

報 告

中学生の抑うつ傾向、および彼らのストレス対処行動、
ソーシャルサポートとの関連

—日本とタイの比較—

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〔論文要旨〕

タイは仏教国であり、相互扶助や家族の一体感が強いとされており、こうしたことが中学生の心理的状态にどのような影響を及ぼしているのかを検討すべく、本研究では、日本およびタイの中学生を対象に、うつ状態、ストレス対処方法、ソーシャルサポートの状況を比較することとした。

日本の中学生1,105名、タイの中学生697名を対象として、自記式の質問紙を用いて調査を行った。調査の主な項目は、1) 鬱状態—Birlerson の DSRSC (Depression Self-Rating Scale for Children)、2) 対処行動、3) ソーシャルサポートである。

DSRSC の平均得点は、日本 11.82 ± 5.62 、タイ 13.14 ± 3.27 と日本の方が低かった。

ストレス対処法として積極的対処法は、日本、タイいずれもよく取られていたが、認知的対処法、サポート希求はタイの方が高かった。父親、母親、同胞によるサポートはタイの方が日本より高かった。

Key words: うつ状態, 対処行動, ソーシャルサポート, 中学生, タイ, 日本

I. Introduction

While junior high school students go through remarkable changes both mentally and physically, they must also take high school entrance examinations, which add tremendous stress to their daily lives. Stress research on students in puberty have shown that they experience a wide variety of stressors like anxiety over tests and scores, interpersonal relationships with friends and teachers, school

life, and parent-child relationships^{1)~4)}. Moreover, social support, self-esteem, countering stress and other activities are related to depression as a stress response^{5)~10)}. However, the nature and contribution made by stressors of different kinds may vary across cultures. For example, parental control, an important variable which contributes negatively to adjustment in adolescents in the West¹¹⁾, does not seem to affect Asian youngsters in the same negative way¹²⁾.

Depression of Junior High School Students and its Related Coping Behaviors and Social Supports: A Comparison between Japan and Thailand

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In recent years, Thailand's urban centers have experienced a rapid rise in economic development, and an economical gap has developed between these cities and farming villages. This economic gap between rich and poor appears to contribute to increased prostitution and AIDS among children. The family type had shifted from large to nuclear. Thailand was originally a Buddhist country, and the Buddhist mind is rooted in the lives of its people. Moreover, although their feelings vis-à-vis respect for elders and the importance of family are strong, various changes have led to mental health issues becoming a major concern in Thailand, and studies on children have been launched as a result^{(13)~(15)}.

On the other hand, in Japan, there are less internal economic disparities, and the nuclear family is more rooted in its family lifestyle. Therefore, the purpose of this study is to compare levels of depression, coping behavior, and social support between junior high school students in Thailand and Japan, and to explore the predictors of mental health state.

II. Subjects and Methods

1,388 Japanese junior high school students at 4 junior high schools in Kofu City, Yamashiro Prefecture, Japan volunteered for this study. The survey period was from November 6 to December 20, 2002. The homeroom teacher distributed questionnaires using an anonymous, self-recording method to each class, and the surveys were conducted under totally voluntary conditions. After being filled out, the questionnaires were placed in sealed envelopes by the students themselves and collected by the homeroom teacher. 1,000 Thai junior high school students at 4 junior high schools in Bangkok city suburbs were also surveyed in the same way. The survey period was from August 4 to December 20, 2003.

The survey included questions about 1) demographics, 2) depression level, 3) coping

behavior, and 4) social support.

To measure the state of mental health, we used the Japanese version of DSRSC (18 items) created by Murata et al.⁽¹⁶⁾ based on Birleson's childhood depression inventory (DSRSC : Depression Self Rating Inventory for Children). Each item was assessed by three choices (NEVER, SOMETIMES, YES), and was graded from 0 to 2, in the direction of declining mental health status. Thus, DSRSC total scores ranged from 0 to 36. 16 points represented the cutoff value, and more than 16 points indicated depression, signifying the mental health level was lower the higher the scores were.

For the stress coping behavior, we used a coping inventory for junior high school students created by Miura et al.⁽¹⁷⁾, consisting of a sub-inventory from "active coping", and "desire for support" to "cognitive coping". Active coping means trying to solve problems in a positive way ; desire for support has to do with attempting to make someone understand oneself and cognitive coping is going with the flow. Each item was assessed by four choices : NEVER (0 points), ALMOST NEVER (1 point), OCCASSIONALLY (2 points), and OFTEN (3 points).

For social support, we used the Inventory of Expectancy for Social Support (IESS) for students created by Hisada et al.⁽¹⁸⁾. While IESS consisted of 16 items, two items believed to be inappropriate as questions for junior high school students ("Would you be sympathetic if you knew that your relationship was over" and "Would you willingly offer to help someone when they were working on a job that could not be completed by one person") were deleted, and the remaining 14 items were used. The subjects were asked to response to same items on each 5 sources of support (father, mother, siblings, school teacher, and friend) and applied scores as ABSOLUTELY NO (0 points), MAYBE NO (1

point), MAYBE YES (2 points) and ABSOLUTELY YES (3 points).

In addition, for the questionnaire used by junior high school students in Thailand, the original English version of the DSRSC, and the other inventories and items which were translated by experts into English were translated into Thai by Thai English experts.

The analysis was conducted using Statistical Processing Software SPSS Ver.11.5 for Windows.

In addition, testing between groups was performed using a *t*-test for DSRSC scores, coping inventory scores, and social support scores.

For ethical considerations, we described the purpose of the study to the principals, school nurses and home teachers at each school to assure their understanding of the survey. After that, the homeroom teachers explained to the junior high school students the purpose of the questionnaire, that their responses were to be calculated using all numerical values, and that individuals would not be identified.

III. Results

There were valid responses from 1,105 out of 1,388 Japanese junior high school students (79.6%) and from 697 out of 1,000 Thai

junior high school students (69.7%). The percentage of male students was 50.4 % in Japan and 47.8% in Thailand. This excludes 16 responses by Japanese students where the gender was unknown.

Table 1 shows the family structure of the subjects. While the percentage of "parent and child" nuclear families did not change, there were more single-parent families in Japan. In contrast, students in Thailand appeared to live more often with relatives, even when they had no parent ($\chi^2=297.672$; $p=.000$).

1. Mental Health State

Table 2 shows the average score for each DSRSC item. The Cronbach α coefficient was 0.808 in Japan, but was lower in Thailand at 0.566, and we do not know whether this depends on the particular responses of these subjects or by coincidence.

Among most items there was a significant difference between Japan and Thailand. Especially the score of item 4, item 7, item 10, item 16 and item 18 was higher in Thailand students compared to in Japan. However, that of item 12 and item 13 was higher in Japanese students compared to Thailand.

The average score of all students in Japan was 11.82 ± 8.62 , and in Thailand was 13.14

Table 1 Total Number (and Proportion) of Family Structure of Subjects

	Japan (Yamanashi)			Thailand (Bangkok)		
Nuclear families	640	(58.3)		410	(58.8)	
Enlarged families	352	(32.1)		202	(29.7)	
with Grand Parents	310	(28.2)		73	(10.5)	
with Other Relatives	1	(0.1)		99	(14.2)	
Single with GP*	38	(3.5)		14	(2.0)	
Single with OR**	3	(0.3)		21	(3.0)	
Single Parents	104	(9.5)		44	(6.3)	
No Parents	2	(0.2)		36	(5.2)	
Total	1,098	(100.0)		697	(100.0)	

Note- χ^2 検定: $\chi^2=297.672$; $df=6$; $p<.001$

*: Single parents with grand parents

**: Single parents with other relatives

Table 2 Differences and t Values of Paired Contrasts on Mean Scores of Each DSRSC Items of Two Groups

Item	Positive or Negative	Japan (Yamanashi) (n = 1,105)		Thailand (Bangkok) (n = 697)		t value
		Mean	SD	Mean	SD	
1. I look forward to things as much as I used to	N	0.72	0.579	0.89	0.621	- 6.022***
2. I sleep very well	N	0.79	0.734	0.48	0.539	10.296***
3. I feel like crying	P	0.56	0.654	0.53	0.604	1.063
4. I like to go out to play	N	0.38	0.607	0.87	0.693	-15.761***
5. I feel like running away	P	0.72	0.701	0.54	0.584	6.06 ***
6. I get tummy aches	P	0.70	0.634	0.68	0.585	0.561
7. I have lots of energy	N	0.56	0.626	0.90	0.581	-11.966***
8. I enjoy my food	N	0.58	0.637	0.66	0.587	- 2.801**
9. I can stick up for myself	N	0.58	0.705	0.46	0.541	4.019***
10. I think life isn't worth living	P	0.32	0.555	1.29	0.737	-29.943***
11. I am good at things I do	N	1.05	0.506	0.44	0.511	24.708***
12. I enjoy the things I do as much as I used to	N	0.92	0.644	0.62	0.525	10.286***
13. I like talking with my family	N	0.82	0.693	0.58	0.580	7.738***
14. I have horrible dreams	P	0.52	0.624	0.66	0.544	- 5.189***
15. I feel very lonely	P	0.55	0.670	0.72	0.633	- 5.402***
16. I am easily cheered up	N	0.78	0.694	1.19	0.634	-12.91 ***
17. I feel so sad I can hardly stand it	P	0.50	0.621	0.56	0.654	- 2.125*
18. I feel very bored	P	0.78	0.681	1.05	0.600	- 9.026***
Total		11.82	5.626	13.14	3.278	- 6.293***

Note-*** $p < .001$; ** $p < .01$; * $p < .05$

± 3.27 . Thus, Thailand scored higher ($t = 6.276$, $p = .000$). There was a significant difference regarding sex in both Japan and Thailand. Boys in Japan were 10.87 ± 5.22 , and girls were 12.76 ± 5.79 ($t = 5.623$, $p = .000$), while boys in Thailand were 12.74 ± 3.24 , and girls were 13.50 ± 3.26 ($t = 3.057$, $p = .002$) (Table 3). According to family structure, only the Japanese results indicated a significant difference within the group (one-way analysis of variance: $p = .034$), especially between nuclear families (11.51 ± 5.63) and single parent families (13.21 ± 6.05) ($p = .047$).

With the cutoff value set at 16, the number of those in the depressed groups was 273 students in Japan (24.7%), and 160 students in Thailand (23.0%) without any significant difference. The ratio of girls to boys in the depressed group was higher both in Japan and Thailand: 165 girls in Japan ($\chi^2 = 19.735$, $p = .000$), and 100 girls in Thailand ($\chi^2 = 19.735$, $p = .000$).

2. Stress Coping Behavior and Social Support

Table 4 shows the results of stress coping

behaviors. The "active coping" score was the highest in the three type stress coping behaviors both in Japan and Thailand. However, there was a significant difference regarding "cognitive coping" score and "desire for support" score between Japan and Thailand. The "cognitive coping" score was 14.89 ± 5.38 in Japan and 15.78 ± 4.02 in Thailand ($t = 3.973$, $p = .000$). The "desire for support" score was 14.95 ± 5.65 in Japan and 18.16 ± 4.26 in Thailand ($t = 13.699$, $p = .000$).

Table 5 shows the results for social support. In Japan, students got most support from mothers and friends. However, in Thailand students got most support from fathers and mothers. There was a significant difference regarding support source between Japan and Thailand. The average scores of "fathers", "mothers" and "siblings" in Japan were 39.10 ± 11.90 , 43.79 ± 10.50 and 36.28 ± 12.13 , respectively. Those in Thailand were 45.68 ± 9.81 , 45.00 ± 8.47 and 39.87 ± 11.15 , respectively ($t = 12.508$, $p = .000$; $t = 2.66$, $p = .008$; $t = 6.231$, $p = .000$).

Table 3 Comparison of the Mean Scores of Each DSRSC Items Between Boys and Girls in Two Groups

Item	Positive or Negative	Japan (Yamanashi)				t value
		Boys (n =549) Mean	SD	Girls (n =540) Mean	SD	
1. I look foward to things as much as I used to	N	0.73	0.572	0.71	0.580	0.502
2. I sleep very well	N	0.79	0.716	0.78	0.746	0.039
3. I feel like crying	P	0.34	0.575	0.79	0.651	-12.182***
4. I like to go out to play	N	0.40	0.616	0.36	0.596	1.279
5. I feel like running away	P	0.62	0.685	0.82	0.700	-4.660***
6. I get tummy aches	P	0.62	0.63	0.77	0.629	-3.963***
7. I have lots of energy	N	0.55	0.61	0.56	0.640	-0.146
8. I enjoy my food	N	0.60	0.618	0.55	0.653	1.421
9. I can stick up for myself	N	0.41	0.611	0.76	0.748	-8.567***
10. I think life isn't worth living	P	0.25	0.501	0.39	0.597	-4.003***
11. I am good at things I do	N	1.01	0.485	1.10	0.520	-2.920**
12. I enjoy the things I do as much as I used to	N	0.92	0.63	0.93	0.656	-0.250
13. I like talking with my family	N	0.92	0.664	0.72	0.709	4.835***
14. I have horrible dreams	P	0.37	0.561	0.66	0.647	-7.733***
15. I feel very lonely	P	0.46	0.628	0.64	0.694	-4.711***
16. I am easily cheered up	N	0.72	0.655	0.84	0.723	-2.947**
17. I feel so sad I can hardly stand it	P	0.39	0.574	0.60	0.647	-5.668***
18. I feel very bored	P	0.77	0.671	0.78	0.692	-0.088
Total		10.87	5.225	12.76	5.796	-5.623***

Item	Positive or Negative	Thailand (Bangkok)				t value
		Boys (n =333) Mean	SD	Girls (n =364) Mean	SD	
1. I look foward to things as much as I used to	N	0.87	0.598	0.91	0.641	-0.812
2. I sleep very well	N	0.49	0.541	0.47	0.537	0.550
3. I feel like crying	P	0.44	0.591	0.61	0.604	-3.776***
4. I like to go out to play	N	0.79	0.672	0.94	0.704	-2.978**
5. I feel like running away	P	0.58	0.604	0.49	0.563	1.925
6. I get tummy aches	P	0.61	0.594	0.74	0.571	-2.860**
7. I have lots of energy	N	0.80	0.590	1.00	0.555	-4.625***
8. I enjoy my food	N	0.68	0.578	0.65	0.596	0.613
9. I can stick up for myself	N	0.47	0.562	0.45	0.520	0.515
10. I think life isn't worth living	P	1.21	0.744	1.37	0.724	-2.735**
11. I am good at things I do	N	0.44	0.509	0.45	0.514	-0.171
12. I enjoy the things I do as much as I used to	N	0.65	0.519	0.60	0.529	1.472
13. I like talking with my family	N	0.61	0.584	0.55	0.575	1.307
14. I have horrible dreams	P	0.62	0.571	0.70	0.517	-1.702
15. I feel very lonely	P	0.67	0.624	0.76	0.638	-1.902
16. I am easily cheered up	N	1.26	0.650	1.13	0.613	2.813**
17. I feel so sad I can hardly stand it	P	0.56	0.650	0.57	0.659	-0.209
18. I feel very bored	P	0.98	0.628	1.12	0.565	-3.080**
Total		12.74	3.248	13.50	3.269	-3.057**

Note-*** p < .001 ; ** p < .01 ; * p < .05

Table 4 Differences of The Scores on Three Types of Stress Coping Behaviors in Two Groups

	Japan (Yamanashi)		Thailand (Bangkok)		t value
	Mean	SD	Mean	SD	
Cognitive Coping	14.89	5.38	15.78	4.02	- 3.973***
Desire for Support	14.95	5.65	18.16	4.26	-13.699***
Active Coping	18.77	5.38	19.08	4.05	- 1.398

Note-*** p < .001

Table 5 Comparison of Sources of Subjects' Perceived of Social Support from Father, Mother, Siblings, Teachers and Friends

	Japan (Yamanashi)		Thailand (Bangkok)		tvalue
	Mean	SD	Mean	SD	
Father	39.10	11.90	45.68	9.81	-12.508***
Mother	43.79	10.50	45	8.47	- 2.66 ***
Siblings	36.28	12.13	39.87	11.15	- 6.231***
Teachers	36.67	10.98	36.78	9.55	- 0.231
Friends	43.61	9.44	42.93	8.57	1.573

Note-*** p < .001

IV. Discussion

According to Murata et al.¹⁶⁾, the percentage of the students who exceeded the cutoff values by using DSRSC was 9.6% in elementary school children and this ratio increased with the advance of grades from 6.3% in the 2nd grade to 15.1% in the 6th grade. In our results the ratio was 24.7% in the Japanese junior-high school students and 23.0% in Thailand. Thus, our study showed higher values than Murata et al.

While Kato et al.¹⁹⁾ measured the depressive state by using the Children's Depression Inventory (CDI) from the 1st to 3rd grades in municipal junior high schools in Tokyo, the persons who exceeded the cutoff value was 34.7%. This is higher than ours, and may depend on the region, the varying effects of tests, etc on students as stressors, or differences in support.

Based on the average score of each item on the DSRSC, it seems there are many Japanese students who believe that they cannot do well on things they think they will attempt to do. We do not know whether Japanese junior high school students lack confidence in themselves, or whether the targets were set too high. Meanwhile, many of the junior high school students in Thailand think there is nothing to look forward to in life. Although a direct comparison cannot be made, Fukaya et al.²⁰⁾ conducted a country-by-country com-

parison of fifth graders in elementary school students in Bangkok, Thailand and Japan. Elementary school students in Tokyo had a low self-assessment of items such as "Are you studious?" or "Are you popular?" at 12.6%, thus implying that Japanese elementary school students were less confident, while, in contrast, elementary school students in Bangkok scored high (34.5%), revealing that they resembled elementary school students in Los Angeles and Oakland. In addition, the daily feeling of enjoyment was slightly lower for elementary school students in Bangkok, with elementary school students in Oakland (35.5%), in Los Angeles (33.1%), in Tokyo (31.8%), and Bangkok (26.8%), which may be similar to the results in this survey.

Miura et al.²¹⁾ studied 3rd year junior high school students during their high school examination period and showed that these students preferred "active coping", "cognitive coping" and "desire for support" in that order. Similarly, in our study Japanese junior-high students preferred "active coping" behavior.

The result of a survey by Amano et al.²²⁾, which used the SCI (Stress Coping Inventory) to measure coping behavior, showed that "seeking social support" such as consulting with a friend, or someone a person gets along with well was the highest at 30.1%, that many in the good health group "seek social support", and that there were few self-control types.

Ito²³⁾ classified coping behaviors for problems junior high school students have into active coping behaviors including positive actions to eliminate problems such as “first asking someone to listen to their problems”, “getting the problems off one’s mind by watching TV or listening to the radio”, and “confronting problems, and making efforts to overcome them”, and escapist coping behaviors including negative actions to eliminate problems such as “continuing to be troubled without consulting someone” or “locking oneself in one’s room”.

Although “active coping” was the most engaged in Thailand for coping behavior, “desire for support” was equally strong. In the report described above, Miura et al. said that there were some correlations between coping behaviors and social support from multiple regression analysis. “Active coping” plus “desire for support” positively correlated with “teacher” and “friend” for the source of social support. However, “desire for support” negatively correlated with “father” for the source of social support. In addition, they mentioned that students who thought their control ability were good could engaged in many kinds of coping behaviors. For social support, in our study it is felt that support was received from families, in particular, more so in Thailand than in Japan, with conditions that made it easier to receive increased support, which may be because the children depend on support.

In contrast, MacCarthy et al.²⁴⁾ compared stress coping behaviors between 6 and 14-year olds in America and Thailand. They indicated that children in Thailand have a more implicit coping behaviors, and that in response to being separated from their parents, etc., they tend to adjust themselves to that situation, rather than trying to do something about their situation. People in Thailand have an oft-used word in their language “Mai Pen Rai”, which expresses a governing concept

that they will not worry about details, and will somehow be fine and get survive²⁵⁾. This may be due to the reason whereby they really do not work actively on these stressors.

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[Summary]

In this study, we aimed to compare the current conditions regarding depression, coping behavior and social support of junior high school students in Thailand with those of Japanese junior high school students.

The subjects were junior high school students (1,105 in Japan and 697 in Thailand). The Japan survey was conducted in Yamanashi from November 6 to December 20, 2002, and the Thailand survey in Bangkok from August 4 to December 20, 2003. The questionnaire included 1) depression level, 2) coping behavior, and 3) social support.

The average score of all students in Japan was 11.82 ± 5.62 , and in Thailand was 13.14 ± 3.27 on the Depression Self Rating Inventory for Children (DSRSC). The score of "active coping" was the highest among three coping behaviors in both Japan and Thailand, however, the scores of "cognitive coping" and "desire for support" were higher in Thailand. For social support, the fathers, mothers and siblings scored higher in Thailand compared to Japan.

[Key words]

Depression, Stress coping behavior, Social support, Students, Thailand, Japan