



Factors related to self-efficacy, depression, stress and attention deficit hyperactivity disorder among teachers of Rajabhat University group of Thailand during COVID-19

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Abstract

Objective: The study self-efficacy, depression, stress, and attention deficit hyperactivity disorder. And to study factors related to attention deficit hyperactivity disorder among students.

Method of study: This research is a survey research. The sample consisted of 969 students by multistage randomization. The tools used to collect data include: general information inquiry form The ADHD screening questionnaire, the self-efficacy questionnaire, the stress assessment questionnaire, and the depression screening questionnaire. Data were analyzed by descriptive statistics. And Pearson correlation analysis.

Results: The students had a high level of self-efficacy in preventing depression and stress disorder. There were low levels of stress and depression. Have a mild impairment of attention deficit hyperactivity disorder and attention deficit hyperactivity disorder among students was positively correlated with depression. Stress status of students and found that the depression. The stress variables had a positive relationship between each other. And the depression variable was positively correlated with the students' attention deficit hyperactivity disorder.

Conclusion: The students of Rajabhat University during the new normal lifestyle had a high level of self-efficacy in preventing depression and stress disorder. There were low levels of stress and depression.

Keywords: Self – Efficacy, Depression, Stress, ADHD, Covid-19

Introduction

As a result of teaching and learning in the modern era, the media presents a negative angle, causing the students to have a rather negative attitude that as well as the consequences of the problems that follow in living in today's society. Increasing stress rather than creating positive attitudes among students that education is opportunities and challenges that enable children and young people to learn to meet their needs and to become more intelligent. (Office of the Education Council Secretariat, 2020a) Mental health problems and mental illnesses are caused by many causes that can lead to mental illness in humans. Current living conditions place individuals in society at risk for mental health problems that need support. Look after caring and helping these people to cope with various problems that arise. Developing mental strength and adaptation as well as giving advice teaching how to adapt self-care for physical health, mental health it will help those at risk to develop strength and adaptability in the family in society. As well as work and lifestyle that are valuable and beneficial to society.

This is because students studying at Rajabhat University in Thailand are learning and interested in things around them. At present, there are various media that have developed very far, such as movies, television, internet, mobile phones. These have a huge impact on behavior. And from the cabinet meeting on Tuesday, April 7, 2020, there was a resolution to postpone the semester from May 16 to July 1, 2020 due to the epidemic situation of COVID-19. That may affect in many aspects including the child parents to teachers and schools (Office of the Education Council Secretariat, 2563b) for the aforementioned reasons and necessities. The Ministry of Education has therefore formulated a policy of teaching and learning management under the COVID-19 crisis under the concept of "Learning Leads Education. Schools may stop but learning can't be stopped." All levels and all types of education, including basic education, vocational education, private education and higher education (Office of the Education Council Secretariat, 2020b)

An announcement to change the government's unusual teaching methods amid the COVID-19 crisis has resulted in symptoms of irritability, lack of concentration, easily distracted, and lower tolerance. And anxiety increase stress for students and lead to a rather negative attitude that can lead to mental illness Use the entire online

education management system and operates in an urgent manner and does not have a pre-planned action plan. As a result, those involved are unable to prepare for effective implementation. As well as giving advice teaching how to adapt Self-care for physical and mental health will help those who are at risk to adjust themselves in the family in society. The findings from the research found that Bio-social factors and personal factors that influence coping (IntraMutiny, A. 2008), as well as the adoption of new life policies the ordinary lives (the New Normal).of the government, showing behavior that is not appropriate for the right time have study problems relationship problems social problems

This study assessed the crisis situation among students during the COVID-19 outbreak. Among students of Thailand to bring the assessment results to the university administrators and disseminate them to the public in order to help build a better quality of life and help students if there are more problems.

Objective

1. To assess self-efficacy, depression, stress and attention deficit hyperactivity disorder among students.
2. To find the factors related to ADHD disability among Rajabhat University students during the learning period of the new normal lifestyle.

Theoretical and conceptual frameworks

A study of documents and research related to factors associated with self-efficacy, depression, stress and ADHD use the self-efficacy principle that addresses a person's belief that they are capable. To perform certain behaviors in immediate situations and can achieve success according to the goals (Bandura, 1997). People with high self-efficacy feel that they can succeed in life. Self-efficacy can be developed. By the behavior of the person who expresses that person will recognize their own abilities (Self-Efficacy) (David Roberts(2005) Depression uses the notion that conditions in which students show deviations emotions, thoughts, motivations, bodies, and behaviors are manifested by depression, sadness, depression, feelings of worthlessness, hopelessness, loss of appetite, insomnia, and distorted thoughts. To the world and to the future and may have suicidal thoughts explained by psychoanalytic theories of Freud(Freud, 1905, referred to in Kaewkangwan, S., 2005) The concept of stress is believed. the feeling that a person perceives as being uncomfortable dissatisfaction, unsatisfactory, inability to make decisions or judge events at that moment, manifests as physically or emotionally unbalanced (Luthans, 1992 ; et al). Department of Mental Health, 1999) as shown in Figure 1.

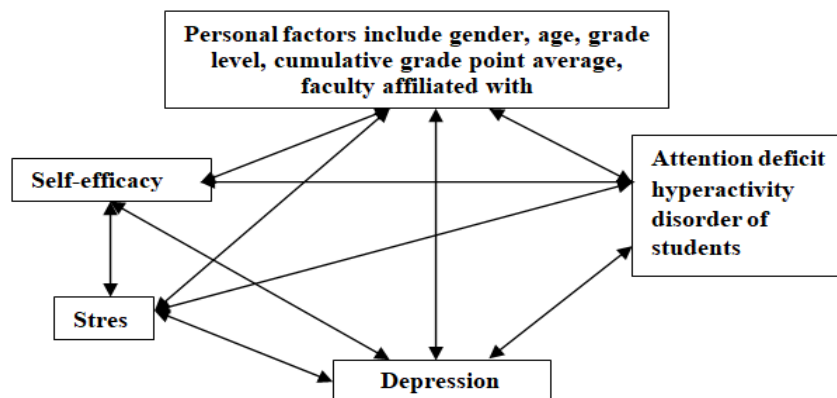


Figure 3: Conceptual Frameworks

Methodology

This study was According to the population group are year 1-4 students studying in a group of 4 Rajabhat Universities (Consisting of Surin, Sisaket, Buriram and Rambhai Barni Rajabhat Universities) in the academic year 2020, a total of 42,600 people. The sample group in the survey research was 969 students, representing 96.90% of the returned questionnaires. By random multiple steps the tools used to collect data are divided into 5 parts:

Part 1 A general information questionnaire, 1 set, is a checklist of 5 items.

Part 2 Self-efficacy assessment questionnaire a gauges (Tours rating the scale) to level 5 on which the researchers created a questionnaire of 16 questions with the reliability .85

Part 3 Depression screening questionnaire from the Department of Mental Health Ministry of Public Health (2012), 9 items (9Q), answer characteristics as a 4-level evaluation scale, with the reliability value of .83

Part 4: Stress assessment questionnaire, consisting of 20 questions, was an assessment scale, to choose from 5 levels, with the reliability value of .89

Part 5: The Weiss Functional Impairment rating Scale-Self Report (WFIRS-S) Thai version has 6 aspects, total 58 items. The questionnaire style is a 5-level assessment scale. The reliability value is .90

Data analysis

Data were analyzed by using statistical software packages as follows:

1. Personal data uses frequency and percentage distributions.
2. The degree of depression self awareness stress level and attention deficit hyperactivity level of students using mean and standard deviation.
3. Factors that are correlated within variables using Pearson Product Moment Correlation Coefficient.

Findings

1. The students had a high level of self-efficacy, with a mean of 4.01, a standard deviation of .67

Assessment item (N=969)	mean	S.D.	Interpretation
1. Students are confident that they can plan to avoid the events that trigger their depression.	4.1	0.9	a lot
2. Students are confident that they can find solutions when they feel bored and discouraged.	4	0.9	a lot
3. Students are confident that they can do activities when they feel low and worthless.	3.9	0.9	a lot
4. Students are confident that they can successfully complete activities on their own.	4	0.8	a lot
5. Students are confident that they can avoid people who devalue themselves. Disappoint.	4	0.9	a lot
6. Students are convinced that they can be in situations that make them feel worthless. Less meat, low heart.	3.7	1	a lot
7. Students are confident that they can exercise when they are bored and discouraged.	3.7	1.1	a lot
8. Students believe that they can take good care of themselves even when they are bored and discouraged.	4.1	0.8	a lot
9. Students are convinced to prevent depression by trying to keep themselves busy. By doing what you like.	4.2	0.9	a lot
10. Students believe that they are more valuable when they can take care of themselves.	4.3	0.8	a lot
11. Students are confident that they can take care of themselves. Not depressed even if the child is not supervised or alone.	4.1	0.9	a lot
12. Students are confident that Even when you're depressed, you can take care of yourself and stay healthy.	4.1	0.9	a lot
Overall self-efficacy average	4	0.7	a lot

Table 1: Mean and standard deviation student's perception of depression, stress, and attention deficit hyperactivity disorder (ADHD).

2. The students had a mean level of symptoms of depression at the level of abnormality, but no depression was 1.73 standard deviations .57

Assessment item (N=969)	mean	S.D.	Interpretation
1. Bored, not interested in doing anything.	1.98	0.74	Slightly severe
2. Uneasy, depressed, discouraged.	1.71	0.74	Slightly severe
3. Difficulty falling asleep or staying awake or sleeping too much.	2.08	0.96	Slightly severe
4. Tired easily or with little energy.	1.83	0.85	Slightly severe
5. Anorexia or overeating.	1.88	0.9	Slightly severe
6. Feeling bad about yourself think of yourself as a failure or your family's disappointment.	1.63	0.84	Slightly severe
7. Poor concentration when doing things such as watching television, listening to the radio or doing work that requires concentration.	1.76	0.83	Slightly severe
8. Speak slowly, act so slowly that others can notice or become restless, unable to remain as still as they used to be.	1.47	0.73	Slightly severe
9. Self-harm or think that if he died it would be good.	1.25	0.61	Slightly severe
Mean overall depression symptoms	1.73	0.57	There is a disorder but no depression

Table 2: mean and standard deviation of student depression levels

3. Students Stress Level Overall, it was at a low level, with a mean of 2.15 standard deviations of 1.18

Assessment item (N=969)	\bar{X}	S.D.	Interpretation
1. Fear of making mistakes.	2.64	1.15	moderate
2. Not learning to reach the goals set.	2.62	1.14	moderate
3. Families have conflicts over money or household chores.	2.12	1.25	little
4. Concerned about toxins or pollution in the air, water, noise and soil.	2.14	1.15	little
5. Feel the need to compete or compare with others.	2.19	1.23	little
6. Not enough money for daily expenses.	2.46	1.31	little
7. Muscle stiffness or pain.	2.03	1.15	little
8. Headache from tension.	2.28	1.25	little
9. Backache.	2.45	1.32	little
10. Appetite changes.	1.9	1.16	little
11. One-sided headache.	2.06	1.25	little
12. Feeling anxious about commuting to school.	1.82	1.12	little
13. Feeling frustrated.	1.77	1.04	little
14. Feeling angry or irritable.	2.08	1.17	little
15. Feeling sad about the death of an infected person.	2.26	1.23	little
16. Bad memory.	2.34	1.16	little
17. Confused by the news of COVID-19?	2.06	1.1	little
18. Difficulty Concentrating.	1.98	1.07	little
19. Feeling tired easily with life during COVID-19.	2.19	1.26	little
20. Frequent colds.	1.67	1.03	little
Mean overall stress	2.15	1.18	little

Table 3: mean and standard deviation of student stress level

4. The students had a low level of overall attention deficit hyperactivity disorder with mean 2.08 standard deviation of .70 and considered each aspect with the highest level. The students with disabilities in daily living skills had a mean of 2.46 standard deviations of .63 and the aspect with the lowest level of disability in ADHD was other risk factors had a mean of 1.71 standard deviation of .54. The overall mean of female students had a higher level of attention deficit hyperactivity disorder than male students with a mean of 2.22 standard deviation of 2.11. The total mean of the highest level of attention deficit hyperactivity disorder was 2.20, and it was found that the students of the faculty of industrial technology had the lowest mean of the level of attention-deficit hyperactivity disorder at 1.97, details as shown in Table 4.

Assessment item	Total (N=969)			Male		Female		Education		Human		Science		Industrial		Agriculture		Nurse	
	\bar{X}	S.D.	Interpretation	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
Family side	1.9	0.62	little	1.9	0.62	2	0.68	2	0.67	2	0.73	2.1	0.85	1.9	0.6	1.9	0.7	1.9	0.67
Academic	2.1	0.6	little	2.2	0.61	2.2	0.64	2.2	0.62	2.2	0.64	2.1	0.77	2	0.45	2.2	0.76	2.1	0.6
Daily living skills	2.5	0.63	little	2.4	0.68	2.6	0.62	2.6	0.61	2.6	0.62	2.3	0.99	2.4	0.57	2.4	0.68	2.5	0.66
Self-perspective	2.3	0.91	little	2.4	0.98	2.7	0.99	2.6	0.94	2.6	1.06	2.3	1.16	2.1	0.9	2.4	0.89	2.4	1.05
Social	2	0.67	little	2.1	0.74	2	0.72	2.1	0.7	2	0.7	2.2	1.12	1.9	0.7	2	0.7	2.1	0.94
Other risks	1.7	0.54	little	1.7	0.57	1.7	0.55	1.8	0.53	1.7	0.55	1.8	0.96	1.7	0.53	1.7	0.61	1.6	0.63
Overall average	2.1	0.7	little	2.1	0.7	2.2	0.7	2.2	0.68	2.2	0.72	2.1	0.98	2	0.63	2.1	0.72	2.1	0.76

Table 4: mean and standard deviation of the student's level of attention deficit hyperactivity disability

5. The correlation coefficient within the student variable with positive correlation was depression with the stress status of the students ($r = 0.43, 0.41$) found that the depression and stress variables had a positive relationship between them ($r = 0.38$).

6. The depression variable was positively correlated with the students' attention deficit hyperactivity disorder (ADHD).

Discussion

The results of the assessment of attention-deficit hyperactivity disorder among students have interesting issues and can be discussed as follows:

1. The students had a low level of overall attention deficit hyperactivity disorder. This is because universities start their second semester later than scheduled and there is a social distancing system. Stay at a distance of 1 – 2 meters from others. Avoid contact. Which is in line with the Ministry of Education that has established policies for online teaching in a variety of formats, including DLTV, online programs (Zoom, Google Meet, Microsoft Team), offline teaching materials, teaching through live broadcasts. (LIVE), etc., by considering the suitability of learners of all types and levels of education. in order to increase learning options for more learners or may apply the 4 on principle, including online, on air, on hand and on site, which may cause a group of home-schooled students to become addicted to social media and partly depressed. In addition, each university should make a schedule or schedules. In a calendar format, students can see an overview of what they need to do this school year. And train students to check the calendar until they are able to make a habit of checking themselves this is consistent with the notion that the habit of experiencing instant happiness can have a negative effect on self-control in the long run. Metcalfe's hot-system/cool-system framework and Mischel (1999) described as a time when humans intend to do something to achieve a goal. The hot and cold systems are interconnected and interact, and each operates a different part of the brain. The hot system responds more quickly to stimuli and works more clearly when under stress. While cold systems go through a thought process. Is therefore complicated It responds and develops slower than hot systems. People who are committed to achieving that goal will take willpower (Willpower) inhibitor response or emotional stimuli are automatic. By having to rely on strategies to control yourself to wait for happiness (Delayed gratification) that is the ultimate goal but if the new generation is used to receiving happiness immediately A hot system may prevail over an undeveloped cold system. Therefore, when faced with a stimulus a hot system often leads to an automated response that is not immediately thoughtful. (Hongkittiyanon, T., 2019)

2. The students had a high level of self-efficacy with an average of 4.01 standard deviation of .67. This was because the students believed or perceived that activities or behaviors that one can lead to both positive actions that are a person's estimation that if doing the behavior will lead to their expected outcome (Bandura, 1997). By receiving various information, students can anticipate what will happen. Based on decisions, beliefs in their own ability to be able to do so. Depending on the level of belief in ability Strength or confidence in one's abilities and universality by judging one's own abilities, this must go through a process of learning by observation. process of attention, memory, action, motivation process Cognitive processes are where individuals think, select, weigh, and integrate information from four different sources: direct experience. observation from the model being motivated by persuasion or being well prepared skills include attention, memory, reference and integration to create a concept of one's own abilities and to believe that one has the ability to do such things (Chauvalli, W., 2004).

3. The students had symptoms of depression overall at the abnormal level but no depression. With a mean of 1.73 standard deviations. 57 This is because each university in Thailand still requires teaching and learning at all levels to allocate the number of students both inside and outside the classroom/laboratory. To be able to properly distance students and have preliminary screening measures fever test there is a temperature screening point. Individual advice and finding hygienic masks for everyone to use before entering university in addition, the reason that the students had a low level of symptoms of depression overall. May be caused by not wanting to perform various daily activities. But can still lead a normal life Avoid or indulge in activities needing help from others, relying more on others This is consistent with the analysis of open-ended questions that students have a way of dealing with depression by not being alone, looking for activities to do such as playing games, watching movies, listening to music, playing sports, eating, traveling, exercising, consulting a doctor, finding someone they trust to express their feelings. in mind and rest which is a good solution due to the stressful situation of students during the corona virus disease 2019 epidemic situation, students have received information from the university in organizing upcoming teaching and learning so that they are alert and prepared for the event to a certain extent that they are not beyond their control. Can we fix it do not make students feel overwhelmed by the burden of resources that are available. Or beyond our ability to fix it does not make you feel overwhelmed and anxious. Most of them learned about the first round of the Covid epidemic. This may occur with the feeling that they will not be harmed in coming to study in the semester. Most of them learned about the first round of the Covid epidemic. This may occur with the feeling that they will not be harmed in coming to study in the semester. Most of them learned about the first round of the Covid epidemic. This may occur with the feeling that they will not be harmed in coming to study in the semester. Most of them learned about the first round of the Covid epidemic. This may occur with the feeling that they will not be harmed in coming to study in the semester. Most of them learned about the first round of the Covid epidemic. This may occur with the feeling that they will not be harmed in coming to study in the semester. 2/2020 in the university also, most students are optimistic, humorous, and calm, are less stressed than pessimistic people. Serious about life and impatient. This may include the former personality of an individual who feels they have someone to help them when they are in trouble.

4. The correlation coefficient within the forecast variable and attention deficit hyperactivity disorder among students with a positive correlation was depression and stress status of students, and it was found that the

depression and stress variables were positively correlated with each other. High stress the scores for attention deficit hyperactivity disorder among Rajabhat University students were also high.

Conclusion

The students had a low level of overall attention deficit hyperactivity disorder. The overall level of symptoms of depression was at the level of abnormality but no depression. The students had a high level of self-efficacy to prevent depression and overall stress, and it was found that the depression and stress variables had a positive relationship between them. This showed that if students were stressed, they were more likely to develop depression. It was also found that the depression variable was positively correlated with the students' attention deficit hyperactivity disorder. This explains that if students are depressed they will also have attention deficit hyperactivity disorder.

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