bandura, 1991). Feedback from prior performances is used to adjust one's current approach. When a person continues to grow learning happens and there will be changes in the behavior of the person with learning and the interaction with the environment factors (Zimmerman, 2000a). The way a person respond to different situations involves self-regulation, which consists of the control of emotion, behavior, other temptations, suppression of thoughts (Bauer & Baumeister, 2011).

Cohen (2012) states that it is very important to have effective self-regulation as it has a huge advantage like better interpersonal success, academic achievement and adjustment emotionally.

Parenting Styles and Academic Adjustment

One of the first studies conducted to investigate this relationship was by Baumrind (1967) who found a positive and significant relationship between the authoritative style of parenting and academic achievement. Later several researches were done one of such studies by Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987) had explored the relationship of parenting styles on academic achievement of adolescents in the US. The focus of the research was on adolescents and a sample of 6000 adolescents was utilized in the research and it was quite interesting to note the results. The results were in line with earlier findings of Baum rind's and stated that the parents who displayed more warmth and better maturity demands in their parenting styles, which again states that those parents who adopt authoritative parenting styles do foster children with better academic success. This was again supported by a different study by Steinberg, Lamborn, Dornbush, and Darling (1992), who reported a significant positive influence of authoritative parenting style on their grades and school engagement. Hickman, Bartholomae, and McKenry (2000) also reported based on a survey from 101 freshmen in a university and reported a positive relationship of authoritative

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parenting styles of the parents and their children's academic adjustment in school. Though many researches focused on adolescents and their adjustment in school. It is also important to explore their adjustment in the University, as they move from a familiar environment to a new environment and adjustment there involves more challenges. A research by Paulson (1994) explored the influence of two different parenting styles demandingness along with parental involvement on adolescent's academic achievement. The research was carried out among 247 ninth graders from urban, suburban and rural communities. Most researches explore parenting styles from the student's perspective, but in this research the adolescents, mothers and fathers answered separate questionnaires, which were send to their homes. The results indicated that the parents' demandingness, responsiveness and parental involvement predicted higher academic achievement. It was also reported that mother's parenting styles contributed to the discipline of the adolescents than the fathers.

Turner, Chandler, and Heffer (2009) surveyed 264 undergraduate students from a major university in the southwestern United States. Their results indicated that parenting characteristics, such as supportiveness and warmth, influenced a student's academic adjustment. Overall, the evidence provided by a multitude of research studies clearly support the hypothesis that the authoritative style of parenting has a significant positive impact on a child's school adjustment.

Parenting styles and Psychological Well being

Past literature and related studies have provided evidence that there are significant relationships between the three parenting styles- authoritarian, authoritative and permissive with well-being. Authoritative parenting can foster healthy adolescent development and enhance well- being (Paulson, Marchant & Rothlisberg, 1998). Knoestar (2003) also reported that parents have a significant impact on the well being of their children. Of the three styles

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of parenting, authoritative parenting style that emphasized on non-punitive discipline and warmth contributed more to adaptive behavior among adolescents. The authoritarian style which that represents low warmth and harsh discipline and the permissive style which shows no consistency in discipline or rather no supervision at all predicted less adaptive behavior among adolescents (Maccoby and Martin, 1993). In a research done by Milevsky et al. (2007) on 272 adolescents from a public high school in a metropolitan area of Northeastern US, they explored the relationship of parenting styles on self esteem, depression and life satisfaction (psychological well- being). In this research too, parenting styles were assessed from the father and mother. Results indicated that parenting styles as expected had significant influence on the children's well being. Like the earlier findings authoritative parenting styles have significant positive relation on psychological well-being and their self esteem and significant negative relation on depression. This indicates that when the parents employed authoritative parenting their children has lower tendency of developing depression and they have higher self-esteem and life satisfaction. Another important finding of this research was the influence of mothers and fathers parenting styles on the outcomes of adolescents. Permissive fathering may not be that detrimental as permissive mothering.

Parenting styles and Internet Addiction

From the literature, it can be inferred that parental control and parental warmth play a significant role in their children's tendency of using internet. The focus of most researches was mostly on the warmth and control of the parent which more specifically stated that the authoritarian style of parenting fostered better behavior among the children, hence their resilience towards the internet dependency was influenced by their parenting styles (Chou & Peng, 2007; Heim, Brandtzaeg, Kaare, Endestad, & Torgersen, 2007). In a later research conducted in Greece on 774 participants from a technological education institute on early

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parental bonding on the young adults' internet addiction through negative relating to others and sadness (Kalaitzaki & Birtchnell, 2014). A very important finding of this research was mediating role of negative relating to others and sadness. There was an indirect influence on authoritarian style of parenting of fathers on internet addiction of their young adults mediated by negative relating to others and sadness (Kalaitzaki & Birtchnell, 2014). Looking at the Parenting styles and its influence on their children's nature of use of internet, Mothers tend to use authoritative style, and biological parents tend to be more strict with their children in their time spend on internet than their grandparents and parents who are older tend to be more strict than the younger ones in allowing their children to use internet. Larger families tend to be more flexible with their children than smaller families (Wang, Bianchi, & Raley, 2005, Aunola, Nurmi, Onatsu-Arvilommi, & Pulkkinen, 1999)

In another research by Yao, He, Ko, and Pang (2014) conducted on 2,095 college students in china on the influence of parental behaviors on Internet addiction indicated that parental behaviors were positively related to Internet addiction. The results indicated that the father's rejection and over protection would increase higher risk for the young adults to develop addiction towards Internet. Interestingly mother's rejection has an influence on their risk of developing Internet addiction. The research did also look into the influence of personality and self esteem on Internet addiction of college students. Another interesting finding of this research is the mediating role of self esteem on parental warmth and Internet addiction The more warmth the parents give their children, higher was their self-esteem, and higher there self esteem, lower was their risk of being addicted to internet. Another interesting finding of this research was that the parental behavior influenced the males and females differently in the risk of becoming problematic Internet user. The father's rejection had a stronger impact on females than the males and mother's rejection affected only the males than females in getting addicted to Internet. Though there are some researches that

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stated with empirical evidence that there is no relation between the parental control and the time they spend online in their life, there is adequate empirical support given by plenty of other researches (Eastin, Greenberg, & Hofschire, 2006; Lee & Chae, 2007). From the reviewed literature, it could be presumed that parenting styles definitely has an influence of the nature of internet behavior of the children.

Parenting styles and Self-regulation

Self-regulation can be explained as the ability of the youth to function autonomously. A self-regulated individual is able to achieve his goals and is aware of the resources available and the limitations. One of the salient factors that predict self regulation in a individual can be the way he or she was brought out, more precisely their parenting style. Authoritative parenting style fosters behavior that shows reasonable and rational justification among the children. Authoritative parenting styles are associated with higher self-regulation among the youth compared to authoritarian and permissive parent (Abar, Carter, & Winsler, 2009).

Simons, Burt, & Simons (2008) in his research makes a remark of a general theory stated by Gottfredson and Hirshi of low self control. He makes a remark that the theory is based on the criminal motivation and that is basic human nature and is quite evenly distributed. The main focus of the theory indicates that the absence of self-control can lead to crime. He states that effective parenting during first 6 to 8 years will create better self-control among children. Three components identified for effective parenting includes monitoring or tracking children's behavior, recognizing deviant behavior and reinforcing the positive behavior and punishing the negative behavior. These practices instill self-control or self-regulatory skills in children. Literature also supports that warmth, support and involvement from the caregiver can foster better self control and power assertion and control without guidance can weaken their self-control (Belsky, Woodworth, & Crynic, 1996).

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Parenting Styles, Self Regulation and Academic adjustment

There is a plethora of research done on parenting styles and its influences on the development of children. One of most important outcome of positive parenting was better adjustment of children both in family and academic. Self-regulation plays a significant role in academic adjustment of children. There is adequate research support that parental control contributes to the self-regulation of the children (Grolnick & Ryan, 1989). In a research done on 64 mothers and 50 fathers of elementary school children, parental autonomy support was positively related to the self-regulation of the children and that in turn resulted in better academic performance and adjustment. In this research, again the maternal involvement was related to academic adjustment than the paternal involvement. Parental autonomy support, involvement and the structure were assessed by in-depth interview. Results of the interview indicated that the three conditions influenced them differently. The autonomy support had a relation with self-regulation, competence and adjustment. From these findings it can be inferred that parents, by fostering autonomy in their parenting styles can prepare their children for better adjustment in educational environment as it requires self regulatory skills to adapt in the academic environment. Parents who are more dedicated to their parenting approach foster children who had a better understanding of who or what controls their outcome in academic (Grolnick & Ryan, 1989).

Turner et al. (2009) stated that authoritative parenting influences the academic performance of the students, but self-efficacy and student motivation also may play a significant part in achieving their success in college. He emphasized on the self-determination theory that explains intrinsic and extrinsic goal pursuits have a significant impact on the psychological well being of the students in general. He explained intrinsic

motivation as doing their work for the sake of work or deriving the enjoyment and satisfaction while engaging in the work. Extrinsic motivation was explained as performing a work as a means to an end, the person engages in the work or the activity not because of the satisfaction of doing it but because of the reward you get after performing the task. Each parenting styles creates a family environment that can have an impact on the sense of self-efficacy. Self-efficacy has played a significant role in the success of a people in areas such as success in the academic and work life, overcoming hardships and difficulties and academic success and adjustment (Bandura, 1986; Chemers, HU, & Grarcia, 2001; Turner et al., 2009). In a research done in eastern culture by Vansteenkiste, Lens, and Deci (2006) stated that autonomy is not valued in the eastern culture and they argued that the experience of autonomy does not correspond well with the collectivistic values of the eastern culture. The eastern culture does not actually promote autonomy, personal freedom or self-direction (Olsen, Yang, Hart, Robinson, Wu, Nelson, & Wo, 2002; Markus & Kitayama, 2003; Iyengar & DeVoe, 2003). Vansteenkiste et al. (2006) conducted a research on 153 Chinese students from Shenyang province and examined the relationships between autonomous and controlled motivation for several outcomes such as the ability to be focused, time management, positive outlook, the amount of anxiety they experienced before the exam, voluntary participation in study activities and missing classes. The results were contradictory to what they presumed in Eastern culture. Overall feelings of relative autonomy had a positive impact on several learning strategies that correlated to better academic adjustment.

Parenting styles, Internet addiction and Academic adjustment

There is a plethora of research that indicates parental warmth, parental control and the style of parenting has an influence on the Internet addiction of children (Chou & Peng, 2007; Heim et al., 2007; Kalaitzaki & Birtchnell, 2014; Yao et al., 2013). Parental bonding does not

happen positively during the early life, there is a tendency to predispose one for 'negative relating to others' in a later life. When have the negative relating to others develop in young adults there are more likely to perceive loneliness, anxiety in having good interaction with the peer group maintain healthy social relationships. This fear and anxiety inside which withdraws them from social interaction can actually provoke them to use internet. The use of internet can help the young adults to widen and strengthen their network and gain pleasure and entertainment by spending time on interactive games, and social networking. Once they start knowing the fun of using Internet, they might use Internet extensively and it becomes problematic or they get into internet addiction. Thus, they have higher chances of getting into Internet addiction. Internet addiction problematic Internet use can cause significant distress and impairments in their life. Youth, when they have Internet addiction, being online becomes the most important activity in their life and they neglect other day to activities, like their classes, assignments, studying for the exam. They will lag behind in their academic activities and hence educational adjustment would be difficult (Smahel et al., 2012; Kalaitzaki & Birtchnell, 2014).

Parenting Styles, Self regulation and Psychological well being

Self-regulation can be construed by the parental warmth and control. Parents do play a significant role instilling autonomy in making decisions in children. A self-regulated person is able to set target or attainable goals and take appropriate actions to achieve the targets. Another important feature of a self regulated individual is being aware of their own limitations (Abar et al., 2009). Two domains that the self-regulation theory examined are academic achievement and risk behavior. Closely related to that the academic adjustment, and researchers stated that individuals with self-regulatory skills in the academic settings activate and sustain their thoughts, emotions and actions in a systematic way to achieve their

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targets or goals. When faced with stress and challenges, if their self-regulatory skills are better they would probably know what strategies they should rely on to enhance their persistence and performance that would lead them to their set goal. Research on socialization of parent child found that authoritative parenting builds clear boundaries for their children's behavior with reasonable and rational negotiation. They will be quite strict with the children when it is required and they show their responsiveness and warmth foster autonomy and independence. This enhances their self regulation and in turn helps them to adapt well in the university environment, which has a lot of new challenges (Maccoby & Martin, 1983; Abar et al., 2009). Overall, the evidence provided by a multitude of research studies clearly support parenting styles has a significant influence on educational adjustment and well being. Apart from the hypothesized direct influences, parenting styles also have an indirect influence on the educational adjustment and well being of university students mediated by self regulation and internet addiction.
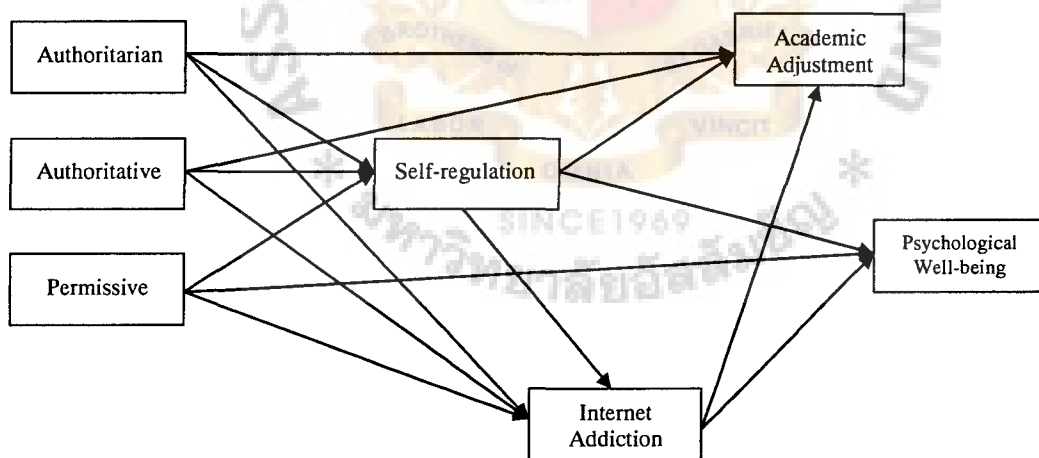
Figure 2.1 Path model showing the relationship of authoritarian, authoritative and permissive parenting on academic adjustment and psychological well-being mediated by self-regulation and Internet addiction

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Research Questions

- Do the Thai translated questionnaires of parenting styles, self-regulation, educational adjustment and psychological well being have adequate psychometric properties to make inferences in Thai settings?

- Do parenting styles (authoritarian, authoritative and permissive) have a direct influence on the educational adjustment and psychological well-being among university students in Thailand

- Do parenting styles (authoritarian, authoritative and permissive) have an indirect influence on educational adjustment and psychological well-being of University students mediated by self-regulation and internet addiction

Hypothesis1:

Parenting styles (authoritarian, authoritative and permissive) have a direct influence on educational adjustment and psychological well being of University students in Thailand, such that more authoritative the parents are higher will be their educational adjustment and psychological well being. Similarly the more permissive and authoritarian styles, the parents employ lower will be the students' educational adjustment and psychological well being.

Hypothesis2:

Authoritarian parenting style has an indirect influence on educational adjustment and psychological well being mediated by self-regulation, such that the more authoritarian are the parents, lower will be their self regulation and lower the self regulation lower will be their educational adjustment and psychological wellbeing.

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Hypothesis 3

Authoritarian parenting style has an indirect influence on educational adjustment and psychological well-being mediated by Internet addiction, such that the more authoritarian are the parents, higher will be their internet addiction and the higher the addiction lower will be their educational adjustment and psychological well-being.

Hypothesis 4

Authoritative parenting style has an indirect influence on educational adjustment and psychological well-being mediated by self regulation, such that the more authoritative are the parents, higher will be their self regulation and higher the self regulation higher will be their educational adjustment and psychological wellbeing.

Hypothesis 5

Authoritative parenting style has an indirect influence on educational adjustment and psychological well-being mediated by Internet addiction, such that the more authoritative are the parents, lower will be their internet addiction and the lower the addiction higher will be their educational adjustment and psychological wellbeing.

CHAPTER 3

RESEARCH METHODOLOGY

The primary aim of the research is to examine the direct and indirect influences of parenting styles on educational adjustment and well being mediated by their level of self-regulation and Internet addiction. The research also aims to look at the psychometric properties of Thai translated instruments used in this research. Through regression path analysis, the study aims to explore the direct and indirect impact of parenting styles on educational adjustment and well being mediated by their level of self-regulation and Internet addiction. This chapter presents the methodology that was employed in the current study. The main sections of the chapter are presented in the following order: (a) research design; (b) participants of the study; (c) research instrumentation; (d) data collection procedure; and (e) data analysis.

Research design

This study utilized a correlation research design in which relationship between key variables parenting styles, educational adjustment, well being, self-regulation and Internet addiction of university students in Thailand were determined. The study is descriptive in nature and did not involve the manipulation of any variable in the conduct of the study. Path analysis was employed to determine the direction and strength of the variables in their predictive abilities. It is also quantitative in approach in that the study entailed the use of descriptive and inferential statistical tools to analyze the data obtained from the targeted participants by means of a survey questionnaire. Descriptive data analysis will also be used to

analyze the specified demographic characteristics of the participants.

Participants

The participants comprises of university students doing their undergraduate courses in private and public universities in Thailand. The sampling criteria employed is convenient sampling

Sample size

The study is designed to investigate the direct and the indirect influences of parenting styles of the University students on educational adjustment and psychological well-being, with the indirect influences were mediated by self regulation and Internet addiction. The proposed path model was tested using SEM; a large sample size is required (Hair, Anderson, Tatham, & Black, 1997). However, in order to enhance the external validity of the obtained findings, and also to determine the psychometric properties of the Thai translated instruments the sample size was increased to 794 respondents.

Research Instrumentation

Part I-comprised of *Parent Authority Questionnaire* constructed by Buri (1991): This tool was developed based on Baumrind's (1971) typology of parenting styles that are authoritarian, authoritative and permissive for both father and mother separately. The PAQ is appropriate for young adults. The scale consists of 30 items asking the respondents to rate parenting behavior of their parents on a scale of one (strongly disagree) to five (strongly agree), with a ten items for each parenting type subscale. Higher scores for each subscale represented higher endorsement of the measured parenting style. The questions were directed to fathers and mothers separately. For the present research the items were modified for the

parents in general.

- Authoritative parenting is described as a style that is firm and clear in expectations, but flexible and rational in setting limits or making exceptions. The higher scores range for this subscale reflecting a more authoritative style, and lower scores not reflecting this style.

- Authoritarian parenting is described as a style that values unquestioning obedience and an attempt to control the behavior of the child, often through punitive disciplinary practices. The higher scores range for this subscale reflecting a more authoritarian style, and lower scores not reflecting this style.

- Permissive parenting is described as a relatively warm style that is non-demanding, and non-controlling. The higher scores range for this subscale reflecting a more permissive style, and lower scores not reflecting this style.

The PAQ consists of three subscales that are permissive, authoritarian and authoritative. The items corresponding to the three dimensions are as follows:

- Permissive: 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28 (P items)

- Authoritarian: 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29 (A items)

- Authoritative/flexible: 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30 (F items)

The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50.

The PAQ demonstrates adequate reliability and validity. Test-retest reliability was measured on 61 college students over a two-week period. Reliability coefficients for test-retest reliability ranged from 0.77 to 0.92 on the different scores. Internal consistency alpha coefficients ranged from 0.74 to 0.87 on the six scales. Therefore, the PAQ demonstrates high test-retest reliability and internal consistency despite being relatively short scale.

Discriminant-related validity demonstrated that authoritarianism was inversely related to permissiveness ($r = -.38$, $p < .0005$ to $r = -.52$, $p < .0005$) and permissiveness was not

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related to authoritativeness (r = .07, p > .10 to r = .12, p > .10). The divergent responses to the test items supported the discriminant-related validity divergence in PAQ scores. Criterion-related validity suggested the relationship between parental authority and parental warmth. The authoritative parents were found to be the highest in parental nurturance (r = .56, p < .0005 to r = .68 p <.0005). Authoritarian parenting was inversely related to nurturance (r = -.36, p < .0005 to r = -.53 p <.0005) and parental permissiveness was unrelated to nurturance (r = .04, p < .10 to r = .13 p <.10). The results confirmed criterion-related validity that parental warmth is a dimension of parental authority that is inherent in the PAQ measurement (Buri, 1991).

Part II- comprises of *Self-Regulation Questionnaire* (SRQ), developed by Brown, Miller, & Lawendowski (1999): Self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals. Miller and Brown formulated a seven-step model of self-regulation (Miller & Brown, 1991). According to the model proposed behavioral self-regulation may stumble because of the shortfall of at any of the seven steps. The seven steps were described as *'receiving appropriate information'*, *'evaluation and comparison with norms'*, *'trigger change'*, *'search for options'*, *'formulate a plan'*, *'implement the plan'* and *'assess the effectiveness'*. The Self-Regulation Questionnaire (SRQ) was developed as a self report measure to assess the self-regulatory processes (Brown et al., 1999). There is no accurate evidence of the accuracy of the measure of the self regulatory capability from their own report or assessment. Items were derived to represent each of the seven sub processes of the model and seven subscales were derived (Miller & Brown, 1991). The items that measure each subscale are as given below.

- Receiving- 1, 8, 15, 22, 29, 36, 43, 50, 57 (9 items)

- Evaluating- 2, 9, 16, 23, 30, 37, 44, 51, 58 (9 items)

- Trigerring- 3, 10, 17, 24, 31, 38, 48, 52, 59 (9 items)

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- Searching- 4, 11, 18, 25, 32, 39, 46, 53, 60 (9 items)

- Planning- 5,12,19,26,33,40,47,54,61 (9 items)

- Implementing-6,13,20,27,34,41,48,55,62 (9 items)

- Assessing-7,14,21,28,35,42,49,56,63(9 items)

Subsequent analyses of the instrument have suggested that the scale contains one principal component, rather than specific factors corresponding to the rational subscales. Hence, for the present research we used it as a single dimension. The SRQ scale consists of 63 items and each of the items is scored on a 5-point Likert scale where 1 = *Strongly disagree,* 2 = *Disagree,* 3 = *Uncertain or unsure,* 4 = *Agree,* and 5 = *Strongly agree,* with high scores indicating high (intact) self-regulation capacity and low scores indicating low (impaired) self-regulation capacity. The items that are reversed scored are 2, 3, 4, 5, 6, 8, 10, 12, 13, 15, 19, 20, 21, 24, 26, 29, 31, 33, 37, 40, 43, 45, 50, 55, 62 and 63.

The reliability of the SRQ is excellent, according to a study by Aubrey, Brown, and Miller (1994) based on a research using a community sample of 83 people with different levels of alcohol consumption, the SRQ was administered twice, in a gap of 48 hours, to test the reliability of scores and the test-retest reliability of the Scale was reported as high ($r = .94$, $p < .0001$). Furthermore, the internal consistency of the scale was also quite high ($\alpha = .91$).

The validity of SRQ is also strong with concomitant measures; In the same research (Aubrey et al., 1994), there was a significant and inverse correlation of SRQ scores with the volume of alcohol consumption per occasion ($r = -.23$, $p = .04$) and with negative consequences of drinking ($r = -.46$, $p < .0001$). That is, people with lower scores on the SRQ have higher tendency to become heavy and problem drinkers. Brown, Baumann, Smith, & Etheridge (1997), reported based on a study on a sample of 300 students that lower scores on SRQ were correlated with binge drinking, more alcohol-related consequences, and more frequent marijuana use. In a subsequent study of 303 college students, SRQ scores were

inversely related to risk-taking (r = -.244, p < .001) and impulsivity (r = -.469, p < .001) as well as binge drinking, driving after drinking, marijuana use and tobacco smoking.

Part III- is an *Internet Addiction Scale* developed by Young in 1999: Young (1998) developed the Diagnostic Questionnaire (YDQ) based on the eight DSM criteria for pathological gambling, which were seen as being most similar to Internet addiction or pathological internet use, however, the methodology employed in its development was criticized by other researchers for its sample selection bias (Kubey, Lavin, & Barrow 2001), and inappropriate selection of the DSM diagnostic criteria to identify Internet addiction (Beard, & Wolf, 2001). As a result of these criticisms, Young (1999) revised the YDQ and constructed a Likert scale-based assessment tool called the Internet Addiction Test (IAT). The IAT scale consists of 20 items, which intend to assess the severity of the negative consequences due to excessive use of Internet. These items cover an individual's Internet use habits, his/her thoughts about the Internet, as well as problems related to excessive Internet use. The IAT is one of the first measurement tools developed for assessing Internet use related problems and consequently, it has been one of the most frequently used instruments for research on this topic.

Part IV- Educational Adjustment Scale: The Educational adjustment scale is the adapted form of the First Year Experience Questionnaire (FYEQ) is used in this research and this scale measure the educational adjustment of the participants (McInnis et al., 1995;). The scale measures student's educational adjustment in school and that was modified for the educational adjustment in university. The questionnaire has three dimensions of educational adjustment. They are *academic adjustment, personal and emotional adjustment* and *student engagement.* In this research only 34 items were used and removed those items that are not suited for the student population. Scores of the 34 items are summed up to calculate the whole-scale score for educational adjustment. FYEQ has good internal consistency ranging

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from 0.50 to 0.88, while Dalziell & Peat (1998) reported that the reliability of FYEQ ranged from 0.40 to 0.89. In the current research, the following items (item numbers 6, 8, 28, 29, 30, 31, 32, 33, and 34) were reverse-scored so that a high score on the EAS (an adaptation of the FYEQ) indicated greater educational adjustment.

Part V- comprises of a 5 item *Satisfaction with Life Scale* developed by Diener, Emmons, Larsen & Griffin (1985) that measures the cognitive- judgmental aspects of their well-being. The authors of the SWLS stated that the scale was basically developed to look into their overall aspect of their life to assess their general well-being. This is a 7- point Likert scale with higher score indicating higher life satisfaction. The scale has reported an internal consistency coefficient (cronbach's alpha) of .87 and test-retest reliability correlation of 0.82 for a two month period (Fischer & Corcoran, 2007).

Part VI- comprises of researcher constructed personal information scale, which taps to into participants, age, gender, year of study, faculty of study, and economic status of the family.

Procedure

After getting the permission from the authorities the researcher provided the research assistants with specific instructions on the conduct of pre-test, administration, distribution and collection of the completed questionnaire. The researcher selected – universities of which 5 were public 5 were private. After the completion of the questionnaires, the data were individually checked and only those questionnaires that are completed were included in the research.

Data Collection Procedure

The data collection process comprises of the following procedural steps:

1. The original English questionnaire was translated to Thai and then translated back to English by different bilingual experts to maintain the consistency in translation and to reduce bias.

2. The researcher sought permission from the University authorities to collect the data. After getting the permission from the university the research assistant was send to the university to hand out the questionnaire and collect it from them after the completion of the questionnaire.

3. The identified research assistants were given specific directions by the researcher on the pretest exercise procedures, inclusion criteria, administration, distribution, and collection of the questionnaires. The research assistant will supervise the conduct of the study, and will be assisted by researchers themselves in the administration and collection of the questionnaires.

4. A pretest of the Thai survey questionnaire was conducted on 50 students of one university in order to check for any difficulties that respondents may encounter with regard to the questionnaire directions and item statements.

5. There were adjustments made to the questionnaire with regard to certain terms and language based on the pretest. Thereafter, the research assistant proceeded with the actual conduct of the study on the targeted participants in the selected universities in Thailand. It took around 3 months for the distribution and the collection of questionnaires from 10 universities in Thailand (how many universities were approached and how many questionnaires were given and how many we got back. Any other issues regarding the data collection).

6. Upon receipt of the completed questionnaires, the researchers inspected every questionnaire. With the help of the research assistants, the data entry was done. Only the valid questionnaires was subjected to statistical analysis

Data Analysis

Data analysis was accomplished through the following statistical treatments:

1. *Descriptive statistics:* Frequency and percentage distributions were employed to analyze the respondents' demographic data. Means and standard deviations were utilized in the further analysis of respondents' scores.

2. *Inferential statistics:* Multiple regression analysis were employed to test the hypothesized direct and indirect influences of parenting styles on educational adjustment, being mediated by Internet addiction and Self regulation. MANOVA was conducted to see if there were any gender differences in the key variables.

Scope of Study

The research explores the direct and the indirect relationship between the parenting styles and educational adjustment of university students in Thailand mediated by self regulation and internet addiction. This will provide insights into both theory building and practical actions on Internet addiction in the Thai private and public University context at an undergraduate level. The scopes of the study are limited based on 1) variables incorporated research framework, 2) target population and 3) research timeframe. The three parenting styles (authoritarian style, authoritative style and permissive styles) are independent variables and are considered as the main antecedents that the research will focus. In addition, there are two mediators incorporated in the research framework for the examination of indirect impacts. These mediators are self-regulation and Internet addition of university students. The dependent variables include academic adjustment and well being of university students. Though the review of literature covers theories and findings from many different countries, but this research defined its scope to be country-specific study which can be more insightful

to provide implications for parents, universities, and students in Thailand. The last dimension of the scope of this study is timeframe. Since this research is a cross-sectional study in which analysis was conducted at a specific point in time, so findings will provide a snapshot view of relationships among the mentioned variables. The data collection and analysis are completed in 2016. Therefore, this study does not cover the generalization and analysis of how the impact and relationship would change over period of time.

CHAPTER 4

RESULTS

Overview (Objectives of the Study)

As stated in Chapter II, the major purposes of the present investigation consisted of the following: (1) to determine the psychometric properties of the Thai translated Self Regulation Questionnaire(SRQ), the Internet Addiction Scale (IAT), the Parental Authority Questionnaire (PAQ), Educational adjustment Scale (EAS)and the Satisfaction with Life Scale; (2) to investigate the direct influences of parenting styles in educational adjustment and Life satisfaction of University students in Thailand, as well as the indirect influences being mediated by the participants' reported levels of Internet addiction and self regulation

Questionnaire translation In employing measurement scales developed overseas for research in a host country, it is necessary that these scales be appropriately translated into the host country's language in order to have both contextual and conceptual equivalence. The method of choice is the 'forward and backward' translation technique (McDermott & Palchanes, 1992; John, Hirsch, Reiber, & Dworkin, 2006; Jones, Lee, Philips, Zhang, & Jaceldo, 2001).

The study employed this technique in the translation of the study's measurement scales via the following procedural steps: (a) a bilingual translator translated the instruments into *Thai*; (b) the instruments were back-translated by a second bilingual translator to English; (c) the two versions (the original English and the English back-translated instruments) were compared by the researchers; and (d) the researcher and the translators discussed with each other and resolved any disparities identified between the original and the

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back-translated English versions. This was done basically by deriving at possible options in translation from English to Thai of the disputed items in order to ensure conceptual equivalence of the English and Thai versions. This process ended when the Panel of Translators, which consisted of the researcher and the translators, reached an agreement that both the forward-translated and the back-translated versions are the same in meaning and context (See Appendix A).

Pretest A pretest of the study's questionnaire was conducted prior to the actual study in order to check for errors and for readability. Data were collected from a total of 30 university students where the researchers work. These data were not included in the final study. Responses obtained from the pre-test led to minor changes in the wording of a number of the measurement scales.

The psychometric properties of the Thai-translated

As the above the four scales were translated into the Thai language for the present study, it was necessary to investigate their psychometric properties in order to ensure both their cross-cultural reliability and validity prior to their use in the present study.

Step 1: Reliability analysis In order to investigate the internal consistency of the Thai-translated versions of the four scales, Reliability analysis was done for the five scales. There were two criteria used to discard the items from these factors. A first criterion is an item is discarded if the inclusion substantially lowers lowering of Cronbach's alpha (Walsh & Betz, 1985). Second criteria that was consider is whether the item have an acceptable level of internal consistency, this is done if its corrected item-total (I-T) correlation was equal to or greater than 0.33 (Hair et al., 1997). Table 4.1 presents the items for the six scales, together with their I-T coefficients and Cronbach's alphas.

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Table 4.1 The SRQ, the IAT, the EA, the PAQ and the SWLS Factor Items Together With Their Corrected Item-Total Correlations and Cronbach's Alphas

SRQ	Corrected Item-Total Correlation
I usually keep track of my progress toward my goals. (SRQ1)	.45
I am able to accomplish goals I set for myself. (SRQ11)	.45
If I wanted to change, I am confident that I could do it. (SRQ18)	.53
I have sought out advice or information about changing. (SRQ25)	.42
I can stick to a plan that's working well. (SRQ27)	.48
I have personal standards, and try to live up to them. (SRQ30)	.55
As soon as I see a problem or challenge, I start looking for possible solutions. (SRQ32)	.57
I have a lot of willpower. (SRQ 34)	.60
When I'm trying to change something, I pay a lot of attention to how I'm doing. (SRQ35)	.58
I usually judge what I'm doing by the consequences of my actions. (SRQ 36)	.47
As soon as I see things aren't going right, I want to do something about it. (SRQ38)	.52
There is usually more than one way to accomplish something. (SRQ39)	.58
I set goals for myself and keep track of my progress. (SRQ42)	.47
I can usually find several different possibilities when I want to change something. (SRQ 46)	.51
If I make a resolution to change something, I pay a lot of attention to how I'm doing. (SRQ49)	.56
I think a lot about how I'm doing (SRQ 51)	.46
Usually, I see the need to change before others do. (SRQ 52)	.42
I'm good at finding different ways to get what I want. (SRQ 53)	.54
I usually think before I act. (SRQ 54)	.49
I learn from my mistakes. (SRQ57)	.55
I call in others for help when I need it. (SRQ 60)	.42
Before making a decision, I consider what is likely to happen if I do one thing or another. (SRQ 61)	.51

Cronbach's alpha = .90

IAT	Corrected Item-Total Correlation
How often do you neglect household responsibilities to spend more time online? (IAT 2)	.54
How often do you prefer the excitement of the Internet to intimacy with your partner? (IAT 3)	.64
How often do you form new relationships with fellow online users? (IAT4)	.60
How often do others in your life complain to you about the amount of time you spend online? (IAT 5)	.70
How often do your grades or schoolwork suffer because of the amount of time you spend online? (IAT 6)	.72
How often do you check your e-mail before something else that you need to do? (IAT 7)	.64
How often does your job performance or productivity suffer because of the Internet? (IAT 8)	.73
How often do you become defensive or secretive when anyone asks you what you do online? (IAT 9)	.67
How often do you find yourself anticipating when you will go online again? (IAT 11)	.67
How often do you fear that life without the Internet would be boring, empty, and joyless? (IAT12)	.60
How often do you snap, shout, or act annoyed if someone bothers you while you are online? (IAT 13)	.73
How often do you lose sleep due to late night log-ins? (IAT14)	.71
How often do you feel preoccupied with the Internet when offline, or fantasize about being online? (IAT 15)	.63
How often do you find yourself saying "just a few more minutes" when online? (IAT16)	.55
How often do you try to cut down the amount of time you spend online and fail? (IAT 17)	.38
How often do you try to hide how long you've been online? (IAT18)	.67
How often do you choose to spend more time online over going out with others? (IAT19)	.61
How often do you feel depressed, moody, or nervous when you are offline, which goes away once you are back online? (IAT 20)	.72

Cronbach's alpha = .93

EAS	Corrected Item-Total Correlation
Classes stimulate my interest in studies. (EAS 1)	.49
I enjoy a cognitive challenge of the subjects I'm studying. (EAS 2)	.46
I get satisfaction from learning. (EAS3)	.55
I know a type of occupation I would like to do. (EAS 4)	.36
I am aware of the objective of studying in university. (EAS 5)	.44
I like to be a high school student. (EAS7)	.43
Teachers in my university try hard to understand student's problems which occur with their assignments. (EAS 10)	.46
Teachers in my university always give useful advice for my learning progress. (EAS 11)	.53
Teachers give explanation on the content very well. (EAS12)	.56
Teachers in my university pay attention to my learning progress. (EAS13)	.60
Most teachers can be accessible. (EAS14)	.49
The quality in teaching is good in general. (EAS15)	.59
Teachers in my school are always ready to give consultation about my assignment. (EAS16)	.58
Teachers have enthusiasm in what they teach. (EAS 17)	.58
Teachers try hard to make the learning process interesting. (EAS 18)	.61
On the whole, I really enjoy my classes. (EAS 19)	.55
My classes stimulate cognition. (EAS 20)	.54
Overall, I have been extremely satisfied with my experience in high school. (EAS 21)	.57
I study with other students. (EAS 23)	.47
I have completed projects with other classmates. (EAS 24)	.48
I have completed an assigned group work with classmates outside the classroom. (EAS25)	.43
I communicate with my classmates via phone. (EAS26)	.34

Cronbach's alpha = .895

Permissive Style	Corrected Item-Total Correlation
My parents feel that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what they may want. (PAQ6)	.46
My parents seldom give me expectations and guideline for my behaviors (PAQ 13)	.44
Most of the time my parents do what the children in the family want when making family decision. (PAQ 14)	.53
My parents consistently give a direction and guidance in rational and objective. (PAQ 15)	.53
My parents allow me to decide most things myself without a lot of direction from them. (PAQ19)	.51
My parents allow me to form my own point of view on family matters and they generally allow me to decide for myself what I am going to do. (PAQ 24)	.43
My parents don't direct the behavior, activities, and desires of the children in the family.(PAQ28)	.49

Cronbach's alpha = .753

Authoritarian	Corrected Item-Total Correlation
Even if the children do not agree with them, my parents' feel that it is for our own good if we are forced to conform what they thought was right (PAQ 2).	.67
Whenever my parents tell me to do something, they expect me to do it immediately without asking any questions (PAQ3).	.62
My parents do not allow me to question any decision they make. (PAQ7)	.63
My parents feel that more force should be used by parents in order to get their children to behave the way they are supposed to. (PAQ9)	.70
My parents feel that wise parents should teach their children early just who is boss in the family. (PAQ12)	.49
My parents would get very upset if I tried to disagree with them. (PAQ16)	.50
My parents let me know what behavior they expect of me, and if I don't meet those expectations, they punish me. (PAQ18)	.65
My parents have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal their children when they don't do what they suppose to do. (PAQ 25)	.55
Parents often tell me exactly what they want me to do it. (PAQ 26)	.47

Cronbach's alpha = .86

Authoritative	Corrected Item-Total Correlation
Once my family policy had been established, my parents discuss the reasoning behind the policy with the children in the family. (PAQ 4)	.48
My parents have always encouraged verbal give-and-take whenever I feel that family rules and restrictions are unreasonable. (PAQ5)	.53
I know what my parents expect of me in my family, but I also feel free to discuss those expectations with my parents when I feel that they are unreasonable. (PAQ11)	.48
My parents consistently give a direction and guidance in rational and objective. (PAQ 15)	.47
My parents take the children's opinions into consideration with making family decisions, but they would not decide for something simply because the children wanted it. (PAQ 20)	.50
My parents have clear standards of behavior for the children in our home, but they are willing to adjust those standards to the needs of each of the individual children in the family. (PAQ 22)	.54
My parents give me clear direction for my behavior and activities, but they also understand when I disagree with them. (PAQ 27)	.37

My parents give me direction for my behavior and activities and they expect me to follow their direction, but they are always willing to listen to my concerns and to discuss that direction with me. (PAQ23)	.47

Cronbach's alpha = .78

Life Satisfaction	Corrected Item-Total Correlation
In most ways my life is close to my ideal. (SWLS1)	.54
The conditions of my life are excellent. (SWLS2)	.68
I am satisfied with my life. (SWLS 3)	.67
So far I have gotten the important things I want in life. (SWLS4)	.70
If I could live my life over, I would change almost nothing. (SWLS 5)	.60

Cronbach's alpha = .832

Examination of the Cronbach's alphas for the SRQ, the IAT, the EAS, the PAQ and the SWLS, and their items' I-T correlations showed that out of 63 items only 22 items had item total correlation above .33, hence the 41 items that have very low corrected item-total correlations were deleted as their deletion would increase their respective scale's Cronbach's alpha substantially. Then, 2 items were removed from IAT (IAT1: *How often do you find that you stay online longer than you intended?;* IAT10: *How often do you block out disturbing thoughts about your life with relaxing thoughts of the Internet*). Eight items were removed from EAS, two items from Permissive parenting styles and one item from authoritarian parenting style were removed.

The sample comprised of 794 university students from 12 universities in Thailand. There were 315 males (39.7%) and 479 females (60.3%). The sample was drawn from 6 private universities and 6 public universities.

Each of the three factors of self regulation, Internet addiction, educational adjustment, life satisfaction, and three parenting styles were computed by adding up the items and dividing by the number of items. Table 4.2 presents the means and standard deviations for these 7 computed variables.

Table 4.2 Means and Standard Deviations for the five Computed Variables

	Mean	SD	Midpoint
Self Regulation	3.54	.44	3
Educational adjustment	3.66	.46	3
Internet Addiction	2.56	.80	3
Life Satisfaction	4.45	1.05	
			4
Authoritarian style	2.95	0.79	3
Authoritative style	3.55	0.58	3
Permissive style	3.56	0.60	3

As can be seen from Table 4.2 samples in this study (1) perceived that they have higher level of self-regulation (mean scores are above the scale's mid-point), (2) reported lower level of internet addiction (mean scores are below the scale's mid-point), (3) reported higher educational adjustment (mean scores are above the scale's mid-point), (4) reported that their higher levels of authoritative and permissive styles and lower levels of authoritarian style (mean scores are below the scale's mid-point for authoritarian), and (5) reported that they had good life satisfaction (mean scores are above the scales' mid-point).

Step 2: Confirmatory factor analysis (CFA) Confirmatory factor analysis was carried out to evaluate the factor structures of the SRQ, IAT, EAS, PAQ (Three dimensions) and SWLS. These five scales were translated into Thai for the purpose of the present study. CFA allows the researcher to explicitly posit an *a priori* model (e.g. on the basis of the factors identified in the western-based original scale) and to assess the fit of this model to the observed data.

Assumptions underlying confirmatory factor analysis

This employed confirmatory factor analysis (CFA) to confirm the factor structures of four scales (SRQ, IAT, EAS, PAQ (Three dimensions) and SWLS), it was necessary to determine whether the collected data meet the assumptions of this multivariate statistical test. Failure to meet the test's underlying assumptions could lead to either a loss of statistical

power (i.e. the test is less sensitive) or an increase in the probability of committing Type I error. The most important assumptions underlying confirmatory factor analysis include:

- *Normality* - Departures from normality can diminish the observed correlations between measured variables, and thus degrade the factor solution.

- *Outliers* – The presence of outliers can have a substantial impact on the factor solution. Thus, it is prudent to examine all results for the presence outliers and to eliminate significant outliers before conducting CFA.

After determining that the data set meets the assumptions of the technique of confirmatory factor analysis, CFA was conducted to evaluate the factor structures of the SRQ, IAT, EAS, PAQ (Three dimensions) and SWLS.

For the 7-factor measurement model, the seven latent constructs of self regulation, internet addiction, educational adjustment, life satisfaction, authoritarian, authoritative and permissive style of parenting were represented by the following number of items: Self-Regulation (SRQ)- 6 items, Internet addiction (IAT) 5 items, Educational adjustment (EAS)-5 items, Permissive Style (PES) ,4 items, Authoritarian style (ANS), 4 items, Authoritative styles (AES), 4 items and Life satisfaction (SWLS),4 items. While it can be argued that a greater number of indicators per latent construct will represent that latent construct to a higher degree than fewer indicators, in practice, however, too many indicators make it difficult, if not impossible, to fit a model to data (Bentler, 1980). Hence decided to take not more than 6 items for each latent construct and the items with highest loading were selected.

Figure 4.1 presents the 7-factor measurement model representing the seven latent constructs of Self-Regulation (SRQ), Internet addiction (IAT), Educational adjustment (EAS), Permissive Style (PES), Authoritarian style (ANS), Authoritative styles (AES), and Life satisfaction (SWLS). For this model, all factor loadings were freed, indicators were allowed to correlate with only one factor, and the seven factors were allowed to correlate

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(equivalent to oblique rotation).
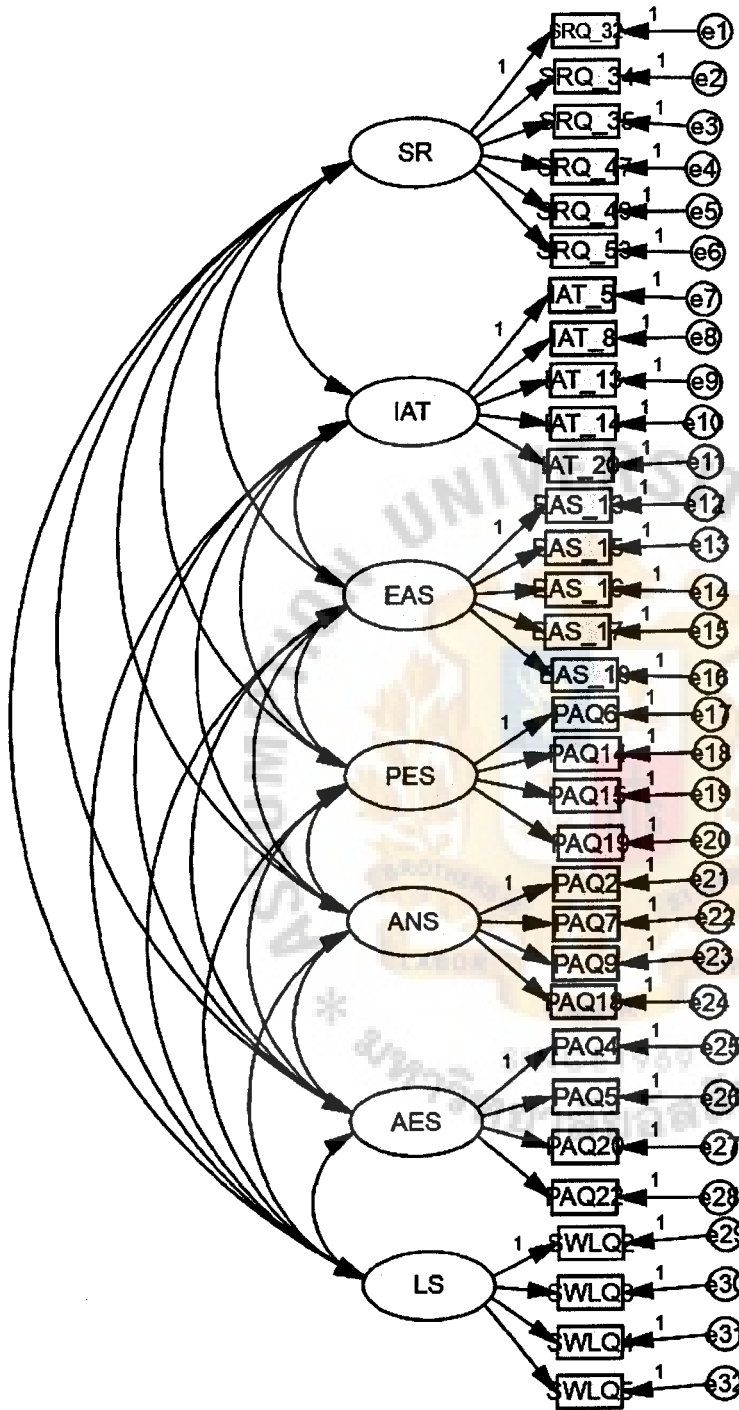
Figure 4.1 7 factor measurement model representing the latent constructs of Self-Regulation (SRQ), Internet addiction (IAT), Educational adjustment (EAS), Permissive Style (PES), Authoritarian style (ANS), Authoritative styles (AES), and Life satisfaction (SWLS)

Test of construct validity (CFA) The purpose of this phase of the study was to evaluate the 'fit' of the 7-factor measurement model representing the latent constructs of Self Regulation (SRQ), Internet addiction (IAT), Educational adjustment (EAS), Permissive Style (PES), Authoritarian style (ANS), Authoritative styles (AES), and Life satisfaction (SWLS) (Figure 4.1). The Σ^2 goodness-of-fit test (via structural equation modeling) was employed to test the null hypothesis that the sample covariance matrix for the model was obtained from a population that has the proposed model structure. Table 4.3 presents the goodness-of-fit indices for this 7-factor model.

Table 4.3 Σ^2 Goodness-of-Fit Value, Normed Fit Index (NFI), Incremental Fit Index (IFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA)

Model	Σ^2 (N=528)	df	p	NFI	IFI	TLI	CFI	RMSEA
Null Model	9137.015	446	< .0010	.000	.000	.000	.000	.148
7-Factor Model	1332.64	443	< .001	.85	.898	.885	.897	.058

The chi-square goodness-of-fit value for the 7-factor model is statistically significant, Σ^2 (*df* = 528) = 1332.64, *p* < .001, suggesting that the co-variance matrix for this posited model does not fit the sample co-variance matrix very well. The incremental fit indices (Normed Fit Index – NFI, Incremental Fit Index – IFI, Tucker-Lewis Index – TLI, Comparative Fit Index – CFI) are all in the range of 0.837-0.898 though not above 0 .9. However, the RMSEA value of 0.05 which is lower than 0.08 indicates a good fit of the model (Browne & Cudeck, 1993). These fit indices indicate that the 7-factor model provided *a* fit relative to its null or independence model, and support the hypothesized structure of the posited 7-factor model.

The fit indices above can be used to assess the adequacy of fit in CFA. At the same time, it must be noted that this is just one aspect of model evaluation. As stated by Marsh and

his colleagues (e.g. Marsh, 1996; Marsh & Balla, 1994; Marsh, Hau, & Wen, 2004), the evaluation of the model should be based on a subjective combination of substantive or theoretical issues, inspection of parameter estimates, goodness-of-fit, and interpretability.

Table 4.4 Standardized Regression Weights, Explained Variances, and Residual Variances for the seven Latent Constructs' (Self-Regulation, Internet addiction, Educational adjustment, Permissive Style, Authoritarian style, Authoritative styles, and Life satisfaction) Indicator Variables

Parameter	Standardised Regression Weights	Explained Variances	Residual Variances
Self Regulation (SRQ)			
SRQ_32 <---Self Regulation	.592	.351	.649
SRQ_34 <---Self Regulation	.652	.425	.575
SRQ_35 <---Self Regulation	.654	.427	.573
SRQ_47 <---Self Regulation	.615	.378	.622
SRQ_49 <---Self Regulation	.571	.326	.674
SRQ_53 <---Self Regulation	.530	.281	.719
Internet addiction (IAT)			
IAT_5 <--Internet Addiction	.691	.478	.522
IAT_8 <-- Internet Addiction	.731	.534	.466
IAT_13 <-- Internet Addiction	.811	.658	.342
IAT_14 <-- Internet Addiction	.767	.589	.411
IAT_20 <-- Internet Addiction	.713	.509	.491
Educational Adjustment (EAS)			
EAS_13 <--Educational Adjustment	.620	.385	.615
EAS_15 <-- Educational Adjustment	.687	.472	.528
EAS_16 <-- Educational Adjustment	.680	.462	.538
EAS_17 <-- Educational Adjustment	.662	.439	.561
EAS_18 <-- Educational Adjustment	.666	.444	.556
Permissive Style- (PES)			
PAQ_6 <--Permissive style	.632	.400	.600
PAQ_14 <-- Permissive style	.514	.234	.736
PAQ_15 <-- Permissive style	.657	.432	.568
PAQ_19 <-- Permissive style	.540	.292	.708
Authoritarian Style-(ANS)			
PAQ_2 <---Authoritarian Style	.678	.460	.540
PAQ_7 <---Authoritarian Style	.767	.588	.412
PAQ_9 <---Authoritarian Style	.777	.604	.396
PAQ_18 <---Authoritarian Style	.697	.486	.514
Authoritative Style (AES)			
PAQ_4 <---Authoritative Style	.560	.313	.687
PAQ_5 <---Authoritative Style	.670	.449	.551
PAQ_20 <---Authoritative Style	.600	.360	.640
PAQ_22 <---Authoritative Style	.533	.284	.716
Life Satisfaction(SWLS)			
SWLS_2 <--- Life Satisfaction	.702	.493	.507
SWLS_3 <--- Life Satisfaction	.755	.570	.43
SWLS_4 <--- Life Satisfaction	.821	.674	.326
SWLS_5 <--- Life Satisfaction	.683	.466	.534

The standardized regression coefficients (factor loadings) for the measurement indicators are all positive and significant by the critical ratio test, $p < .001$. Standardized loadings ranged from 0.53 to 0.82 ($M = 0.62$). These values indicate that the indicator variables hypothesized to represent their respective latent constructs – self regulation, internet addiction, authoritative, authoritarian parenting, permissive parenting, internet addiction, educational adjustment and life satisfaction. – did so in a reliable manner

Path Analysis to Test the Hypothesized Path Model

Current study hypothesized that parenting styles (authoritarian, authoritative and permissive) have a direct influence on the educational adjustment and psychological well-being among university students in Thailand. The study also hypothesized that parenting styles (authoritarian, authoritative and permissive) have an indirect influence on educational adjustment and psychological well-being of University students mediated by self-regulation and internet addiction.
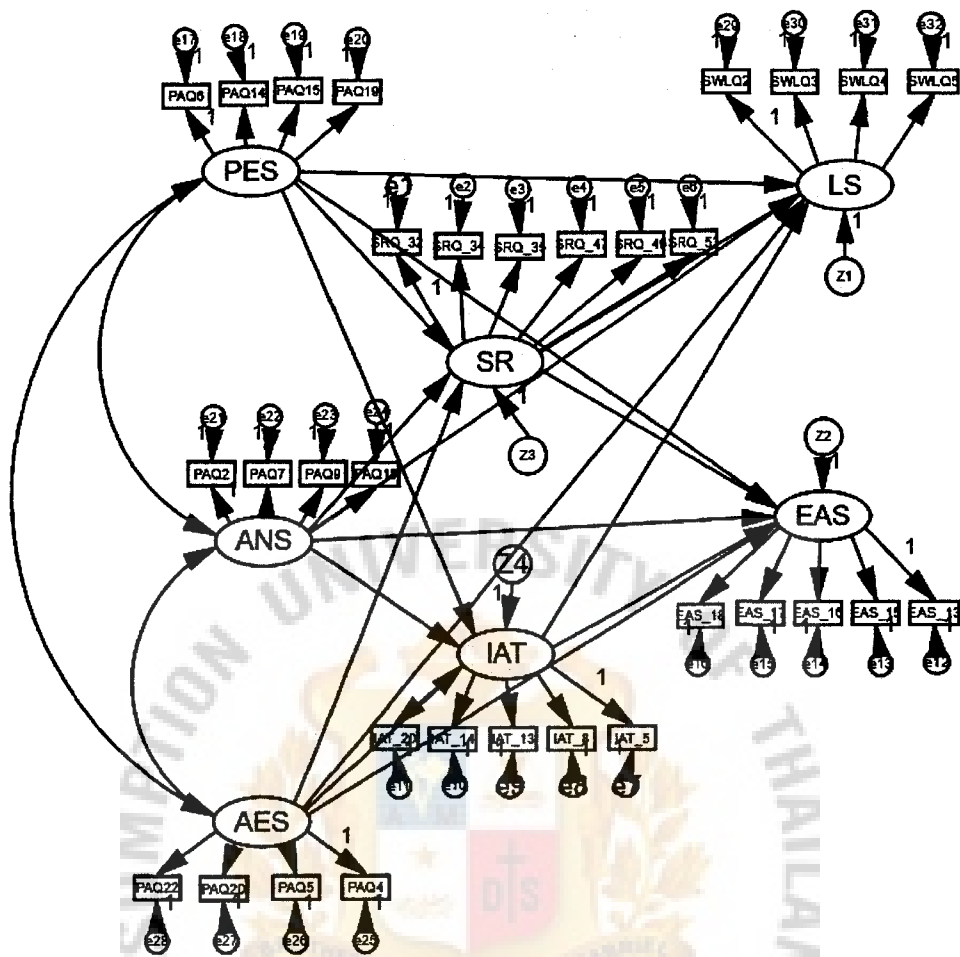
Figure 4.2 Path model of parenting styles (permissive, authoritarian and authoritative) as a function of the direct and indirect influences of educational adjustment and life satisfaction being mediated by Internet addiction and self-regulation.

Table.4.5 Σ^2Goodness-of-Fit Value, Normed Fit Index (NFI), Incremental Fit Index (IFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA)

Model	Σ^2 (N=528)	df	p	NFI	IFI	TLI	CFI	RMSEA
Null Model	9137.015	446	< .0010	.000	.000	.000	.000	.148
7-Factor Model	1344.738	445	< .001	0.853	0.896	0.884	0.896	0.050

The chi-square goodness-of-fit value for the path model is statistically significant, Σ^2 (df = 528) = 1344.74, p < .001, suggesting that the co-variance matrix for this posited model does not fit the sample co-variance matrix very well. The incremental fit indices (Normed Fit

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Index – NFI, Incremental Fit Index – IFI, Tucker-Lewis Index – TLI, Comparative Fit Index – CFI) are all in the range of 0 .853-0.896 though not above 0.9. However, the RMSEA value of 0.05 which is lower than 0.08 indicates a good fit of the model (Browne & Cudeck, 1993). These fit indices indicate that the path model provided *a* fit relative to its null or independence model, and support the hypothesized structure of the path model which is supportive for further analysis.

Hypothesis Testing

After the fit indices indicate a good fit of the path model, hypothesis testing is performed and the results are presented in the table 4.6 below.

Table 4.6 Standardized regression weights of the relationship of the variables in the model

Relationship	β	Critical Ratio (C.R.)	P-Value	Result
PES→SR	-.808	-2.191	.028	Significant
ANS→SR	-.493	-5.005	***	Significant
AES→SR	1.120	3.002	.003	Significant
ANS→IAT	.833	8.647	***	Significant
PES→IAT	.871	2.694	.007	Significant
AES→IAT	-.768	-2.423	.015	Significant
PES→LS	1.016	2.726	.006	Significant
ANS→LS	.328	2.311	.021	Significant
AES→LS	-.672	-1.798	.072	Not significant
SR→LS	.135	1.943	.052	Not significant
IAT→LS	-.078	-.914	.361	Not significant
PES→EAS	1.366	2.593	.010	Significant
SR→EAS	.498	5.408	***	Significant
ANS→EAS	.558	2.928	.003	Significant
AES→EAS	-1.070	-2.023	.043	Significant
IAT→EAS	-.261	-2.541	.011	Significant

The results showed that permissive parenting styles influenced the life satisfaction and educational adjustment positively indicating that the more permissive were the parents higher were their children' s educational adjustment (beta = 1.356) and life satisfaction (beta = 1.01). Authoritarian parenting style has a direct positive influence on educational adjustment (beta = .498) and Life satisfaction (beta = .0.328). Authoritative parenting has a

significant negative influence on Educational adjustment (beta = -1.07). Authoritative parenting styles have no significant influence on Life satisfaction.

Permissive parenting style has an indirect influence on Educational adjustment mediated by Internet addiction (beta = 0.871; beta = -0.261). The more permissive styles the parents adopt, higher were their children internet addiction, higher the Internet addiction lower were their educational adjustment. Permissive parenting has an indirect influence on educational adjustment mediated by self-regulation (beta = -0.80; beta = 0.498). The more permissive styles the parents adopt lower were their self-regulation, and lower their regulation, higher were their educational adjustment.

Authoritarian parenting style has an indirect influence on educational adjustment mediated by Internet addiction (beta = 0.83; beta = -0.261). The more authoritarian style the parents adopt, higher were their Internet addiction, higher the Internet addiction lower were their educational adjustment. Authoritarian parenting style has an indirect influence on educational adjustment mediated by self-regulation (beta = -0.49; beta = 0.498). The more authoritarian styles the parents adopt lower were their self-regulation, and lower their regulation, higher were their educational adjustment.

Authoritative parenting style has an indirect influence on educational adjustment mediated by Internet addiction (beta = -0.768; beta = -0.261). The more authoritative parenting style the parents employ, lower were their Internet addiction, lower the internet addiction lower the inter addiction higher will be the educational adjustment. Authoritative parenting style has an indirect influence on educational adjustment mediated by self regulation (beta = 1.12; beta = 0.498). The more authoritative parenting style parents adopt higher will be their self-regulation, higher the self regulation higher will be the educational adjustment.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The major purposes of this current study were (1) to establish the psychometric properties of the Thai translated questionnaires of *parenting styles, self-regulation, educational adjustment and psychological well being* in Thai settings; (2) to investigate the direct and indirect influences of parenting styles (authoritarian, authoritative and permissive)on educational adjustment and psychological well-being mediated by self-regulation and internet addiction among university students in Thailand; (3) To examine the influence of parenting styles (authoritarian, authoritative and permissive) on self-regulation among University students in Thailand; and (4) to examine if parenting styles (authoritarian, authoritative and permissive) influences the tendency of internet addiction among University students.

This chapter is divided into five sections in which the discussion of findings is presented first, followed by the limitation of the study, implications of the findings, avenues for future research and conclusion.

Discussion of Findings

Psychometric properties of the Thai translated Western Questionnaires

In order to investigate the internal consistency of the Thai-translated versions of the four scales, Reliability analysis was done for the five scales. Confirmatory factor analysis was carried out to evaluate the factor structures of the SRQ, IAT, EAS, PAQ (three dimensions) and SWLS. These five scales were translated into Thai for the purpose of the

present study. After determining that the data set meets the assumptions of the technique of confirmatory factor analysis, CFA was conducted to evaluate the factor structures of the SRQ, IAT, EAS, PAQ (three dimensions) and SWLS.

For the 7-factor measurement model, the seven latent constructs of self regulation, internet addiction, educational adjustment, life satisfaction, authoritarian, authoritative and permissive style of parenting were represented by the following number of items: self regulation (SRQ)-6 items, Internet addiction (IAT)-5 items, educational adjustment (EAS)-5 items, permissive style (PES)-4 items, authoritarian style (ANS)-4 items, authoritative styles (AES)-4 items and life satisfaction (SWLS)-4 items. The items with highest loadings were used. The 7-factor model provided *a* fit relative to its null or independence model, and supports the hypothesized structure of the posited 7-factor model. Thus the resultant translated scale represents a valid and reliable measure that can be used in the Thai setting among university students.

Path model

Hypothesis 1

Parenting styles (authoritarian, authoritative and permissive) have a direct influence on educational adjustment and psychological well being of University students in Thailand, such that more authoritative the parents are higher will be their educational adjustment and psychological well being. Similarly the more permissive and authoritarian styles, the parents employ lower will be the students' educational adjustment and psychological well being.

The results did not come as proposed in the research and is not in line with the researches done abroad. It needs to be stated here that the design and conduct of the present study was based on Diana Baumrind's theory of parenting styles. Baumrind's theory was developed within the Western culture and its conclusions were based on research findings

derived from Western samples. While many values overlap between cultures, there is still a distinction between the primary belief system utilized by Eastern and Western cultures. Hence, it can be argued that the findings that are deemed relevant within the Western culture may not be applied to the Asian culture. The permissive parenting styles influenced the psychological well being and educational adjustment positively indicating that the more permissive were the parents, higher were their children's educational adjustment and psychological well being. Authoritarian parenting style has a direct positive influence on educational adjustment. Authoritative parenting has a significant negative influence on Educational adjustment. Authoritative parenting style has no significant influence on Life satisfaction. This is contradictory to the findings of Dornbusch et al. (1987) that indicated that lower grades were associated with more authoritarian, more permissive, and less authoritative parenting. According to Baumrind (1967, 1971) children of authoritative parents were found to be more self-reliant and independent whereas those of authoritarian parents were more withdrawn and discontent. The western theory might not work in the Asian setting. There are similarities and differences in culture, values, and norms across different societies. These are often manifested in the parenting styles employed. More often than not, another may, not appreciate some parenting practices that are considered acceptable by a particular culture. For example, when compared to Western practices, traditional Asian families typically appear to show less warmth to their children (Smith, 2009). The parenting style is typically more authoritarian and appears to be driven by the axiom that "to govern is to love". These parents are very strict and usually do not show outward support for their children. Based on the belief that controlling children is a parent's role, they exhibit highly controlling behavior as a way to protect their children from developing behaviors that are considered anathema to the family and to their society. The Thai parenting styles are unique to the history and culture of the Asian subcontinent. One possible explanation for this finding

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is that regardless of the style of parenting Thai parents tend to impose control on their children's activities; that is, they establish rules and guidelines that their children are expected to follow, in the hope that such guidelines will foster the discipline and focus necessary for their children to achieve their academic pursuits and, eventually, to succeed in their future life. That could be the reason why authoritarian style parenting foster better educational adjustment. Mason & Butler, 2004 reported based on a research on African American adolescents that authoritarian parenting is common and the meaning and consequences are very different from those reported in the Western settings. Randolph (1995) stated that authoritarian child rearing practices can be valued high as parents would think obedience as positive and they would feel it is necessary for their child to go on with their life without difficulties, achieve in school success.

The authoritative parents communicate with their children and explain the reasoning behind their policy and allow their children the freedom to express their opinion. Probably in Thai culture that kind of autonomy might be quite new and the children taking responsibility is difficult for the adolescents and that could be the reason why it affected negatively the educational adjustment. Another research done in Thailand on parenting and adolescent problem behavior and reported that higher income parents tend to use either authoritative or permissive style and they also reported that children with permissive style parenting had higher delinquent behavior. They also reported that parents in Thailand generally use authoritarian style (Rhucharoenpornpanich, Chamratrithirong, Fongkaew, Rosati, Miller, & Cupp, 2010). In Thai cultural setting even the adolescents probably consider the parental control as a support in achieving well in their academics and those with higher control adapted well academically. But those who were given the freedom to make their decisions were unable to make the educational adjustment efficiently. But in the case permissive styles they were used to be on their own with a great freedom and they were able to adapt well in

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academically and had better satisfaction with life. Asian Americans generally succumb to authoritarian style of parenting (Dornbusch et al., 1987), are more controlling (Chao, 1994), and have higher tendency to value those characteristics that represents the collectivistic orientations (Julian, McKenry, & McKelvey, 1994). Vansteenkiste et al. (2006) also stated that autonomy is not valued in the eastern culture the experience of autonomy does not correspond well with the collectivistic values of the eastern culture. The eastern cultures do not actually promote autonomy, personal freedom or self direction (Olsen et al., 2002, Markus & Kitayama, 2003, Iyengar & DeVoe, 2003). Vansteenkiste et al. (2006) researched on 153 Chinese students from Shenyang province and examined the relationships between autonomous and controlled motivation for several outcomes such as the ability to be focused, time management, positive outlook, the amount of anxiety they experienced before the exam, voluntary participation in study activities and missing classes. The research was not able to identify a positive relation of autonomy and these variables. Despite the highlight of the negative impacts of authoritarian and permissive style, there is some research that indicates that despite being exposed to control parenting, Asian American adolescents excel well in their academics (Chao, 1994; Steinberg et al., 1992).

Hypothesis 2

Authoritarian parenting style has an indirect influence on educational adjustment and psychological well-being mediated by self regulation, such that the more authoritarian are the parents, lower will be their self regulation and lower the self regulation lower will be their educational adjustment and psychological wellbeing

This hypothesis was partly supported in the research. The authoritarian parenting style had an indirect influence on educational adjustment mediated by self-regulation, but there is no indirect influence of psychological well being mediated by self-regulation. The

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more authoritarian were the parents lower were their self-regulation and lower their self-regulation, lower were their educational adjustment. This is in line with the previous researches. Self-regulation is the ability of the university students to function autonomously or independently. A self-regulated individual has the capability to go forward and attain the goals and be aware of available resources. The way a person respond to different situations involves self-regulation, which consists of the control of emotion, behavior, other temptations, suppression of thoughts (Bauer & Baumeister, 2011). Cohen (2012) states that higher self-regulation contributes to better interpersonal success and academic achievement. The self-regulated learning is a process of adaptation, where one who takes charge himself to facilitate learning (Rohrkemper, 1989), he results of the present study can be justified when the parents employ less control over their kids, they have a tendency to develop higher self regulatory skills, and higher the self regulatory skills higher were their academic adjustment. Authoritarian parents make an attempt to control and shape their children using very strict standards, punitive measures and fixed rules and regulations (Gronlick & Ryan, 1989). The motivation the students with authoritarian parents might be extrinsic. Their adaptation to the environment will also be restricted. When faced with challenges in the academic settings, the role of self-regulation is important. Those with higher levels of self regulation have better understanding and knowledge of strategies that incorporate self monitoring and they will be successful in adapting to the challenges in the educational environment. (Abar et al., 2009).

From the present research it can be inferred that authoritarian parenting has an indirect influence on academic adjustment mediated by self-regulation and the lower the authoritarian tendency the parents employ in their parenting, higher were their self-regulatory skills. Similarly, those students with higher self-regulatory skills were able to adapt well in the academic settings.

Hypothesis 3

Authoritarian parenting style has an indirect influence on educational adjustment and psychological well-being mediated by Internet addiction, such that the more authoritarian are the parents, higher will be their internet addiction and the higher the addiction lower will be their educational adjustment and psychological wellbeing.

This hypothesis was also partly supported in this research. Authoritarian parenting styles have an indirect influence on academic adjustment mediated by Internet addiction. There is no indirect influence on life satisfaction mediated by Internet addiction. In a research that was reported earlier by Yao et al. (2013) on college students in china indicated that parental behaviors were positively related to internet addiction. The results indicated that the father's rejection and over protection would increase higher risk for the young adults to develop addiction towards Internet. When parents have very strict control over the children, they tend to be over protective and interfere with their lives all the time and try and control their lives. This can actually create a tendency among the young adults to spend more time on internet and experience the freedom and entertainment online. More time they spend online either browsing or playing games they might lose track of their commitments at university like home works and deadlines of assignments, classes and quizzes. The more back log of work and assignments they have they tend to be stressed out and many not be able to cope well with their academics.

Hypothesis 4

Authoritative parenting style has an indirect influence on educational adjustment and psychological well-being mediated by self-regulation, such that the more authoritative are the parents, higher will be their self regulation and higher the self regulation higher will be their educational adjustment and psychological wellbeing

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This hypothesis is also in line with the previous researches and is partly supported in this study. Authoritative parenting style has an indirect influence on educational adjustment mediated by self-regulation. The more authoritarian are the parents higher were their self-regulation, higher self-regulatory skills the students have, higher were their educational adjustment. Authoritative parenting style fosters behavior that shows reasonable and rational justification among the children. Authoritative parenting styles on parents can foster higher self regulation among the youth. (Abar.et al., 2009). Tangney, Baumeister, & Boone (2004) explained the benefits of self-control in his research emphasizing on the consequences of self-control. Self-control, which is an important element of regulation significantly, predicted many outcomes such as interpersonal success, school achievement, and adjustment. That is, people scoring high on self-control were more likely than others to report good grades in school and college. Smith & Baumeister (2006) also reported that students scoring high in self-control really did get better grades than others. Another interesting research done by Wolfe & Johnson (1995) investigated predictors of actual grades in a large sample using 32 predictor variable and found self-control was the only trait that had a positive impact on the academic performance, more specifically on the school Grade Point Average and SAT scores of the students. Academic adjustment centers on how well a person adapts in the academic environment. Intellectual capacity of the person cannot be used a measure of academic adjustment. An interesting research by Duckworth & Seligman (2005) stated that self-control was a significant predictor for academic performance in comparison to IQ. It was stated that students with higher self-control did have higher GPA, scored better in their exams and were able to get admissions to better high schools compared to those who scored low in self control. The research also reported that when the students had better self control their attendance in school is higher and were more diligent and organized and do their homework on time.

Hypothesis 5

Authoritative parenting style has an indirect influence on educational adjustment and psychological well-being mediated by Internet addiction, such that the more authoritative are the parents, lower will be their internet addiction and the lower the addiction higher will be their educational adjustment and psychological wellbeing

This hypothesis is also in line with the previous researches and this indicates that the more authoritative are the parents, lower are their addiction to Internet and lower the addiction to Internet, higher will be their educational adjustment. Simons et al. (2008) reported that children with higher parental care and less overprotection scored lower on Internet addiction. Authoritative parenting reflects the very encouraging and positive style of parenting. These parents are both demanding and responsive care giving. Parents who employ this parenting style provide clear standards for their children's behavior and use consistent supportive discipline (Baumrind, 1991). According to Buri (1991), authoritative parents provide "clear and firm directions for their children, but this disciplinary clarity is moderated by warmth, reason, flexibility, and verbal give-and-take" (p. 111). Rosen, Lafontaine, and Hendrickson (2011) investigated the association among parenting styles, limits that were set, and adolescent use of social networking sites. They found that authoritative parenting style is related to teenagers engaging in fewer high-risk behaviors such as disclosing any kind of personal information and low likelihood of meeting online friends in person. These findings corroborate those obtained by Eastin et al. (2006) that showed that authoritative parents are more likely to intervene when it comes to their teenager's use of various media. The more clarity and directions given to their children by their parents, they have less chance to be addicted to Internet. When the university students have lower addiction to Internet, they spend their time on academic activities and will be

better adjusted in the academic settings.

Hypothesis 6

Permissive parenting style has an indirect influence on educational adjustment and psychological well-being mediated by Internet addiction, such that the more permissive are the parents, higher will be their internet addiction and the higher the addiction lower will be their educational adjustment and psychological wellbeing.

The results of this hypothesis are also in line with the previous research that permissive parenting has an indirect influence on educational adjustment mediated by self-regulation. There is no indirect relationship permissive parenting style on psychological well being mediated by self-regulation. Lenhart, Raine, and Lewis (2001) stated the students would use Internet for their academic purposes and parents may not restrict thinking they are working or networking with their friends for academic reasons and may not restrict the use; however this might lead to over use or internet addiction with negative impacts; Furthermore, Lenhart et al. (2001) reported that the majority of students prefer to go online for entertainment purposes (e.g., social networking, playing online games, shopping, making friends, etc.). Combining all these educational and non-educational uses of the Internet may lead to unreasonable dependency. This unreasonable dependency can distract them from doing their day to day work at School and they might be stressed and have difficulty in catching up with the lessons and homework, that would in turn make their academic adjustment difficult.

Hypothesis 7

Permissive parenting style has an indirect influence on educational adjustment and psychological well-being mediated by self-regulation, such that the more permissive are the

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parents, higher will be their self-regulation and higher the self regulation higher will be their educational adjustment and psychological wellbeing.

The result of this hypothesis is also in line with the previous research and partly supported. Permissive parenting style has an indirect influence on educational adjustment mediated by self regulation. Permissive parents are more responsive than demanding, they tend to use inconsistent discipline, do not emphasize mature behavior, and let their children self-regulate (Baumrind, 1991). Permissive parenting is also known as indulgent parenting in which children are allowed to be groomed by themselves. Permissive parents do not demand that their children follow strict orders nor punish them for minor mistakes. Some parents adopt a give-and-take style in which they nurture the children and show proper concern and, in return, they expect mature and disciplined behavior from them; the responsibility levels are greater than the demands. Permissive parents allow children to regulate their own activities with few demands, rules, or punishments (Baumrind, 1971; Buri, 1991). There is little monitoring on children's activities and allow children them to make important decisions in their life.

Research also indicates that permissive parents have less restrictions and boundaries for the children and as result they may have difficulty with their self control (Steinberg, 2001). Students whose parents were permissive are less self-reliant, less explorative, and less self-controlled. Grolnick and Ryan (1989) also stated that parenting styles which provide structure and support autonomy are associated with higher levels of self-regulation and achievement. Hence in the present research those students who had permissive parenting styles had lower self-regulation and lower the self-regulation, lower were their academic adjustment. When they are not able to control their timing on their activities, they have a tendency to miss their day to chores at school and then the academic adjustment becomes more difficult.

Limitations

There are numerous limitations to any research and this empirical study is no different. The findings obtained and conclusions drawn from the present research should be treated with caution. The research design employed is cross sectional and descriptive and no definitive conclusions can be derived from the causal sequential effects (Both direct and indirect), the observed path coefficients represent only relationship but not causality. Another limitation is the self- report measure of parenting style, which the university students answered from the memory of their parenting styles and their psychological well-being and educational adjustment. Reliance on the memory *per se* is clearly subjected to memory lapse/ errors which can adversely affect the accuracy of the participants' true feelings/ responses.

The data collected were from a few universities in Bangkok. Although diversity was considered in the selection (private and public universities), the external validity of the findings can still be questionable. The most important limitation is the related literature and theoretical perspectives used for the research is more from the western perspective as there is a lack Thai literature in the field.

Implications

Keeping the limitations mentioned above in our mind, there are many implications for this research. Parenting styles in Thai setting is different and its relation to the academic adjustment and life satisfaction also is different in Thai setting. This information is useful for the educators and counselors to note the difference in Thai settings. There is lack of literature in Thai setting exploring the mediating effect of self-regulation and Internet addiction. The Thai translated questionnaires can be used for future researchers in Thai setting as the psychometric properties are established. The theory based path model employed in the current study can be a knowledge resource for mental health practitioners, university

administrators and educators. The Universities can use the information for developing some seminars or workshops to parents emphasizing on positive parenting.

Conclusion

The current study's investigates the direct and indirect influences of parenting styles (authoritarian, authoritative and permissive) on educational adjustment and psychological well-being mediated by self-regulation and internet addiction among university students in Thailand. The study also estimated the psychometric properties of the Thai translated questionnaires used in the research. The results of the study indicate a direct positive relationship between authoritarian parenting style and life satisfaction and educational adjustment. Permissive parenting style also has a positive relation on educational adjustment. These results are different from the western context. The result also indicates an indirect relationship parenting styles on education adjustment mediated by self-regulation and Internet addiction. The more positive parenting the students experience, that is the more authoritative their parents are better are their self regulatory skills and better are their educational adjustment; similarly the more authoritative the parents are lower were their addiction to Internet and better were their educational adjustment. The general parenting styles used are more authoritarian in Thai setting and students were experiencing higher life satisfaction with this style.

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APPENDIX

QUESTIONNAIRE

Part I SRQ

Directions: Please answer the following questions by circling the response that best describes how you are. There is no right or wrong answers. Work quickly and don't think too long about your answers.

     1 = strongly disagree
     2 = Disagree
     3 = Uncertain or unsure
     4 = Agree
     5 = Strongly agree

1	I usually keep track of my progress toward my goals.	1	2	3	4	5
2	My behavior is not that different from other people.	1	2	3	4	5
3	Others tell me that I keep on with things too long.	1	2	3	4	5
4	I doubt I could change even if I wanted to.	1	2	3	4	5
5	I have trouble making up my mind about things.	1	2	3	4	5
6	I get easily distracted from my plans.	1	2	3	4	5
7	I reward myself for progress toward my goals.	1	2	3	4	5
8	I don't notice the effects of my actions until it's too late.	1	2	3	4	5
9	My behavior is similar to that of my friends.	1	2	3	4	5
10	It's hard for me to see anything helpful about changing my ways.	1	2	3	4	5
11	I am able to accomplish goals I set for myself.	1	2	3	4	5
12	I put off making decisions.	1	2	3	4	5
13	I have so many plans that it's hard for me to focus on any one of them.	1	2	3	4	5
14	I change the way I do things when I see a problem with how things are going.	1	2	3	4	5
15	It's hard for me to notice when I've "had enough" (food, sweets).	1	2	3	4	5
16	I think a lot about what other people think of me.	1	2	3	4	5
17	I am willing to consider other ways of doing things.	1	2	3	4	5
18	If I wanted to change, I am confident that I could do it.	1	2	3	4	5
19	When it comes to deciding about a change, I feel overwhelmed by the choices.	1	2	3	4	5
20	I have trouble following through with things once I've made up my mind to do something.	1	2	3	4	5
21	I don't seem to learn from my mistakes.	1	2	3	4	5
22	I'm usually careful not to overdo it when working, eating.	1	2	3	4	5
23	I tend to compare myself with other people.	1	2	3	4	5
24	I enjoy a routine, and like things to stay the same.	1	2	3	4	5
25	I have sought out advice or information about changing.	1	2	3	4	5
26	I can come up with lots of ways to change, but it's hard for me to decide which one to use.	1	2	3	4	5
27	I can stick to a plan that's working well.	1	2	3	4	5

28	I usually only have to make a mistake one time in order to learn from it.	1	2	3	4	5
29	I don't learn well from punishment.	1	2	3	4	5
30	I have personal standards, and try to live up to them.	1	2	3	4	5
31	I am set in my ways.	1	2	3	4	5
32	As soon as I see a problem or challenge, I start looking for possible solutions.	1	2	3	4	5
33	I have a hard time setting goals for myself.	1	2	3	4	5
34	I have a lot of willpower.	1	2	3	4	5
35	When I'm trying to change something, I pay a lot of attention to how I'm doing.	1	2	3	4	5
36	I usually judge what I'm doing by the consequences of my actions.	1	2	3	4	5
37	I don't care if I'm different from most people.	1	2	3	4	5
38	As soon as I see things aren't going right, I want to do something about it.	1	2	3	4	5
39	There is usually more than one way to accomplish something.	1	2	3	4	5
40	I have trouble making plans to help me reach my goals.	1	2	3	4	5
41	I am able to resist temptation.	1	2	3	4	5
42	I set goals for myself and keep track of my progress.	1	2	3	4	5
43	Most of the time, I don't pay attention to what I'm doing.	1	2	3	4	5
44	I try to be like people around me.	1	2	3	4	5
45	I tend to keep doing the same thing, even when it doesn't work.	1	2	3	4	5
46	I can usually find several different possibilities when I want to change something.	1	2	3	4	5
47	Once I have a goal, I can usually plan how to reach it.	1	2	3	4	5
48	I have rules that I stick by no matter what.	1	2	3	4	5
49	If I make a resolution to change something, I pay a lot of attention to how I'm doing.	1	2	3	4	5
50	Often, I don't notice what I'm doing until someone calls my attention.	1	2	3	4	5
51	I think a lot about how I'm doing.	1	2	3	4	5
52	Usually, I see the need to change before others do.	1	2	3	4	5
53	I'm good at finding different ways to get what I want.	1	2	3	4	5
54	I usually think before I act.	1	2	3	4	5
55	Little problems or distractions throw me off course.	1	2	3	4	5
56	I feel bad when I don't meet my goals.	1	2	3	4	5
57	I learn from my mistakes.	1	2	3	4	5
58	I know how I want to be.	1	2	3	4	5
59	It bothers me when things aren't the way I want them.	1	2	3	4	5
60	I call in others for help when I need it.	1	2	3	4	5
61	Before making a decision, I consider what is likely to happen if I do one thing or another.	1	2	3	4	5
62	I give up quickly.	1	2	3	4	5
63	I usually decide to change and hope for the best	1	2	3	4	5

PART II IAT

Directions: Please rate yourself by circling one number, using the following scale:
1 = Rarely, 2 = Occasionally, 3 = Frequently, 4 = Often, 5 = Always

1	How often do you find that you stay online longer than you intended?	1	2	3	4	5
2	How often do you neglect household responsibilities to spend more time online?	1	2	3	4	5
3	How often do you prefer the excitement of the Internet to intimacy with your partner?	1	2	3	4	5
4	How often do you form new relationships with fellow online users?	1	2	3	4	5
5	How often do others in your life complain to you about the amount of time you spend online?	1	2	3	4	5
6	How often do your grades or schoolwork suffer because of the amount of time you spend online?	1	2	3	4	5
7	How often do you check your e-mail before something else that you need to do?	1	2	3	4	5
8	How often does your job performance or productivity suffer because of the Internet?	1	2	3	4	5
9	How often do you become defensive or secretive when anyone asks you what you do online?	1	2	3	4	5
10	How often do you block out disturbing thoughts about your life with relaxing thoughts of the Internet?	1	2	3	4	5
11	How often do you find yourself anticipating when you will go online again?	1	2	3	4	5
12	How often do you fear that life without the Internet would be boring, empty, and joyless?	1	2	3	4	5
13	How often do you snap, shout, or act annoyed if someone bothers you while you are online?	1	2	3	4	5
14	How often do you lose sleep due to late night log-ins?	1	2	3	4	5
15	How often do you feel preoccupied with the Internet when offline, or fantasize about being online?	1	2	3	4	5
16	How often do you find yourself saying "just a few more minutes" when online?	1	2	3	4	5
17	How often do you try to cut down the amount of time you spend online and fail?	1	2	3	4	5
18	How often do you try to hide how long you've been online?	1	2	3	4	5
19	How often do you choose to spend more time online over going out with others?	1	2	3	4	5
20	How often do you feel depressed, moody, or nervous when you are offline, which goes away once you are back online?	1	2	3	4	5

Part III EAS

The following statements encourage you to think about your experience from the last semester. Consider each statement individually and answer as honestly as possible by <u>circling</u> the number that corresponds to your rating.

  1 = strongly disagree
  2 = Disagree
  3 = Uncertain or unsure
  4 = Agree
  5 = Strongly agree

1	Classes stimulate my interest in studies.	1	2	3	4	5
2	I enjoy a cognitive challenge of the subjects I'm studying.	1	2	3	4	5
3	I get satisfaction from learning.	1	2	3	4	5
4	I know a type of occupation I would like to do.	1	2	3	4	5
5	I am aware of the objective of studying in university.	1	2	3	4	5
6	Studying in university is just spending time making a decision for my future.	1	2	3	4	5
7	I like to be a high school student.	1	2	3	4	5
8	My university is not as good as I expected.	1	2	3	4	5
9	I regularly ask for advice and help from a teacher.	1	2	3	4	5
10	Teachers in my university try hard to understand student's problems which occur with their assignments.	1	2	3	4	5
11	Teachers in my university always give useful advice for my learning progress.	1	2	3	4	5
12	Teachers give explanation on the content very well.	1	2	3	4	5
13	Teachers in my university pay attention to my learning progress.	1	2	3	4	5
14	Most teachers can be accessible.	1	2	3	4	5
15	The quality in teaching is good in general.	1	2	3	4	5
16	Teachers in my school are always ready to give consultation about my assignment.	1	2	3	4	5
17	Teachers have enthusiasm in what they teach.	1	2	3	4	5
18	Teachers try hard to make the learning process interesting.	1	2	3	4	5
19	On the whole, I really enjoy my classes.	1	2	3	4	5
20	My classes stimulate cognition.	1	2	3	4	5
21	Overall, I have been extremely satisfied with my experience in high school.	1	2	3	4	5
22	I borrow notes from my classmates when needed.	1	2	3	4	5
23	I study with other students.	1	2	3	4	5
24	I have completed projects with other classmates.	1	2	3	4	5
25	I have completed an assigned group work with classmates outside the classroom.	1	2	3	4	5
26	I communicate with my classmates via phone.	1	2	3	4	5
27	I communicate with a teacher via e-mail/Line/ Facebook	1	2	3	4	5
28	I have found that there is a quantity of work and I cannot complete it on time.	1	2	3	4	5
29	I feel worried about all assignments I have to do.	1	2	3	4	5

30	There are too many assignments.	1	2	3	4	5
31	I have found it difficult to understand the subjects and what I should study.	1	2	3	4	5
32	I have some difficulties in adjusting to teaching styles in the University.	1	2	3	4	5
33	I skip classes.	1	2	3	4	5
34	I come to class without completing readings or assignments.	1	2	3	4	5

Part I V PAQ

Directions: Please answer the following questions by circling the response that best describes how you are. There is no right or wrong answers. Work quickly and don't think too long about your answers.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Uncertain or unsure
- 4 = Agree
- 5 = Strongly agree

1	My parents feel that in a well-run home, the children should have their way in the family as often as the parents do.	1	2	3	4	5
2	Even if the children do not agree with them, my parents' feel that it is for our own good if we are forced to conform what they thought was right.	1	2	3	4	5
3	Whenever my parents tell me to do something, they expect me to do it immediately without asking any questions.	1	2	3	4	5
4	Once my family policy had been established, my parents discuss the reasoning behind the policy with the children in the family.	1	2	3	4	5
5	My parents have always encouraged verbal give-and-take whenever I feel that family rules and restrictions are unreasonable.	1	2	3	4	5
6	My parents feel that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what they may want.	1	2	3	4	5
7	My parents do not allow me to question any decision they make.	1	2	3	4	5
8	My parents direct the activities and decisions of the children in the family through reasoning and discipline.	1	2	3	4	5
9	My parents feel that more force should be used by parents in order to get their children to behave the way they are supposed to.	1	2	3	4	5
10	My parents don't feel that I need to obey rules and regulations of behavior simply because someone in authority has established them.	1	2	3	4	5
11	I know what my parents expect of me in my family, but I also feel free to discuss those expectations with my parents when I feel that they are unreasonable.	1	2	3	4	5

12	My parents feel that wise parents should teach their children early just who is boss in the family.	1	2	3	4	5
13	My parents seldom give me expectations and guideline for my behaviors	1	2	3	4	5
14	Most of the time my parents do what the children in the family want when making family decision.	1	2	3	4	5
15	My parents consistently give a direction and guidance in rational and objective.	1	2	3	4	5
16	My parents would get very upset if I tried to disagree with them.	1	2	3	4	5
17	My parents feel that the most problems in society would be solved if parents would not restrict their children's activities, decision and desires.	1	2	3	4	5
18	My parents let me know what behavior they expect of me, and if I don't meet those expectations, they punish me.	1	2	3	4	5
19	My parents allow me to decide most things myself without a lot of direction from them.	1	2	3	4	5
20	My parents take the children's opinions into consideration with making family decisions, but they would not decide for something simply because the children wanted it.	1	2	3	4	5
21	My parents don't view themselves as responsible for directing and guiding my behavior.	1	2	3	4	5
22	My parents have clear standards of behavior for the children in our home, but they are willing to adjust those standards to the needs of each of the individual children in the family.	1	2	3	4	5
23	My parents give me direction for my behavior and activities and they expect me to follow their direction, but they are always willing to listen to my concerns and to discuss that direction with me.	1	2	3	4	5
24	My parents allow me to form my own point of view on family matters and they generally allow me to decide for myself what I am going to do.	1	2	3	4	5
25	My parents have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal their children when they don't do what they suppose to.	1	2	3	4	5
26	Parents often tell me exactly what they want me to do it.	1	2	3	4	5
27	My parents give me clear direction for my behavior and activities, but they also understand when I disagree with them.	1	2	3	4	5
28	My parents don't direct the behavior, activities, and desires of the children in the family.	1	2	3	4	5
29	I knew what my parents expect of me in the family and they insist that I conform to those expectations, simply out of respect from their authority.	1	2	3	4	5
30	If my parents make decision in the family that hurt me they are willing to discuss it with me and to admit it if they have made a mistake.	1	2	3	4	5

PART V SWLS

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, please indicate your level of agreement or disagreement with each item by circling the number that corresponds to it.

1 = Strongly disagree
2 = Disagree
3 = Slightly Disagree
4 = Neither Agree nor Disagree
5 = Slightly Agree
6 = Agree
7 = Strongly Agree

1	In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2	The conditions of my life are excellent	1	2	3	4	5	6	7
3	I am satisfied with my life	1	2	3	4	5	6	7
4	So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5	If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

PART VI Personal Information

For each of the following items, please mark X in the appropriate space.

1. Gender   Male ___   Female ___

2. Age   17-20
             21-23   ___
             24-26   ___
             Above26

3. G.P.A. _____

4. University   Private _____
                Public _____
   Univeristy's Name _____

5. Faculty   _____

6. Year   1____   2____   3____   4____   More 4____

THANK YOU FOR YOUR PARTICIPATION

เรียน   ผู้ตอบแบบสอบถาม

แบบสอบถามฉบับนี้เพื่อการเก็บข้อมูลลงานวิจัยเรื่อง "ปัจจัยที่มีผลกระทบต่อการควบคุมตนเองของนักศึกษา" ซึ่งงานวิจัยนี้ได้รับทุน
สนับสนุนจากมหาวิทยาลัยอัสสัมชัญ ข้อมูลที่ท่านตอบในแบบสอบถามจะถูกเก็บเป็นความลับ และข้อคำถามในแบบสอบถามนี้ไม่
มีข้อถูกหรือผิด ท่านสามารถตอบได้ตามความจริง กรุณาตอบคำถามทันที ที่ท่านอ่านจบโดยไม่ใช้เวลาคิดนานเกินไป

ส่วนที่ 1 SRQ

คำอธิบาย   กรุณาตอบคำถามข้างล่างโดยใส่เครื่องหมาย X ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

ที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่นอน/ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	ฉันมุ่งมั่นทำตามจุดประสงค์ที่ตั้งไว้	1	2	3	4	5
2	พฤติกรรมของฉันไม่แตกต่างจากพฤติกรรมของคนอื่น	1	2	3	4	5
3	มีคนบอกว่าฉันหมกมุ่นกับสิ่งใดสิ่งหนึ่งนานเกินไป	1	2	3	4	5
4	ฉันไม่แน่ใจว่าฉันสามารถเปลี่ยนแปลงตัวเองได้ถึงแม้ว่าฉันต้องการเปลี่ยน	1	2	3	4	5
5	ฉันมีปัญหาในการตัดสินใจเรื่องต่างๆ	1	2	3	4	5
6	ฉันไขว้เขวจากแผนที่วางไว้ได้ง่าย	1	2	3	4	5
7	ฉันให้รางวัลตัวเองเมื่อฉันทำได้ตามเป้าหมาย	1	2	3	4	5
8	ฉันไม่ได้สังเกตว่าจะเกิดผลกระทบอะไรจากการกระทำของฉัน ซึ่งกว่าจะรู้ก็สายเกินไป	1	2	3	4	5
9	พฤติกรรมของฉันเหมือนกับพฤติกรรมของเพื่อน	1	2	3	4	5
10	ฉันไม่เห็นว่าจะมีอะไรช่วยให้ฉันเปลี่ยนแปลงได้	1	2	3	4	5
11	ฉันสามารถทำตามเป้าหมายที่ตั้งไว้สำเร็จ	1	2	3	4	5
12	ฉันมักชะลอการตัดสินใจ	1	2	3	4	5
13	ฉันมีแผนมากมายในหัว จนไม่รู้ว่าจะทำอะไรก่อน	1	2	3	4	5
14	ฉันจะเปลี่ยนวิธีการเมื่อฉันเห็นว่ามันจะเกิดปัญหา	1	2	3	4	5
15	ฉันไม่รู้ตัว เมื่อฉันทำอะไรเกินพอดี	1	2	3	4	5
16	ฉันคิดมากว่าคนอื่นจะมองฉันอย่างไร	1	2	3	4	5
17	ฉันยอมที่จะเปลี่ยนแนวทางหรือวิธีการทำสิ่งต่างๆ	1	2	3	4	5
18	ถ้าฉันต้องการเปลี่ยนแปลง ฉันมั่นใจว่าฉันทำได้	1	2	3	4	5
19	เมื่อเวลาที่ต้องตัดสินใจเปลี่ยนแปลงอะไร ฉันรู้สึกว่าฉันมีทางเลือกมากมาย	1	2	3	4	5
20	ฉันไม่ค่อยได้ติดตามเมื่อฉันได้ตัดสินใจทำอะไร	1	2	3	4	5
21	ฉันไม่ค่อยได้เรียนรู้อะไรจากความผิดพลาด	1	2	3	4	5
22	ฉันมักจะระวังเรื่องงานและเรื่องการกิน โดยไม่ทำอะไรเกินพอดี	1	2	3	4	5
23	ฉันมักจะเปรียบเทียบตัวเองกับคนอื่น	1	2	3	4	5

ที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่นอน/ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
24	ฉันชอบทำอะไรเหมือนเดิม และชอบให้ทุกอย่างเป็นเหมือนเดิม	1	2	3	4	5
25	ฉันแสวงหาคำแนะนำหรือข้อมูลเกี่ยวกับการเปลี่ยนแปลง	1	2	3	4	5
26	ฉันสามารถค้นหาวิธีการเปลี่ยนแปลงได้หลายวิธี แต่ฉันไม่สามารถตัดสินใจได้ว่าจะนำวิธีใดมาใช้	1	2	3	4	5
27	ฉันมักจะทำตามแผนเดิมถ้าแผนนั้นดี	1	2	3	4	5
28	ฉันมักจะต้องทำผิดพลาดก่อนเสมอเพื่อที่จะเรียนรู้จากความผิดพลาดนั้น	1	2	3	4	5
29	การลงโทษไม่ใช่บทเรียนที่ดีสำหรับฉัน	1	2	3	4	5
30	ฉันมีหลักในการดำเนินชีวิต	1	2	3	4	5
31	ฉันเดินตามทางที่ฉันกำหนด	1	2	3	4	5
32	ทันทีที่ฉันพบปัญหาหรือโอกาส ฉันมักจะหาวิธีแก้ไขที่เหมาะสม	1	2	3	4	5
33	มันยากที่จะกำหนดเป้าหมายให้ตัวฉันเอง	1	2	3	4	5
34	ฉันมีความมุ่งมั่นตั้งใจ	1	2	3	4	5
35	เมื่อฉันต้องเปลี่ยนแปลงบางสิ่งบางอย่าง ฉันจะให้ความใส่ใจว่าฉันจะทำสิ่งนั้นได้อย่างไร	1	2	3	4	5
36	ฉันตัดสินสิ่งที่ทำด้วยผลของการกระทำนั้น	1	2	3	4	5
37	ฉันไม่สนใจว่าฉันแตกต่างจากคนอื่น	1	2	3	4	5
38	ทันทีที่เห็นว่าสิ่งนั้นไม่ถูกต้อง ฉันจะต้องหาทางทำอะไรสักอย่าง	1	2	3	4	5
39	มีหลายวิธีในการที่จะบรรลุผลสำเร็จ	1	2	3	4	5
40	มันเป็นการยากที่จะวางแผนเพื่อช่วยให้บรรลุเป้าหมาย	1	2	3	4	5
41	ฉันสามารถห้ามสิ่งยั่วใจได้	1	2	3	4	5
42	ฉันตั้งเป้าหมายและติดตามความก้าวหน้าของตนเอง	1	2	3	4	5
43	ส่วนใหญ่ฉันไม่ค่อยใส่ใจในสิ่งที่ฉันทำ	1	2	3	4	5
44	ฉันพยายามเป็นเหมือนคนรอบข้าง	1	2	3	4	5
45	ฉันมักทำวิธีเดิม ถึงแม้ว่ามันไม่ได้ผล	1	2	3	4	5
46	ฉันสามารถหาวิธีต่างๆ เมื่อฉันต้องการจะเปลี่ยนแปลงบางอย่าง	1	2	3	4	5
47	เมื่อฉันมีเป้าหมาย ฉันสามารถวางแผนที่จะบรรลุตามเป้าหมายได้	1	2	3	4	5
48	ไม่ว่าอย่างไรก็ตาม ฉันยึดตามกฎอย่างเข้มงวด	1	2	3	4	5
49	เมื่อฉันคิดว่าจะต้องเปลี่ยนแปลงบางอย่าง ฉันจะตั้งใจทำสิ่งนั้นให้ได้	1	2	3	4	5
50	บ่อยครั้งที่ฉันไม่ได้สนใจในสิ่งที่ฉันทำ จนกระทั่งมีคนเตือน	1	2	3	4	5

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ที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่นอน/ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
51	ฉันใช้ความคิดเยอะมากเกี่ยวกับสิ่งที่ฉันกำลังทำ	1	2	3	4	5
52	โดยปกติ ฉันมักจะเห็นถึงความจำเป็นในการเปลี่ยนแปลงก่อนคนอื่นเสมอ	1	2	3	4	5
53	ฉันมีความสามารถในการหาวิธีการต่างๆ เพื่อให้ได้ในสิ่งที่ฉันต้องการ	1	2	3	4	5
54	ฉันคิดก่อนทำเสมอ	1	2	3	4	5
55	ปัญหาหรือสิ่งรบกวนเล็กน้อยสามารถทำให้ฉันสับสนได้	1	2	3	4	5
56	ฉันรู้สึกแย่เมื่อฉันไม่สามารถทำได้ตามเป้าหมาย	1	2	3	4	5
57	ฉันเรียนรู้จากข้อผิดพลาด	1	2	3	4	5
58	ฉันรู้ว่าฉันอยากเป็นอะไร	1	2	3	4	5
59	ฉันรู้สึกหงุดหงิดเมื่อไม่เป็นไปตามที่วางแผนไว้	1	2	3	4	5
60	ฉันขอความช่วยเหลือจากคนอื่นเมื่อจำเป็น	1	2	3	4	5
61	ฉันมักจะคิดถึงผลที่จะเกิดขึ้นก่อนตัดสินใจ	1	2	3	4	5
62	ฉันยอมแพ้ง่าย	1	2	3	4	5
63	ฉันตัดสินใจเปลี่ยนแปลงและหวังว่ามันเป็นสิ่งที่ดีที่สุด	1	2	3	4	5

ส่วนที่ 2 IAT

คำอธิบาย: กรุณาประเมินตัวท่าน โดยกา เครื่องหมาย **X** ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

ข้อความ	นานๆครั้ง	เป็นครั้งคราว	บ่อย	บ่อยมาก	เป็นประจำ
1. บ่อยแค่ไหนที่คุณใช้เวลาในการ ออนไลน์ นานกว่าที่คุณตั้งใจ	1	2	3	4	5
2. บ่อยแค่ไหนที่คุณละเลยงานบ้านที่ได้รับมอบหมาย เพื่อไปใช้กับการ ออนไลน์	1	2	3	4	5
3. บ่อยแค่ไหนที่คุณให้ความสำคัญกับเรื่องที่ตื่นเต้นจากอินเตอร์เน็ต มากกว่าความสัมพันธ์กับบุคคลที่คุณใกล้ชิด	1	2	3	4	5
4. บ่อยแค่ไหนที่คุณมีเพื่อนใหม่จาก ออนไลน์	1	2	3	4	5
5. บ่อยแค่ไหนที่คนรอบข้างคุณบ่นเรื่องเวลาที่คุณใช้ออนไลน์	1	2	3	4	5
6. บ่อยแค่ไหนที่คุณใช้เวลาออนไลน์มากจนทำให้มีผลกระทบต่อเกรดหรืองานของคุณ	1	2	3	4	5
7. บ่อยแค่ไหนที่คุณมักอ่านอีเมลก่อนสิ่งสำคัญที่คุณควรทำ	1	2	3	4	5
8. บ่อยแค่ไหนที่งานหรือชิ้นงานของคุณไม่ดีเพราะการเล่นอินเตอร์เน็ต	1	2	3	4	5

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ข้อความ	นานๆ ครั้ง	เป็นครั้ง คราว	บ่อย	บ่อยมาก	เป็น ประจำ
9. บ่อยแค่ไหนที่คุณแก้ตัวหรือปกปิดเมื่อมีคนถามว่าคุณออนไลน์ เกี่ยวกับเรื่องอะไร	1	2	3	4	5
10. บ่อยแค่ไหนที่คุณใช้อินเตอร์เน็ตผ่อนคลายและขจัดสิ่งที่มารบกวน ความคิด	1	2	3	4	5
11. บ่อยแค่ไหนที่คุณตั้งหน้าตั้งตารอการเล่นอินเตอร์เน็ต	1	2	3	4	5
12. บ่อยแค่ไหนที่คุณรู้สึกกลัวว่าชีวิตที่ปราศจากอินเตอร์เน็ต จะน่าเบื่อ อ้างว้างและไม่สนุก	1	2	3	4	5
13. บ่อยแค่ไหนที่คุณขึ้นเสียง ตะคอก หรือแสดงอาการหงุดหงิด เมื่อมี คนมารบกวนเวลาที่คุณกำลังออนไลน์	1	2	3	4	5
14. บ่อยแค่ไหนที่คุณอดนอน เพื่อรอเข้าออนไลน์	1	2	3	4	5
15. บ่อยแค่ไหนที่คุณถูกครอบงำจากอินเตอร์เน็ตโดยคุณจินตนาการ เกี่ยวกับเรื่องราวในโลกออนไลน์	1	2	3	4	5
16. บ่อยแค่ไหนที่ คุณมักพูดว่า ขอเล่นต่ออีกนิดนึง เมื่อคุณกำลัง ออนไลน์	1	2	3	4	5
17. บ่อยแค่ไหนที่คุณพยายามที่จะลดการใช้เวลา ออนไลน์	1	2	3	4	5
18. บ่อยแค่ไหนที่คุณพยายามที่จะปิดบังเวลาที่คุณใช้ในการออนไลน์	1	2	3	4	5
19. บ่อยแค่ไหนที่คุณใช้เวลาในการออนไลน์มากกว่าการออกไปข้าง นอกกับคนอื่น	1	2	3	4	5
20. บ่อยแค่ไหนที่คุณรู้สึกหดหู่ อารมณ์เสีย และกระวนกระวาย เมื่อคุณ ไม่ได้ออนไลน์ และความรู้สึกเหล่านี้จะหมดไป เมื่อได้ออนไลน์	1	2	3	4	5

ส่วนที่ 3 EAS กรุณาตอบคำถามข้างล่างโดยใส่เครื่องหมาย X ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

ที่	ข้อความ	ไม่เห็น ด้วยอย่าง ยิ่ง	ไม่เห็น ด้วย	เฉยๆ	เห็นด้วย	เห็นด้วย อย่างยิ่ง
1	ชั้นเรียนกระตุ้นความสนใจของฉัน	1	2	3	4	5
2	ฉันสนุกกับวิชาเรียนที่ได้ท้าทายความคิด	1	2	3	4	5
3	ฉันได้รับความพึงพอใจจากการเรียน	1	2	3	4	5
4	ฉันรู้ว่าต่อไปจะประกอบอาชีพอะไร	1	2	3	4	5
5	ฉันเข้าใจเป้าหมายของการเรียนในมหาวิทยาลัย	1	2	3	4	5
6	การเรียนเป็นการฆ่าเวลา เพื่อตัดสินใจเกี่ยวกับอนาคตของฉัน	1	2	3	4	5
7	ฉันชอบการเป็นนักศึกษามหาวิทยาลัย	1	2	3	4	5
8	มหาวิทยาลัยของฉัน ไม่ดีเท่าที่ฉันคาดหวัง	1	2	3	4	5
9	ฉันมักขอคำแนะนำและขอความช่วยเหลือจากอาจารย์เสมอ	1	2	3	4	5

ที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
10	อาจารย์พยายามอย่างมากในการที่จะเข้าใจปัญหาของนักศึกษาซึ่งเกิดจากงานที่อาจารย์มอบหมายให้	1	2	3	4	5
11	อาจารย์ที่มหาวิทยาลัยของฉันมักจะให้คำแนะนำฉันเกี่ยวกับความคืบหน้าด้านการเรียน	1	2	3	4	5
12	อาจารย์อธิบายเนื้อหาวิชาได้ดี	1	2	3	4	5
13	อาจารย์มหาวิทยาลัยที่ฉันเรียนให้ความใส่ใจต่อการเรียนของฉัน	1	2	3	4	5
14	อาจารย์ส่วนใหญ่เข้าถึงได้ง่าย	1	2	3	4	5
15	โดยทั่วไป คุณภาพการสอนของอาจารย์ส่วนมาก มีคุณภาพการสอนที่ดี	1	2	3	4	5
16	อาจารย์ของฉันให้คำแนะนำเกี่ยวกับงานที่ได้รับมอบหมาย	1	2	3	4	5
17	อาจารย์มีความกระตือรือร้นในการสอน	1	2	3	4	5
18	อาจารย์มีความพยายามมากที่จะทำให้กระบวนการเรียนรู้น่าสนใจ	1	2	3	4	5
19	โดยรวม ฉันชอบการเรียนในชั้นเรียน	1	2	3	4	5
20	ชั้นเรียนกระตุ้นการเรียนรู้	1	2	3	4	5
21	โดยทั่วไป ฉันพึงพอใจมากต่อประสบการณ์ที่ฉันได้รับในมหาวิทยาลัย	1	2	3	4	5
22	ฉันยืมโน๊ตจากเพื่อนเมื่อจำเป็น	1	2	3	4	5
23	ฉันเรียนร่วมกับนักศึกษาคนอื่น	1	2	3	4	5
24	ฉันทำรายงานกับเพื่อนนักศึกษาในชั้นเรียน	1	2	3	4	5
25	ฉันทำรายงานกลุ่มกับเพื่อนนอกเวลาเรียน	1	2	3	4	5
26	ฉันติดต่อสื่อการกับเพื่อนๆด้วยโทรศัพท์	1	2	3	4	5
27	ฉันติดต่อสื่อการกับอาจารย์โดยอีเมล ไลน์ และเฟสบุ๊ก	1	2	3	4	5
28	ฉันพบว่ามีงานบางส่วนที่ฉันทำไม่เสร็จ	1	2	3	4	5
29	ฉันกังวลเกี่ยวกับการบ้านทั้งหมดที่ฉันต้องทำ	1	2	3	4	5
30	การบ้านเยอะมาก	1	2	3	4	5
31	ฉันไม่เข้าในเนื้อหาที่เรียนและไม่รู้ว่าจะทำอย่างไร	1	2	3	4	5
32	ฉันปรับตัวไม่ค่อยได้ในการเรียนระดับมหาวิทยาลัย	1	2	3	4	5
33	ฉันขาดเรียน	1	2	3	4	5
34	ฉันมาเรียนทั้งที่การบ้านยังไม่เสร็จ	1	2	3	4	5

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ส่วนที่ 4 PTS

คำอธิบาย   กรุณาตอบคำถามข้างล่างโดยใส่เครื่องหมาย X ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่นอน/ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. พ่อแม่ฉันเชื่อว่าครอบครัวที่ดีนั้น ลูกๆควรปฏิบัติตัวตามแบบอย่างที่พ่อแม่ปฏิบัติมา	1	2	3	4	5
2. พ่อแม่ฉันรู้สึกว่าเพื่อประโยชน์ของลูก ลูกควรจะถูกบังคับให้ทำในสิ่งที่พ่อแม่คิดว่าถูกต้อง ถึงแม้ว่าลูกๆไม่เห็นด้วยก็ตาม	1	2	3	4	5
3. เมื่อพ่อแม่บอกให้ฉันทำอะไร พ่อแม่ก็คาดหวังว่าฉันจะทำตามทันทีโดยไม่มีข้อสงสัย	1	2	3	4	5
4. เมื่อมีการตั้งกฎเกณฑ์ของบ้าน พ่อแม่จะพูดคุยกับลูกๆในครองครัวถึงเหตุผลของการตั้งกฎเกณฑ์นั้น	1	2	3	4	5
5. พ่อแม่เปิดโอกาสพูดจาถกเถียงถึงข้อดีข้อเสีย เมื่อฉันรู้สึกว่ากฎและข้อห้ามไม่มีเหตุผล	1	2	3	4	5
6. พ่อแม่ฉันรู้สึกว่าลูกๆควรมีอิสระในการตัดสินใจและทำในสิ่งที่สิ่งที่ฉันต้องการ ถึงแม้ว่าพ่อแม่ของฉันอาจไม่เห็นด้วย	1	2	3	4	5
7. พ่อแม่ของฉันไม่อนุญาตให้ฉันถามถึงเหตุผลของการตัดสินใจของท่าน	1	2	3	4	5
8. พ่อแม่ของฉันควบคุมกิจกรรม และ การตัดสินใจของลูกๆในครอบครัวโดยการใช้เหตุผลและระเบียบวินัย	1	2	3	4	5
9. พ่อแม่ของฉันรู้สึกว่าการบังคับลูกให้มากขึ้น จะทำให้ลูกๆประพฤติตัวเหมาะสม	1	2	3	4	5
10. พ่อแม่ของฉันรู้ไม่เชื่อว่า ฉันจำเป็นต้องประพฤติตัวตามกฎเพียงเพราะคนมีอำนาจตั้งกฎนั้น	1	2	3	4	5
11. ฉันรู้ว่าพ่อแม่คาดหวังอะไรจากฉัน และฉันมีเสรีภาพที่จะพูดคุยกับพ่อแม่หากฉันเห็นว่าสิ่งที่พ่อแม่คาดหวังไม่มีเหตุผล	1	2	3	4	5
12. พ่อแม่ของฉันรู้สึกว่าจะเป็นการดี หากพ่อแม่สอนให้ลูกๆรู้ตั้งแต่ยังเด็กว่าใครเป็นใหญ่ในบ้าน	1	2	3	4	5
13. พ่อแม่ของฉันไม่ค่อยคาดหวังหรือกำหนดกรอบพฤติกรรมกับฉัน	1	2	3	4	5
14. โดยส่วนใหญ่พ่อแม่ของฉันมักทำตัดสินใจทำอะไรตามความต้องการของลูกๆ	1	2	3	4	5
15. พ่อแม่ของฉันให้แนวทางและคำแนะนำตรงตามเหตุผลและวัตถุประสงค์	1	2	3	4	5

ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่นอน/ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
16. พ่อแม่ของฉันจะหงุดหงิดเมื่อฉันไม่เห็นด้วยกับพ่อแม่	1	2	3	4	5
17. พ่อแม่ฉันรู้สึกว่าปัญหาในสังคมจะได้รับการแก้ไข หากพ่อแม่ไม่จำกัดกิจกรรม การตัดสินใจหรือความปรารถนาของลูกๆ	1	2	3	4	5
18. พ่อแม่ฉันบอกให้ฉันรู้ถึงความคาดหวังของพ่อแม่ต่อพฤติกรรมของฉันและถ้าฉันไม่สามารถทำตามที่พ่อแม่คาดหวัง พ่อแม่จะลงโทษฉัน	1	2	3	4	5
19. พ่อแม่ฉันอนุญาตให้ฉันตัดสินใจเองในเกือบทุกเรื่อง โดยที่พ่อแม่ไม่กำหนดแนวทาง	1	2	3	4	5
20. ในการตัดสินในเรื่องในครอบครัว พ่อแม่ของฉันเอาความคิดเห็นของลูกๆมาประกอบการพิจารณา แต่ก็ไม่ได้ตัดสินใจเพียงเพราะลูกๆต้องการแบบนั้น	1	2	3	4	5
21. พ่อแม่ของฉันไม่ได้เชื่อว่า พ่อแม่เป็นคนที่รับผิดชอบในการกำหนดแนวทางหรือแนะนำพฤติกรรมของฉัน	1	2	3	4	5
22. พ่อแม่ของฉันวางบรรทัดฐานที่ชัดเจนให้ลูกๆ และ พ่อแม่พร้อมที่จะปรับบรรทัดฐานนั้นตามความต้องการของลูกๆ	1	2	3	4	5
23.พ่อแม่ของฉันกำหนดพฤติกรรมและกิจกรรมที่ฉันทำและคาดหวังให้ฉันทำตามที่พ่อแม่กำหนด แต่พ่อแม่ก็ยินดีรับฟังความคิดของฉันต่อแนวทางที่พ่อแม่กำหนด	1	2	3	4	5
24.พ่อแม่ของฉันเปิดโอกาสให้ฉันกำหนดความคิดเห็นเกี่ยวกับเรื่องในครอบครัวของฉันเอง และพ่อแม่ให้ฉันตัดสินใจในสิ่งที่ฉันจะทำด้วยตัวฉันเอง	1	2	3	4	5
25. พ่อแม่ฉันเชื่อว่าปัญหาในสังคมจะได้รับการแก้ไข หากพ่อแม่เข้มงวดกับลูกๆ และสามารถบังคับลูกได้ เมื่อลูกๆไม่ทำในสิ่งที่ควรทำ	1	2	3	4	5
26. บ่อยครั้งที่พ่อแม่บอกฉันอย่างชัดเจนว่าจะให้ฉันทำอะไร และจะให้ทำอย่างไร	1	2	3	4	5
27. พ่อแม่ของฉันวางกรอบพฤติกรรมและกิจกรรมให้ฉันอย่างชัดเจน แต่เมื่อเวลาฉันไม่เห็นด้วยกับกรอบนั้น พ่อแม่ของฉันก็จะเข้าใจ	1	2	3	4	5
28. พ่อแม่ของฉันไม่ได้กำหนดกรอบพฤติกรรม กิจกรรม หรือสิ่งที่ลูกๆ ต้องการ	1	2	3	4	5
29. ฉันทราบถึงความคาดหวังของพ่อแม่ที่มีต่อฉันและพ่อแม่ย้ำเสมอว่าฉันต้องทำตามความคาดหวังนั้นไม่ใช่เพียงเพราะอำนาจของการเป็นพ่อแม่	1	2	3	4	5
30. การตัดสินใจของพ่อแม่ที่เกี่ยวกับเรื่องในครอบครัวที่กระทบต่อความรู้สึกของฉัน พ่อแม่ฉันจะพูดคุยกับฉัน และพ่อแม่ฉันจะยอมรับว่าตัดสินใจผิด	1	2	3	4	5

กรุณาตอบคำถามข้างล่างโดยใส่เครื่องหมาย X ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

ที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่เห็นด้วยบ้าง	เฉยๆ	เห็นด้วยบ้าง	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1	โดยทั่วไปชีวิตฉันเหมือนกับที่ฉันได้วาดฝันไว้	1	2	3	4	5	6	7
2	ชีวิตฉันดีเลิศ	1	2	3	4	5	6	7
3	ฉันพอใจกับชีวิตของฉัน	1	2	3	4	5	6	7
4	ตอนนี้ฉันได้ทุกอย่างที่ฉันต้องการ	1	2	3	4	5	6	7
5	หากต้องเลือกชีวิตใหม่ ฉันไม่ต้องการเปลี่ยนอะไรเลย	1	2	3	4	5	6	7

ส่วนที่ 6 ข้อมูลส่วนบุคคล

กรุณา กาเครื่องหมาย X ลงบน ___ หรือ เขียน ตามข้อมูลจริงของท่าน

1. เพศ

      ชาย   ___

      หญิง   ___

2. อายุ

      17-20   ___

      21-23   ___

      24-26   ___

      มากกว่า 26   ___

3. ปัจจุบันท่านศึกษาอยู่ที่ มหาวิทยาลัย _____ คณะ _____ ชั้นปีที่ _____

4. เกรดเฉลี่ยสะสม _____

5. ปัจจุบันท่านพักอาศัยกับพ่อแม่หรือไม่   ___ ใช่   ___ ไม่ใช่

6. ภูมิลำเนาของท่าน ___ กรุงเทพ _____ ต่างจังหวัด

7. ท่านนับถือศาสนา _____

ขอบคุณที่กรุณาตอบแบบสอบถาม