

Psychological and Situational Antecedents for Politically Responsible Behavior Development in Thai Undergraduate Students

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Abstract: This study aimed at analyzing politically responsible behavior by using psychological and situational factors as antecedents. The conceptual framework of this study was based on interactionism model, as well as various important theories and concepts in psychology field from Thailand and from abroad. Samples in this study were 261 undergraduate students in junior level from universities. There were 121 male students (53.6%) and 140 females (46.4%) with the average age of 21 years. Politically responsible behavior consisted of two variables: morally voting behavior, and peer-supportive behavior. The ones reported high on both scores of these two variables were considered high politically responsive behavior. Result from discriminant analysis in total samples indicated 83.5% predictive accuracy. The important discriminators of politically responsive behavior were perceived information on politics, gratefulness to society, nationalism, self-control, good role model from family, and social norm. Results in subgroups revealed predictive accuracy for male students and for female students. These results suggested the strategies for improving moral behavior related to civil duty.

Keywords: Antecedents, Politically Responsible Behavior Development, Thai Undergraduate Students, Interactionism Model

1. Introduction

Though polity in Thailand changed from absolute monarchy to democracy for more than seventy years, its stability is still weak. This can be seen through political violence in the country which recently occurred. The events can be either caused by misunderstanding or personal perception regarding information which later on brings about domestic transformation regarding political belief and attitude.

Presently the political ethics is a major problem of the country did not develop as it should be and whether it stems from their lack of political ethics. Lack of understanding that the general people. So the data base used to allocate the resources of the management does not match reality with the processes involved are still small. Especially the group of students is an important part of the country. Of the importance of such problems is the beginning of the research psychological and situational antecedents for politically responsible behavior development in Thai Undergraduate Students. These are presented to guide the development of the students forward. development of the These are presented to guide the students forward.

2. Research Methodology

Samples in this study were 261 undergraduate students in junior level from universities in central and northern regions. There were 121 male students (53.6%) and 140 females (46.4%) with the average age of 21 years.

The sample in this study consisted 261 undergraduate students in junior level from universities. About half the sample were students majoring in science and the other half were students majoring in social science. Most of the questionnaires were in the form of summated rating scale with reliability ranging from .62 to .92. It was hypothesized that the politically responsible behavior can be discriminated with more than 60% accuracy by both situational and psychological variable mentioned above. Statistics hypothesis test is Multiple Regression Analysis and Descriptive Stistics.

3. Results and Discussion

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This study aimed at analyzing politically responsible behavior by using psychological and situational factors as antecedents. Sample in this study consisted of 261 undergraduate students in junior level from two universities. There were 121 male students (53.6%) and 140 females (46.4%) with the average age of 21 years. Five groups of variables were employed in this study. First group was dependent variable, namely, morally voting behavior and peer-supportive behavior. The second group was psychological states consisted 3 variables: exposure to information on politics, appreciation of own society and nation, and nationalism. The third group was psychological traits consisted of 6 traits, namely, future orientation, self control, need for achievement, mental health, collectivism, and materialism. The fourth group was situational factors consisted of 3 variables, namely, amount of social science learning experience, good role model from family, and perceived social norm. The last group was biosocial backgrounds of the students

Research result

Analysis result with correlation coefficient in this sample appears important effect is three groups of variable were employed in this sample. First group was psychological traits have positive relations with politically responsible behavior when another variable compare, self control ($r = .188, p < .01$) and need for achievement ($r = .228, p < .01$). The second group was situational factors have positive relations with politically responsible behavior when another variable compare, amount of social science learning experience ($r = .190, p < .01$) good role model from family ($r = .220, p < .01$) and perceived social norm ($r = .105, p < .01$). The last group was psychological states have positive relations with politically responsible behavior when another variable compare, exposure to information on politics ($r = .729, p < .01$) appreciation of own society and nation ($r = .202, p < .01$) and nationalism ($r = .159, p < .01$) (Table 1)

Then data were analyzed in the total sample and 2 subsamples: male and female students. Two groups of students were formed from combination of the two dependent variables. Result from discriminant analysis in the total samples indicated 83.5% predictive accuracy. The important predictor were perceived information on politics, nationalism, appreciation of own society and nation and need for achievement.

4. Limitations and Future Research

These students should be heightened on the following psychological and situational antecedents, perceived information on politics, nationalism, appreciation of own society and nation and need for achievement for the primary of virtue, social ethics, about information on politics wisely for these student forward. Then Analysis result with correlation coefficient in this sample appears important effect is amount of social science learning experience have positive relations with exposure to information on politics, that is to say amount of social science learning experience cause increase exposure to information on politics. Suggestion of research result is science major students permit social science subject learning for students receive completely knowledge.

Besides, in future, researcher should be studies, in the case, populace in Urban and Margin for compare in both. For effective to develop for politically responsible behavior development.

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Table 1 correlation coefficient of Mean and Standard Deviation in the sample (N = 261)

variable	Mea n	S.D.	1	2	3	4	5	6	7	8	9	10	11	12
1. future orientation	55.96	8.99												
2. self control	51.68	6.68	.547*											
3. need for achievement	52.87	6.71	.551*	.590*										
4. mental health	40.53	9.74	.211*	.192*	.200*									
5. collectivism	51.72	6.51	.013	.099*	.069	-.406*								
6. materialism	36.21	9.62	-.262*	-.242*	-.163*	-.193*	.160*							
7. amount of social science learning experience	14.13	7.00	-.096*	-.057	-.030	.021	.011	.089						
8. good role model from family	50.82	7.18	.208*	.222*	.173*	.048	.143*	-.042	.017					
9. perceived social norm	51.32	6.91	.456*	.365*	.305*	.173*	.107*	-.183*	.116*	.237*				
10.	47.5	13.4	-.036	.111*	.127*	.020	-.010	.013	.294*	.248*	.059			

exposure to information on politics	5	6			*				*	*				
11. appreciation of own society and nation	48.63	4.94	.407*	.401*	.409*	.093*	.227*	-.109*	.003	.256*	.347*	.101*		
12. nationalism	71.45	7.36	.356*	.257*	.322*	-.001	.145*	-.164*	.037	.167*	.235*	.101*	.487*	
13. politically responsible behavior	53.92	13.38	.034	.188*	.228*	-.037	.097*	.067	.190*	.220*	.105*	.729*	.202*	.159*

Note: * p <.05, **p<.01