

## CHAPTER VI

Case Studies

- 6.1 Introduction
- 6.2 The Case Study of Mr. A
- 6.3 The Case Study of Mr. B
- 6.4 The Case Study of Miss C
- 6.5 The Case Study of Miss D
- 6.6 The Case Study of Miss E

## CHAPTER VI

## CASE STUDIES

6.1 Introduction

In this chapter, the five selected cases with poor adjustment are discussed to bring out the details of the problems and the effectiveness of the individual guidance interviews. In all the five cases (two boys and three girls) were selected for detailed case studies.

The cases presented here were interviewed individually. Most of the information was obtained from the subjects themselves. In order to observe the confidential nature of the guidance, these cases were named Mr. A, Mr. B, Miss C, Miss D and Miss E. These cases were evaluated, keeping in mind the record of their interviews and their performances on the tests before and after guidance interviews. In all 12 guidance sessions were conducted. An attempt was made to present the details of the family history of the subject, collected during the first few guidance sessions, because the family history of the subject made it possible to direct the discussion along certain lines. The specific changes were then presented and discussed. Besides, the changes in the adjustment were discussed for each individual case by referring to the responses to the items of adjustment inventory before and after guidance interviews. In addition to this, the performance of each subject on the attitude scale and

the student control ideology scale before and after the guidance interviews were also examined. Finally, certain generalized conclusions about each individual case were inferred on the basis of the analysis of the record of the interviews and responses to the adjustment inventory the attitude scale and the student control ideology scale administered before and after the guidance interviews.

#### 6.2. The Case Study of Mr. A

The case of Mr. A. would be examined in relation to his performance in the Adjustment Inventory, the Attitude Scale and the Student Control Ideology Scale and to his record of guidance interviews.

Mr. A was a first year student teacher, with major subject in Health Education. He stayed outside college hostel. His house was located in the rural area. Mr. A got the highest score in the category of education of the Adjustment Inventory, among all student teachers of Nakorn Pathom Teachers' College.

Table 135 : Performance of Mr. A on each Category of the Adjustment Inventory before the Guidance Interviews

Category		No. of Item	No. of Item ticked by Mr. A before Guidance Interview	
I	Health and Physique	11	4	(36.36)
II	Sensitivity and Confidence	11	8	(72.72)
III	Economic and Lack of Facilities	14	10	(71.42)
IV	Self Schedule and Independence	10	5	(50.00)
V	Mild Neurosis	12	7	(58.33)
VI	Self and Self Image	12	8	(66.66)
VII	Sex and Marriage	14	6	(42.85)
VIII	Social Aspects	36	15	(41.66)
IX	Family	45	31	(68.88)
X	Education	46	36	(78.26)
Total		211	130	(61.61)

( ) = Figures in parentheses indicate percentages

It can be seen in table 135 that the percentage of the problems faced by Mr. A is high (60 percent and above) in the five categories i.e. education (78.26), sensitivity and confidence (72.72), economic and lack of facilities (71.42), family (68.88) and self and self image (66.66).

Keeping in mind Mr. A's performances on the adjustment inventory, the plan of guidance interviews for Mr. A was framed.

#### Analysis of the Record of Interviews

In the first guidance session, the purpose of the meeting was explained to Mr. A. The guidance worker tried to establish rapport and to create trusting atmosphere. An attempt was made to explain the importance of the guidance interviews and free discussion of the problems. During the first few sessions, the guidance worker tried to collect the details of the family history of the subject which is as under :

Mr. A was a young boy of 19 with 158 cms. height and 48 kgs. weight. He looked rather small and thin. He was considered to be a calm, thoughtful and quiet person. He was gentle and polite. He wore white shirt and blue pants. The dress was neat and clean.

Mr. A was the eldest in the family. He had one brother and two sisters. His father was a farmer and the mother

looked after the house. He was a full term, normal born child. But few months after his birth, he was seriously sick and was admitted to the hospital on four separate occasions. He did not enjoy good health even then he was sent to a primary school at the age of seven. When he was eight years old, his father died. After the death of his father, his mother got remarried. The paternal grand parents got angry of his mother because they did not want her to get remarried. They took him away from his mother and made him stay with them. Their house was not very far from his mother's house (approximately 10 minutes walk). His another three younger siblings were left with the mother as the grand parents wanted only Mr. A.

After getting remarried, Mr. A's mother got three more children with the new husband. At this stage, the relationship between Mr. A and his mother became cold. Though, it was only a walking distance between the two houses, his mother never came to visit him and he also never went to visit his mother.

In the grand parents's house, Mr. A was treated by the grand parents as their youngest son. They made him called them "father" and "mother" instead of calling them "grandfather" and "grandmother". Mr. A was living reasonably happy with his grandparents. They loved Mr. A and Mr. A also loved and respected them. They supported Mr. A for his education from the beginning.

Mr. A's grandparents belonged to lower-middle socio-economic class. The grandfather was 75 years old, doing carving works at home. He enjoyed good health. The grandmother was 69 years old, working as a labourer in a vegetable farm. She did not enjoy good health as she was suffering from bronchial asthma every now and then. The average income of the family was 2000 baths per month (approximately Rs.800).

Mr. A's aunt (the youngest daughter of his grandmother) and her husband were also staying in the family. Mr. A's aunt was 25 years old. She was looking after the house. Her husband was 24 years old, working as a clerk in a University and earning 2000 baths per month.

According to Mr. A, his aunt was friendly, talkative but very lazy. As soon as he woke up in the morning his aunt would assign a lot of household tasks to him such as cleaning the floor, watering the plants, cleaning the dishes, washing clothes of every one in the family and feeding the chickens. His aunt would never help him to do any thing except cooking which was the only task she had to do. Mr. A often got annoyed and left home with out doing any thing. Sometimes, he purposefully returned home very late from college so as to be free from household tasks. Often he felt that his aunt did not consider him as a member of the family but a servant. He stated that sometimes he wanted to run away from home to get away from these problems. The guidance worker considered

from Mr. A's family history which indicated that he did not have his father, the mother remarried and did not keep in touch with him. Although, they loved him but the relationship between Mr. A and his grandparents is somewhat different from that of his true parents which was unique relationship. His aunt, although, she was friendly but she took advantages by making use of Mr. A. This situation might prevent him to develop the bond of relationship with the family members, and made him think of running away from home. The guidance worker, at this stage, convinced him not to run away from home and to escape from the problems which he was facing. Though he might be able to get away from those problems but other problems would arise after his leaving home i.e. where will he go ? where will he stay ? from where will he get food ? from where will he get money ? etc. The grandparents, when they came to know about his running away from home, would be very sad and very much worried about him. They might even fall sick because of they were aged. Mr. A agreed with what the guidance worker said. He told the guidance worker that when he got annoyed, the idea of running away from home immediately came into his mind and he never got chance to think of all these problems. He said that he would be very unhappy if he had already run away from home.

It has been stated earlier, when Mr. A's aunt assigned too many household tasks to him, he often got annoyed and



left home for college without doing anything. For this, the guidance worker tried to explained to Mr. A and gave him the examples of other people who were also having the same type of problems, he was not the only one who was suffering and this was only the temporary problem because after completion of his study, he would work and have his own house and his problems would be over. At present, he should try his best to do the works which were assigned to him.

Mr. A did not have a good communication with his grandparents or any member in the family. He told the guidance worker that he often left home and stayed overnight at his friends place without informing anyone in the family before hand. Mr. A's grandmother also often left home continuously for 2-3 days without informing the family members. This was considered to be a normal situation of the members in this family. The guidance worker asked Mr. A to reconsider and give his opinion regarding this situation. He thought for a while, then, said that it would be better if anyone in the family wanted to leave home for overnight, he should keep the members in the family informed. The guidance worker supported him by telling him that she agreed with him because the good communication among the family members was considered to be one of the most important aspects in the family contexts

and the other reason was that if something happened, the family members would come to know where he was and could contact him immediately and they could do something before it became too late.

Regarding eating habit of Mr. A, the guidance worker came to know that he always eats food very little as to avoid getting fat. He told the guidance worker that he would look funny if he became a fat boy as he was rather short (158 cms. height) as compared to his friends. The guidance worker suggested him to eat properly, not to eat too much or too little. The significance of having adequate food was also explained to him.

Mr. A stated once during the guidance interview that he was not sure whether he would be a teacher or not after completing the B.Ed. course. He told the guidance worker that after completing the secondary education, he joined the teachers' college according to his grandparents' wish and suggestion. He was not really interested in teaching work but he did not have any negative feelings towards teaching profession at the same time. Mr. A said that he wanted to please his grandparents by joining the teachers' college because they had been supporting him for his education since primary education. Although, the grandparents were rather poor but whenever he needed money and asked,

he got the money and was never refused by them. The guidance worker looked into Mr. A's response to the attitude scale (measuring the attitude towards teaching profession) to find out his attitude towards teaching profession. It was found that he tended to have a favourable attitude towards teaching profession. There were very few items which he marked undecided. The guidance worker realized that Mr. A had a positive feeling towards teaching profession but at the same time, he needed someone to support and assure him that his choosing of profession was correct. Therefore, the guidance worker tried to support him by pointing out the advantages of teaching profession; such as, this profession would provide him a good status in the society, and would provide him security in his future life, it would help him in keeping up his knowledge up-to-date. As a matter of fact, in Thailand, there were very few male teachers in the schools, therefore, he would get chance to be chosen as a principal. Mr. A seemed to be very happy to hear what the guidance worker said. He told the guidance worker that he would like to know something about teaching profession but he never got chance to discuss with anyone except the guidance worker and he was very much satisfied because he came to know many things which he needed to know.

Regarding his study, Mr. A told the guidance worker, during the guidance session, that there were two subjects

in which he had no interest because of the contents of the subjects were not interesting for him and the teachers of these two subjects did not teach properly as well (these two teachers were new and they did not have any teaching experience). The guidance worker tried to point out the significant of these two subjects and persuade him to pay more attention to them. Regarding the teachers, Mr. A stated that he could not hear what they were speaking and their styles of teaching were seemed to be lifeless. They did not stress or emphasize any part of the content which would stimulate the students to pay more attention to what they were teaching. The guidance worker suggested Mr. A that he should be frank with his teachers by telling them that he could not hear what they were speaking and would like them to speak loudly and whenever he could not understand or had some doubts he should request them to explain again. By this way, he was helped to have a better feeling towards the subjects as well as his teachers. Thus, it would help him to develop interest in the subject.

During the final phase of the guidance interviews, Mr. A told the guidance worker that he came to know many things from discussion with the guidance worker, he was happier than before and the relationship with his aunt and his teachers were improved and he could concentrate more in his study. There was no doubt that Mr. A had learned, during

the guidance interviews, the skill to handle with the problem, to probe deeper into the nature of the problem and to understand and accept the others' feelings. It was expected that, with his new skills, Mr. A would approach his problems in a manner which would be like by others.

#### Changes in the Adjustment

Mr. A was administered the Adjustment Inventory, the attitude Scale (to measure attitude towards teaching profession), and the Student Control Ideology Scale both before and after the guidance interviews. The changes in the adjustment of Mr. A were examined by considering items tick marked by him before and after the guidance interviews. The following table shows the scores in each category in the Adjustment Inventory as revealed by Mr. A before and after guidance interviews.

Table 136 : Category-wise Reduction of the Adjustment Problems of Mr. A as a Result of Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance Interviews	No. of Problems After Guidance Interviews	Reduction of the Problems in Term of Percentage
I	Health and Physique	11	4	3	25.00
II	Sensitivity and Confidence	11	8	1	87.50
III	Economic and Lack of Facilities	14	10	2	80.00
IV	Self Schedule and Independence	10	5	0	100.00
V	Mild Neurosis	12	7	3	57.14
VI	Self and Self Image	12	8	0	100.00
VII	Sex and Marriage	14	6	1	83.33
VIII	Social Aspects	36	15	3	80.00
IX	Family	45	31	4	89.10
X	Education	46	36	6	83.33
Total		211	130	23	82.30

Table 136 shows the reduction of the problems of Mr. A in terms of percentage in each area and in all the areas together as a result of guidance interviews. We can observe that 82.30 percent over-all reduction of the problems of Mr. A as a result of guidance interviews. Before guidance interviews took place, he was facing 130 problems which were reduced to 23 as a consequent upon guidance interviews.

It can be seen that the highest (100 percent) reduction took place in categories 4 and 6 i.e. self schedule and independence, and self and self image. In category 4 he marked 5 problems out of 10 and in category 6 he marked 8 problems out of 12 before guidance interviews took place but after guidance interviews, none of these problems remained with him. The second highest (87.50 percent) reduction of the problems took place in the category of sensitivity and confidence. He had 8 out of 11 problems before guidance interviews. But after guidance interviews he had only one problem. Then it comes the category of family in which he tick marked 31 problems out of 45 before guidance interviews but after guidance interviews he had only 4 problems.

In the categories of sex and marriage and education 83.33 percent reduction took place. Before guidance interviews in the category of sex and marriage he had 6 problems (out of 14) which were reduced to 1 as a result of guidance interviews. He had 36 out of 46 problems in the area of

education before guidance interviews but after guidance interviews he had only 6 problems. Mr. A was selected for the purpose of study as he was having the highest number of problems in the category of education of all the other student teachers. There was 80 percent reduction of the problems in two categories, namely; economic and lack of facilities and social aspects. He had 10 out of 14 problems in the category of economic and lack of facilities before guidance interviews and after guidance interviews only two problems remained with him. Formerly he had 15 out of 36 social problems but when guidance interviews were over he had only 3 social problems.

In the area of mild neurosis there was 57.14 percent reduction of the problems as a result of guidance interviews. In the pre-test he marked 7 out of 12 problems but in the post-test he showed only 3 problems.

The lowest i.e. 25 percent reduction took place in the category of health and physique. Before guidance interviews he had 4 out of 11 health and physique problems but when the guidance interviews were over he had 3 problems regarding health and physique.

Thus it can be seen that more than 80 percent reduction of the problems took place in all the categories except health and physique and mild neurosis.



Table 137 : Change in the Adjustment of Mr. A as a Result of Guidance Interviews.

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
I. Health and Physique			
3	I cannot speak some words correctly	/	
II. Sensitivity and Confidence			
13	I feel inferior to others	/	
15	I am very self-conscious	/	
17	I feel guilty too long after doing something that I think is wrong	/	
18	I have no self-confidence	✓	
20	If I make a poor show before others, I feel it for long time.	✓	
21	I loss self-confidence when I compete with others.	✓	
22	I find it difficult to express myself effectively		
III. Economic & Lack of Facilities			
23	I need information regarding all sorts of necessities	✓	
26	I do not get healthy food	✓	
28	I do not know different sources of enjoyment	✓	
29	I have to suffer due to poor study conditions at home.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
32	The financial difficulties in my family make me unhappy	✓	
34	It is very difficult to attend morning lecturer as I am coming from a village	✓	
35	I cannot afford medicine for my family.	✓	
36	I cannot afford education for my family.	✓	
IV. Self Schedule and Independence			
38	I find it impossible to live away from my family	✓	
39	I cannot concentrate	✓	
43	I do not know how to divide my time for different activities	✓	
44	I have to suffer due to lack of independence	✓	
45	I feel helpless when I am in trouble.	✓	
V. Mild Neurosis			
49	I am scared of accidents	✓	
53	I cannot stop worrying	✓	
55	I become very nervous when my abilities are being tested.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
58	I have a very strong fear of failure.	✓	
VI. Self and Self Image			
59	I feel I am not intelligent.	✓	
62	I feel that I have not good memory.	✓	
64	I wish I was not born .	✓	
65	I need to be a bit more aggressive .	✓	
66	No one seems to understand me.	✓	
68	I feel that I am useless.	✓	
69	I think that I am miserable.	✓	
70	I feel that no body loves me.	✓	
VII. Sex and Marriage			
71	I am too much afraid of love romance and marriage.	✓	
73	I am anxious to know about secret diseases.	✓	
75	I feel very much that I am dominated by boys.	✓	
76	I fear to have members of the opposite sex as friends.	✓	
77	I hate members of opposite sex.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
VIII. Social Aspects			
85	I cannot talk freely with others.	✓	
91	I like to live alone.	✓	
93	I am afraid of talking with a man of position.	✓	
97	I cannot tolerate other's beliefs and opinions.	✓	
98	I feel very embarrassed when I have to speak before a group of people.	✓	
101	I feel I do not know much of etiquette.	✓	
103	I do not like social restrictions.	✓	
107	My friends do not help me.	✓	
111	I fail to win friends.	✓	
115	I feel that my friends have no moral standards.	✓	
119	I find it difficult to ask permission to leave the group.	✓	
120	I am afraid of criticism of others.	✓	
IX. Family			
121	My parents do not agree with my views.	✓	
122	I have different opinion with my parents because they are conservative.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
124	My parents criticise my behaviour very often by giving examples of my brothers, sister and friends.	✓	
125	Often it so happens that my father does not agree to a decision of mine, while my mother agree to it.	✓	
126	I very often feel that my parents do not understand me.	✓	
128	I become nervous by peculiar behaviour of my parents.	✓	
130	I find my parents always confused as nervous.	✓	
131	Some times I feel that my brothers and sisters are getting what they need while I do not.	✓	
134	I feel for the loss of my father very much.	✓	
135	I do not get freedom as I am the youngest child in the family.	✓	
136	The atmosphere of my home is very tense.	✓	
142	My parents are suspicious.	✓	
143	My parents worry too much when I fail.	✓	
145	I am afraid of my father.	✓	
146	I am not allow to argue with my parents.	✓	
147	My parents cannot understand me.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
150	I quarrel with my brothers and sisters.	✓	
153	I feel that my home life is not happy and satisfactory like that of my friends.	✓	
154	I feel like running away from home.	✓	
156	I feel that my parents are disappointed in me.	✓	
157	There are frequent quarrels in my family.	✓	
158	I feel there is too much interference from my family in my personal affairs.	✓	
159	I feel ashamed of my parents.	✓	
160	I cannot talk of my experiences to my parents.	✓	
161	I feel that I am the unfortunate one in my family.	✓	
164	I have too many responsibilities at home	✓	
165	My parents insist on my choosing a vocation which I dislike.	✓	
X. Education			
166	While studying, I get disturbed very easily.	✓	
167	I dislike certain teachers.	✓	
170	I have ineffective study habits.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
171	I want information regarding monetary help, freeships & books.	✓	
173	I cannot understand certain subjects.	✓	
174	I feel my teachers are not teaching properly.	✓	
175	I think my teacher is a problem to the students.	✓	
177	I need to know about different post-graduate studies.	✓	
178	I cannot cope up with studies.	✓	
179	I need very much to know a better method of studying.	✓	
182	I want to improve my memory.	✓	
184	I need information regarding library.	✓	
185	I want to take aptitude test.	✓	
186	I do not know about extra-curricular activities.	✓	
187	I do not know the method of answering the questions.	✓	
189	I think I am a dull student.	✓	
190	I do not find suitable atmosphere for studying in the college.	✓	
191	I am over burdened with academic work.	✓	
192	I cannot progress in learning.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
193	I cannot devote enough time to study.	✓	
194	I am too much worried about examination.	✓	
195	I need to know whether I should study or not.	✓	
197	I have a strong dislike certain subjects.	✓	
199	I need guidance for the choice of a college.	✓	
200	I am not satisfied with the marks I am getting in college	✓	
204	There is not sufficient books in the library.	✓	
205	I have to suffer due to over-crowdedness in the dining hall.	✓	
209	I have to suffer due to too much assignments and home-works which I cannot cope with.	✓	
210	There is no sufficient drinking water provided in the college.	✓	
211	I always get disturbed by mosquitoes and flies while studying and having foods.	✓	



Table 137 shows the change in the adjustment of Mr. A as a result of guidance interviews. It can be observed in the table that Mr. A could not speak some words correctly before guidance interviews but after guidance interviews, this problem was solved.

Keeping in mind the category of sensitivity and confidence one can say from the table 137 that the feeling of inferiority, self-consciousness, guilt for doing something wrong and feeling a lot for making poor show have disappeared and he gained self-confidence as a result of guidance interviews. Moreover, after guidance interviews he had no difficulty in express himself effectively.

In the category of economic and lack of facilities, the problems like, getting information regarding all types of necessities and enjoyment, getting healthy food, studying at home, affording for medicine and education and attending morning lectures were solved as a result of guidance interviews.

In the category of self schedule and independence before guidance interviews he found it impossible to live away from his family, he could not concentrate, he did not know how to divide his time for different activities, he had to suffer due to lack of independence and he felt

helpless when he was in trouble. After the guidance interviews he did not have these problems.

With respect to the category of mild neurosis we can say that Mr. A had no worry to make success of his life and no fear of accidents as a result of guidance interviews. Moreover, he had no feeling of nervousness when his abilities were being tested and he had no fear of failure after guidance interviews.

In the category of self and self image, as a result of guidance interviews, his doubts regarding his intelligence, his memory, his usefulness had disappeared. Before guidance interviews he wished that he was not born. After guidance interviews he did not have this problem. Before guidance interviews he thought that he needed to be a bit more aggressive, he was miserable, no body loved him and understood him but these ideas disappeared from his mind after guidance interviews.

Before guidance interviews took place, he was afraid of love, romance, and marriage. As a result of guidance interviews no such fear existed. He was very much eager to know about secret diseases before guidance interviews but he did not feel need of such knowledge after guidance interviews. He had doubts whether the members of the opposite sex were his friends and at the same time he hated the members of

the opposite sex before guidance interviews. But at the end of guidance interviews these doubts disappeared.

In the category of social aspects he could not talk freely with others and remained aloof. Moreover he had afraid of talking with a man of position and a group of people and it was difficult for him to ask permission to leave the group. He could not tolerate other's beliefs and opinions. He did not like social restrictions. But these problems were no more with him after guidance interviews. Regarding his friends he felt that he failed to win them. They did not help him. Further he felt that they had no moral standards. These feelings regarding friends did not exist after the guidance interviews.

With respect to his parents, before guidance interviews, Mr. A felt that they were conservative, suspicious, and had peculiar behaviour. He was afraid of his father. His parents did not agree with his views. They did not understand him and worried too much on his failure. He could not talk of his experiences to his parents. After guidance interviews, these problems did not remain with him. Before guidance interviews he felt that his parents praised his brothers and sisters and gave them what they wanted while he did not get. He had quarrel with his siblings. There was a tense atmosphere in the family and his home life was not happy and satisfactory. His parents often

interfered in his personal affairs. He had many responsibilities at home. He considered himself unfortunate. After guidance interviews, he did not have any such problems at home.

In the category of education he had certain problems but these were no more with him after the guidance interviews. He had ineffective method of study and that is why he wanted to know a better method of studying. He considered himself a dull student so he wanted to improve his memory. He could not follow the lectures and cope-up with studies. He wanted information regarding post-graduate studies, book, library and aptitude test. He did not know the method of answering the questions. He liked to have information of extra-curricular activities. He got disturbed while studying and was over burdened with the academic work. He did not progress in learning and could not devote enough time to study. He worried about the examination. He was over burdened with the homeworks and assignments. He got disturbed by mosquitos and flies while studying. He did not like certain subjects and found it difficult to understand these subjects. He disliked certain teachers and their method of teaching. He considered teachers as a problem to students. All these problems regarding education vanished as a result of guidance interviews.

Changes in the Attitude Towards Teaching Profession

The changes in the attitude towards teaching profession of Mr. A were studied by considering the changes in rating on the items in the Attitude Scale before and after guidance interviews.

Out of 34 items the change in the rating was taken place in 14 items (Table 138). This change was in a positive direction. He rated all the remaining items high even before guidance interviews. We did not expect any change in the rating of these items.

Table 138 : Change in Mr. A with respect to his Attitude  
Towards Teaching Profession as a Result of  
Guidance Interviews

Item No.	Statement	Changed	
		From	To
1	This is an inspiring profession.	disagree	to agree
2	In this profession the heart and head both develop simultaneously.	Disagree	to agree
5	This profession help one keep-up his knowledge up-to-date.	undecided	to agree
10	There is no freedom in this profession.	strongly agree	to disagree
11	This profession secures the future life.	agree	to strongly agree
13	As compared with other profession this profession is the oldest and most honoured one.	undecided	to agree
15	This is a harmless profession.	disagree	to agree
17	This profession is rich in future potentialities.	undecided	to agree
18	This is a thankless profession.	undecided	to disagree
21	This profession has more merit than demerit.	undecided	to agree
23	Only one who has good temper can work in this profession.	undecided	to agree
26	This profession makes one unpopular in society.	agree	to disagree
31	If I am asked to select a job I would like to think twice before joining this profession.	undecided	to disagree
34	This profession takes mind heavily.	agree	to strongly disagree

It can be seen in table 138 that the responses to the item numbers 1, 2 and 15 had changed from disagree to agree. These items are positive in sense and the change was in expected direction. The responses to item numbers 5, 13, 17, 21 and 23 had changed from undecided to agree. These items are also positive. Mr. A was not in a position to say anything definite regarding these items before guidance interviews but after the guidance sessions were over he showed his agreement regarding these items. So, the change was in a positive direction. The response to item number 11 had changed from agree to strongly agree and this change was also expected.

The change in the response to item number 10 which is negative in sense was from strongly agree to disagree. This also showed change in positive side. The responses to item numbers 18 and 31 had changed from undecided to disagree. These items are negative and this change was in positive direction. The responses to item numbers 26 and 34 which are negative in sense had change from agree to disagree and agree to strongly disagree respectively. This change was in expected direction.

Thus, as a result of guidance interviews, Mr. A had changed considerably in his attitude towards teaching profession. He obtained 125 score in pre-test in the attitude

scale but he got 147 score in the post-test in the same scale. On the basis of his performance in pre and post test it can be said that he developed a more positive attitude towards teaching profession.

#### Changes in the Student Control Ideology

The changes in the student control ideology of Mr. A were studied by considering the changes in rating on the items in the student control ideology scale before and after guidance interviews.

The student control ideology scale was consisted of 50 items, out of which the rating of Mr. A was changed in a positive direction in 15 items (Table 139). He rated 32 items high in the pre-test and that is why we did not expect any change in his rating after guidance interviews. Only in remaining few items we did not notice any change though he rated low before guidance interviews.



Table 139 : Change in Mr. A with Respect to Student Control  
Ideology as a Result of Guidance Interviews.

Item No.	Statement	Changed From - To
4	Students know not moral values	agree to undecided
6	No learning is possible without class control	undecided to strongly disagree
7	Effective discipline comes from within and not from without	agree to strongly agree
9	Learning takes place best in free climate	agree to strongly agree
12	It is best to encourage an inquiring mind	agree to strongly agree
16	Pupils should feel a sense of belongingness in the school	disagree to agree
22	Knowledge should be pumped out and not to be pumped in	disagree to agree
26	It should be realized that pupils also have good ideas	undecided to agree
28	Equality of opportunity should be concerned of every teacher	agree to strongly agree
30	Severe punishment never improves a school child	strongly disagree to agree
35	Unless the teacher teaches, no learning can take place	undecided to strongly disagree
39	The teacher has not taught unless the pupils have learnt	strongly disagree to undecided
44	"I am you and you are I", this sum up teacher-pupil relationship	disagree to strongly agree
45	There is nothing wrong in beating a school child	Strongly agree to disagree
48	Good ideas flow from bottom	undecided to strongly agree

In table 139, item numbers 7, 9, 12, 16, 22, 26, 28, 30, 39, 44, and 48 are positive in nature and item numbers 4, 6, 35 and 45 are negative in nature. The responses to the item numbers 7, 9, 16 and 28 had changed from agree to strongly agree. As these items are positive, the change was in expected direction. The responses to item numbers 16 and 22 had changed from disagree to agree and the responses to item number 44 had changed from disagree to strongly agree. The changes in the responses to these items were also in positive direction. Item number 26 had changed from strongly disagree to agree and the responses to the item numbers 30 and 39 had changed from strongly disagree to agree and from strongly disagree to undecided respectively. These changes were expected. The response to item number 48 had changed from undecided to strongly agree. Thus, in all the items which are positive in nature, the change was in desirable direction.

The response to item number 4 had changed from agree to undecided. As this item is negative, the change was in expected direction. The responses to items numbers 6 and 35 had changed from undecided to strongly disagree and the changes in these items were also expected. The response to item number 45 had changed from strongly agree to disagree.

Thus the responses to all the items in table 139 had changed to desirable direction after guidance interviews. Hence, it can be said that Mr. A had changed towards positive direction with respect to his student control ideology. It is evident from his performance in student control ideology scale administered before and after guidance interviews. The total score obtained by him in the pre-test was 188 which was increased to 216 in the post-test. This indicated that Mr.A moved towards more humanistic ideology as a result of guidance interviews.

### Conclusion

Regarding Mr. A it can be said that his adjustment problems were reduced considerably as a result of guidance interviews. Reduction of the problems in each area is also note worthy.

His attitude towards teaching profession had also changed in desirable direction as a result of guidance interviews. He developed more favourable attitude towards teaching profession. He moved towards humanistic ideology as a consequent upon guidance interviews.

### 6.3. The Case Study of Mr. B

The case of Mr. B will be examined in relation to his performance in the Adjustment Inventory, the Attitude Scale and the Student Control Ideology Scale and to his record of guidance interviews.

Mr. B was a first year student teacher with major subject in Health Education. He stayed outside college Hostel. His house was located in rural area. Mr. B got the highest score in the category of economic and lack of facilities of the Adjustment Inventory, of all the student teachers in Nakorn Pathom Teachers' College.

Table 140 : Performance of Mr. B on each Category of Adjustment Inventory Before Guidance Interviews.

Category	No. of Item	No. of Problems Before Guidance	
I. Health and Physique	11	3	(27.27)
II. Sensitivity and Confidence	11	8	(72.72)
III. Economic and Lack of Facilities	14	11	(78.57)
IV. Self Schedule and Independence	10	3	(30.00)
V. Mild Neurosis	12	7	(58.33)
VI. Self and Self Image	12	5	(41.66)
VII. Sex and Marriage	14	6	(42.85)
VIII Social Aspects	36	17	(47.22)
IX. Family	45	28	(62.22)
X. Education	46	38	(82.60)
Total	211	126	(59.71)

Figures in parentheses indicate : percentages.

It can be seen from table 140 that the percentage of problems faced by Mr. B is high in four category, namely, education (82.60), economic and lack of facilities (78.57), sensitivity and confidence (72.72) and family (62.22). Keeping in mind Mr. B's performance on the adjustment inventory, the plan of guidance interviews for Mr. B was framed.

#### Analysis of the Record of Interviews

In the first guidance session, the purposes of the meeting were explained to Mr. B. The guidance worker tried to establish rapport and to create trusting atmosphere. An attempt was made to explain the importance of the guidance interviews and free discussion of the problems. During the first few sessions, the guidance worker tried to collect the details of the family history of Mr. B which is as under :

Mr. B was 21 years old with 168 cms. height and 52 kgs. weight. He was gentle and polite. He was considered to be a talkative boy. He wore college uniform; white shirt and blue pants. His dress was neat and clean.

Mr. B was the six in the family. All of his elder siblings already got married and lived independent from their parents. Mr. B had three younger brothers and three younger sisters. His father was a farmer, having a small

sugar cane farm. His mother was helping his father in the farm and also looking after the house.

Mr. B was a normal born child with full-term. He never suffered from any serious illness. He enjoyed good health. Mr. B was sent to a primary school at the age of seven. He remembered his first teacher as a very serious and strict teacher and he got very much afraid of him. After completing standard 4, his father asked him to leave the school. Mr. B was very much upset as he was very good in his study and he wished to continue his schooling. He requested one of his father's friend to talk to his father to allow him to continue his study. After one year, his father decided to allow him to rejoin the school again. Mr. B was very happy.

Three years ago, Mr. B's father became a psychotic patient. He had visual and auditory hallucination and afraid of being attacked by other. He was admitted to Mental Hospital for few months. After being treated in the hospital, Mr. B's father got better and the doctor allowed him to go back home. Only three weeks after coming back from the hospital, Mr. B's father committed suicide by drinking insecticide. Mr. B's mother was an uneducated woman. After losing her husband, she was very sad and incapable to manage her family. She did not enjoy good health also. She was very thin and weak. The doctor

found that she was suffering from carcinoma of cervix and advised her to have an operation. She was admitted to the hospital and got her uterus removed. After operation, she became more weak and thin and she could not work as usual. She badly needed help and support from her grown up sons, especially regarding financial. But they could not help her much because they had limited income and they also had responsibility for their own family.

In the family, Mr. B lived with his mother and six younger siblings. All of the younger siblings were in school, studying in standard 8, 7, 6, 5, 4 and 3 respectively. There was no earning member in the family. The income of the family came only from the elder brothers of Mr. B. This income was irregular and insufficient for expenditure of the family. No money came from the sugar cane farm because there was no more sugar cane in the farm.

Mr. B's mother asked Mr. B to leave the college and to help in the farm and also to look after the younger siblings. Mr. B refused to do so by giving the reason that if he could complete his study and work as a teacher, he would earn more than working in the small sugar cane farm and could help the family economically. The other reason was that he did not like to work in the farm.



Whenever Mr. B's elder brothers came to the family, to visit their mother, they often quarrelled among themselves. One of the reasons of their quarrelling was the education of Mr. B and the other reason was that they tried to throw their responsibilities of supporting their mother and younger siblings to each other. They refused to support Mr. B for his education by giving the reason that they had to take responsibilities of their own family. Mr. B requested them to support him till he completed the B.Ed. course. None of them was willing to do so. They gave their opinions that Mr. B should not be educated higher than another siblings. As a matter of fact, Mr. B's elder brothers were given education only upto standard 4. The jealousy might be one of the reasons and the other reasons was that they were not rich and they might find it difficult to support their younger siblings for their education.

Mr. B stated when his elder brothers started quarrelling, he felt very much unhappy and got very much worried and upset. He did not want to meet anybody and also felt that no one loved and could understand him. He often got out of his house to get away from them. He told the guidance worker that he wished that there should be loving, understanding and supporting among the siblings. He told the guidance worker that he also tried to explain to his

elder brothers that they did not have father and their mother was also sick. At present, he badly needed their supports and after completing the B.Ed. course, he would take responsibility in supporting the family and education of the younger siblings. But Mr. B's elder brothers did not listen to him and said that Mr. B wanted to take advantage till he completed his education and there after he might not help the family. Mr. B told the guidance worker that he was very sad to hear what they said. These made him felt discourage and lonely. The guidance worker could see the difficulties faced by Mr. B. His mother was suffering from chronic illness. He had to look after his younger siblings. He was also facing financial difficulties and there was no unity among the siblings. Therefore, the guidance worker tried to support and encourage Mr. B by saying that she could understand how he felt and he should try his best in his study if he really did not want to work in the farm. After completion of his study, he should help his younger siblings and would make his elder siblings realized that he was a good, sincere and helpful brother and he did not want to take advantage from them as they were thinking. They would have a better feeling and understanding of him and the relationship between Mr. B and his elder brothers would be improved.

The guidance worker asked Mr. B whether he had any idea regarding different types of scholarship provided in the college. He said that he had heard something regarding the same but he did not know much about it. The guidance worker explained about different types of the scholarship provided in the college and asked him whether he wanted to apply for the scholarship or not. He said that although he badly needed money but he did not think that he would get any scholarship if he would apply for it. The guidance worker explained to Mr. B that if he did not apply for the scholarship, the chance was only he would never get it but if he decided to apply for it, the two chances were there; he might or might not get the scholarship. Mr. B listened to the guidance worker, he thought for a while, then, he told the guidance worker that he decided to apply for the scholarship. The guidance worker wished he would get it but she also explained to him that if he could not get the scholarship he should not be sorry or disappointed because it meant that there were some other students who had more serious problems and they badly needed money more than he. Mr. B applied for the scholarship and his application form was recommended by the guidance worker. One month later, Mr. B reported the guidance worker that he was considered for the scholarship and he got 3000 Baths (approximately Rs.1200/-) for this academic year. He was very happy and

excited. The guidance worker congratulated him for his receiving the scholarship and also suggested him how to utilize this money. Mr. B accepted the guidance worker's suggestions and he also expressed his thank to the guidance worker for suggesting and encouraging him to apply for the scholarship till he got it.

Mr. B stated during the guidance session that he often felt inferior to others. The guidance worker tried to find out the reasons for Mr. B's feeling of inferiority. From the family history of Mr. B, it revealed that he was facing many problems such as he had no father, his elder brother were not ready to help him financially. His family life was not happy and the main problem was economic. These situations might create the feeling of inferiority in Mr. B. For this problem, the guidance worker advised him that he should not feel so. Although, he had been facing many problems, but as compared to others, he was luckier than many people who had no parents, no home and no chance for education while he had. Mr. B. agreed with what the guidance worker said.

At home, Mr. B helped his mother in cooking and preparing tiffins for his younger siblings to take to school, for their lunch. His younger sister, who was next to him in the family, helped him in cooking and cleaning the house.

Mr. B's house was located in a village which was rather far from the college. It took approximately 40 minutes in the bus from home to college. Mr. B was often late for morning lecture which started at 8.30 A.M. The guidance worker asked Mr. B at what time he usually gets up. He told the guidance worker that he got-up at 5.30 A.M. The guidance worker suggested him to get up at 5.00 A.M. and after completing his routine works, he should reach the college in time. Mr. B said that he would try to do so. One week later, at the next appointment, Mr. B told the guidance worker that he started getting up at 5.00 A.M. according to the guidance worker's advise and he could reach college in time, but he had a new problem that was he felt sleepy during afternoon classes. For this, the guidance worker told him that he would overcome this difficulty when once he became habituated of getting up little early.

Regarding his study, as Mr.A, Mr. B also told the guidance worker that he found two subject were very hard to understand and to remember. The contents of these two subjects were not interesting for him. He also stated that the teachers did not teach properly and speak loudly. For this problem, the guidance worker tried to point out the significances of these two subjects and encouraged him to pay more attention to them. Regarding the teachers, Mr. B told the guidance worker that their styles of teaching

were considered to be lifeless and this made him felt sleepy and got boring. He did not understand what the teachers said. The guidance worker suggested Mr. B to approach these two teachers and talk to them frankly how he felt and also ask them to speak louder than usually they were speaking. Whenever he had any doubt or difficulty, he might ask them for clarification immediately or he might approach him personally after the class if he felt shy to ask in the class. By this way, he would have a better understanding of the subjects and the relationship between he and his teachers would be closer and also improved. It would help him to develop interest in the subject also.

Mr. B told the guidance worker that he had the other difficulty. He had no self-confidence. Whatever he had done he did not know whether it was right or wrong, good or bad, and he should or should not have done it. The guidance worker asked him to give some examples so that she could have a better understanding of his difficulty. Mr. B gave an example of the punishment which he was giving to his younger siblings when they exhibited some misbehaviours. After giving them punishment, he felt sorry and had guilt feeling of doing so. Then, he started thinking of what he had done whether it was right or wrong, good or bad and he should or should not have done it. The guidance worker inquired from Mr. B about the method of punishment which he had given to

his younger siblings. Mr. B said that he beat them 1-3 times, depending upon the seriousness of their faults. The guidance worker explained to Mr. B that what he had done was in the interest of his brothers and he should not feel for it. He should first talk to them and try to get the reason of their misbehaviours and remove their difficulties. He should explain to them that they should not do it. If they did not obey, then he would give them punishment other than the corporal. Sometimes, they did mischief because they wanted attention from elders. He should give them rewards for doing desirable behaviours and give them milder form of punishment for doing undesirable behaviours. At present, he was the eldest in the family, so he had to help his younger siblings in correcting their behaviours. The guidance worker suggested him further for the other situations, when he wanted to do something, he should weigh the situation and try to think what was advantage to him. By this way, it would help him in gaining his self-confidence.

The guidance worker observed that during the final phase of guidance interviews, Mr. B seemed to be more happy than when he first came to see the guidance worker. Many of his problems were solved during the guidance sessions, such as, problems of economic, relationship with his teachers, feeling of inferiority etc. He showed more interest in his

study and could attend morning lecture in time. He also gained more self-confidence and felt sure about his decision-making. These observations were confirmed by the score which was obtained by Mr. B in the adjustment inventory after guidance interviews which was decreased to 21 from 126 before the guidance interviews. It indicated that Mr. B had learned during the guidance sessions, the skill to handle the problems in his existing environments.

#### Changes in the Adjustment

The changes in the adjustment of Mr. B were examined by considering the item tick marked by him before and after guidance interviews.

The following table shows the problems in each category in the Adjustment Inventory as revealed by Mr. B before and after guidance interviews.



Table 141 : Category-wise Reduction of the Adjustment Problems of Mr. B as a Result of Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance Interviews	No. of Problems After Guidance Interviews	Reduction of the Problems in Term of Percentage
I	Health & Physique	11	3	1	66.66
II	Sensitivity & Confidence	11	8	1	87.50
III	Economic & Lack of Facilities	14	11	3	72.72
IV	Self Schedule & Independence	10	3	0	100.00
V	Mild Neurosis	12	7	0	100.00
VI	Self & Self Image	12	5	1	80.00
VII	Sex & Marriage	14	6	2	66.66
VIII	Social Aspects	36	17	2	88.23
IX	Family	45	28	3	89.28
X	Education	46	38	8	78.95
Total		211	126	21	83.33

Table 141 reveals that 83.33 percent overall reduction of the adjustment problems of Mr. B. Before guidance interviews he had 126 problems which reduced to 21 after guidance interviews. Looking to category-wise reduction of the problems it can be said that there were 100 percent reduction in two categories, namely, self schedule and independence and mild neurosis. The second highest i.e. 89.28 percent reduction took place in the category of family. Before guidance interviews, he had 28 out of 45 problems but these problems were reduced to 3 as a result of guidance interviews. Then it comes the categories of social aspects and sensitivity and confidence where 88.23 and 87.50 percent reduction took place respectively. In the category of social aspects the number of problems faced by Mr. B was 17 out of 36 before guidance interviews were given but after the guidance interviews were over, he faced only 2 problems. In the category of sensitivity and confidence he was facing 8 out of 11 problems before guidance interviews but as a result of guidance interviews only one problem remained with him. We can see in the same table that 80.00 percent and 78.95 percent reduction of the problems in the categories of self and self image and education respectively. He was facing 5 out of 12 in the category of self and self image before guidance interviews but at the end of guidance interviews he had only one problem. In the category of education the

number of problems faced by Mr. B before guidance interviews was 38 out of 46 and it was reduced to 8 as a result of guidance interviews. In the category of economic and lack of facilities, before guidance interviews Mr. B had 11 problems out of 14 but after guidance interviews he had only 3 problems. Thereby 72.72 percent reduction took place as a result of guidance interviews. Mr. B was selected for the purpose of detail study because he had the highest number of problems in the category of economic and lack of facilities among all the student teachers in Nakorn Pathom Teachers' College. In the categories of health and physique and sex and marriage the lowest i.e. 66.66 percent reduction of the problems took place. He had 3 out of 11 problems in the category of health and physique and 6 out of 14 problems in the category of sex and marriage but as a result of guidance interviews these problems were reduced to one and two respectively.

It can be seen in table 141 that more than 66 percent reduction of the problems of Mr. B took place in all the categories. We can see 100 percent reduction of problems in categories 4 and 5, 80 to 90 percent reduction in categories 2, 6, 8 and 9 and between 70 and 80 percent reduction in categories 3 and 10. The lowest reduction i.e. 66.66 took place in categories 1 and 7.

Table 142 : Change in the Adjustment of Mr. B as a Result of Guidance Interviews.

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
I. Health & Physique			
4	I am always worried about my weak health.	✓	
11	I cannot take part in sports due to weak health.	✓	
II. Sensitivity & Confidence			
12	I am over-sensitive	✓	
13	I feel inferior to others	✓	
16	I feel extremely bad when I am not able to do the work which I have decided.	✓	
18	I have no self-confidence	✓	
20	If I make a poor show before others, I feel it for long time.	✓	
21	I lose self-confidence when I compete with others.	✓	
22	I find it difficult to express myself effectively.	✓	
III. Economic & Lack of Facilities			
23	I need information regarding all sorts of necessities	✓	
26	I donot get healthy food	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
28	I do not know different sources of enjoyment.	✓	
29	I have to suffer due to poor study conditions at home.	✓	
30	I have no book for reading at home.	✓	
34	It is very difficult to attend morning lectures as I am coming from a village.	✓	
35	I cannot afford medicine for my family.	✓	
36	I cannot afford education for my family.	✓	
IV. Self Schedule & Independence			
37	I am not able to solve my own difficulties.	✓	
39	I cannot concentrate.	✓	
43	I do not know how to divide my time for different activities.	✓	
V. Mild Neurosis			
47	I am over-anxious to make success of my life.	✓	
48	I am very anxious to become famous.	✓	
50	I work under a great deal of tension.	✓	
52	I am over anxious about my ability to achieve success.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
53	I cannot stop worrying.	✓	
55	I become very nervous when my abilities are being tested.	✓	
58	I have a very strong fear of failure.	✓	
VI. Self & Self Image			
59	I feel I am not intelligent	✓	
60	I am unhappy	✓	
66	No one seems to understand me.	✓	
70	I feel that nobody loves me.	✓	
VII. Sex & Marriage			
71	I am too much afraid of love, romance, and marriage.	✓	
72	I cannot adjust with the students of the opposite sex.	✓	
76	I fear to have members of the opposite sex as friends.	✓	
81	I feel shy while talking to girls.		

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
VIII. Social Aspects			
85	I cannot talk freely with others	✓	
87	I get easily misled by smart people	✓	
88	I always quarrel on small matters	✓	
91	I like to live alone	✓	
92	I cannot stand criticism	✓	
93	I am afraid of talking with a man of position	✓	
97	I cannot tolerate other's beliefs and opinions	✓	
98	I feel very embarrassed when I have to speak before a group of people	✓	
100	I cannot make friends easily	✓	
101	I feel I do not know much of etiquette	✓	
103	I do not like social restrictions	✓	
114	I cannot take part in social activities	✓	
118	I cannot participate freely in the conversations among the people around me	✓	
119	I find it difficult to ask permission to leave the group	✓	
120	I am afraid of criticism of others	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
IX. Family			
121	My parents do not agree with my views.	✓	
123	My parents do not allow me to go to cinemas.	✓	
124	My parents criticise my behaviour very often by giving examples of my brothers, sisters and friends.	✓	
126	I very often feel that my parents do not understand me.	✓	
127	I constantly feel that my parents dominate me too much.	✓	
128	I become nervous by peculiar behaviour of my parents.	✓	
129	My parents often find faults with my appearance.	✓	
130	I find my parents always confused as nervous.	✓	
131	Sometimes I feel that my brothers and sisters are getting what they need while I do not.	✓	
134	I feel for the loss of my father very much.	✓	
136	The atmosphere of my home is very tense.	✓	
137	My parents have no feelings for me.	✓	



Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
138	There are many conflicts in my family.	✓	
139	There are no modern things in my family.	✓	
140	My parents are always sick	✓	
144	I am worried about the health of my parents.	✓	
145	I am afraid of my father.	✓	
146	I am not allowed to argue with my parents.	✓	
147	My parents cannot understand me.	✓	
150	I quarrel with my brothers and sisters.	✓	
151	At home nobody trusts me.	✓	
153	I feel that my home life is not happy and satisfactory like that of my friends.	✓	
157	There are frequent quarrels in my family.	✓	
158	I feel there is too much interference from my family in my personal affairs.	✓	
161	I feel that I am the unfortunate one in my family.	✓	
X. Education			
166	While studying I get disturbed very easily.	✓	
167	I dislike certain teachers.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
169	I have no interest in studies.	✓	
170	I have ineffective study habits.	✓	
171	I want information regarding monetary help, free-ships and books.	✓	
172	I have no interest in certain subjects.	✓	
173	I cannot understand certain subjects.	✓	
174	I feel my teachers are not teaching properly.	✓	
175	I think my teacher is a problem to the students.	✓	
176	I feel that examination papers are not valued properly.	✓	
177	I need to know about different post-graduate studies.	✓	
178	I cannot cope-up with studies.	✓	
179	I need very much to know a better method of studying.	✓	
180	I cannot concentrate on studies.	✓	
182	I want to improve my memory.	✓	
183	I am not able to follow the lectures.	✓	
184	I need information regarding library.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
187	I do not know the method of answering the questions.	✓	
188	I need proper help in selecting subjects.	✓	
190	I do not find suitable atmosphere for studying in the college.	✓	
192	I cannot progress in learning.	✓	
193	I cannot devote enough time to study.	✓	
195	I need to know whether I should study or not.	✓	
196	I do not know in which subject I am interested.	✓	
198	I feel my choice of a college course is not proper.	✓	
199	I need guidance for the choice of a college.	✓	
200	I am not satisfied with the marks I am getting in college.	✓	
201	The toilets in the college are not properly cleaned.	✓	
204	There is no sufficient books in the library.	✓	
209	I have to suffer due to so many assignments and homeworks which I cannot cope with.	✓	

Table 142 shows the change in the adjustment of Mr. B as a result of guidance interviews. It can be observed from the table that Mr. B was often worried about his weak health and could not take part in sports due to weak health before guidance interviews but after guidance interviews these problems were solved.

In the category of sensitivity and confidence, it can be seen from table 142 that the problems like over sensitivity, inferiority, feeling bad for not being able to do the work which had decided, lack of self-confidence, feeling a lot for making poor show and difficulty in expressing himself were disappeared after the guidance interviews.

In the category of economic and lack of facilities, the problems like not getting information regarding all sorts of necessities and healthy food, poor study condition at home, inavailability of book for reading at home, inability to afford for medicine and education were solved as a result of guidance interviews.

In the category of self schedule and independence, before guidance interviews, he could not solve his own difficulties, he could not concentrate and he did not know how to divide his time for different activities. After the guidance interviews, these problems were no more with him.

In the category of mild neurosis, before guidance interviews he was over-anxious to make success of his life and to become famous, he was working under a great deal of tension, he was over-anxious about his ability to achieve success, he could not stop worrying, he became very nervous when his abilities were being tested and he had a very strong fear of failure. These problems were disappeared after the guidance interviews.

In the category of self and self image, before guidance interviews Mr. B felt that he was not intelligent and no one loved him. He was unhappy and thought that no one seemed to understand him. These problems were no more with him after the guidance interviews.

In the category of sex and marriage, before guidance interviews, he was afraid of love romance and marriage, he could not adjust with student of the opposite sex and felt shy while talking with girl. He also feared to have girl friends. These problems were disappeared as a result of guidance interviews.

In the category of social aspects, he could not talk freely with others and liked to live alone. He got easily misled by smart people. He could not stand criticism and he was afraid of talking with a man of position. He could not

tolerate others' beliefs and opinions and quarrelled on small matters. He felt shy to speak before a group of people and found it difficult to make friends. He did not know much of etiquette, he did not like social restriction and could not take part in social activities. He found it difficult to ask permission to leave the group. During the guidance interviews, these problems were solved.

With respect to the category of family, before guidance interviews, Mr. B had some problems with his parents such as not being agree with his views, not allowing him to go to cinemas, criticising his behaviour, dominating him and finding fault with his appearance. Moreover, he felt that his biblings got what they needed while he did not get. He felt for the loss of his father so much. He felt that the atmosphere in his home was very tense and there were many conflicts in his family. He felt that his parents had no feeling for him and he was afraid of his father. He worried about the health of his parents as they were often sick. He felt that his parents could not understand him and he was not allowed to argue with them. He quarrelled with his siblings and no one in the family trusted him. He felt that his home life was not happy and satisfactory like that of his friends and there was too much interference from his family in his personal affairs. He felt that he was the unfortunate one in his family. After guidance interviews, he did not have any such problems at home.

In the category of education, before guidance interviews he had some difficulties like getting disturbed easily while studying, disliking certain teachers, lacking of interest in studies and could not understand certain subjects. He felt that teachers did not teach properly and they were the problems to the students. He could not cope-up with studies, could not follow lectures, could not concentrate on studies and wanted to improve memory. He needed information regarding library and monetary help and needed to know about a better method of studying and answering the question. He felt that the examination papers were not valued properly. He could not devote enough time to study, did not find suitable atmosphere for study in the college and he could not progress in learning. He needed to know whether he should study or not, needed help in selecting subjects, choice of a college and felt that his choice of a college course was not proper. He was not satisfied with the marks he got in college. He felt that there were not sufficient books in the library and he had too many assignments and homeworks which he could not cope with. All these problems regarding education were solved during guidance interviews.

#### Changes in the Attitude Towards Teaching Profession

The changes in the attitude towards teaching profession of Mr. B were studied by considering the change in rating

on the items in the Attitude Scale before and after guidance interviews.

Out of 34 items, the change in the rating was taken place in 17 items (Table 143). This change was in a positive direction. He rated 14 items high even before guidance interviews. We did not expect any change in the rating of these items after guidance interviews. Only in remaining few items we did not notice any change though he rated low before guidance interviews.



Table 143 : Change in Mr. B with Respect to his Attitude  
Towards Teaching Profession as a Result of  
Guidance Interviews.

Item No.	Statement	Changed	
		From	- to
1	This is an inspiring profession	undecided	to strongly agree
2	In this profession the heart and head both develop simultaneously	disagree	to agree
3	This profession is monotonous	agree	to disagree
4	This is a time killing profession	Strongly agree	to disagree
7	This profession give individual a good status in society	disagree	to undecided
10	There is no freedom in this profession	agree	to disagree
11	This profession secures the future life	disagree	to agree
12	I believe that teaching tends to get one in a rut	disagree	to strongly disagree
13	As compared with other profession this profession is the oldest and most honoured one	disagree	to agree
15	This is a harmless profession	disagree	to agree
17	This profession is rich in future potentialities	disagree	to agree
18	This is a thankless profession	agree	to disagree
21	This profession has more merit than demerit	undecided	to agree
26	This profession makes one unpopular in society	agree	to disagree
30	Teaching is regarded as the highest profession	disagree	to strongly agree
33	In this profession one becomes an agent of corruption society	undecided	to disagree
34	This profession takes mind heavily	Strongly agree	to strongly disagree

It can be observed in table 143 that the response to item number 1 had changed from undecided to strongly agree. Mr. B could not say anything regarding this item before guidance interviews but after guidance interviews he showed his strongly agreement regarding this item. As this item is positive in nature, we can say that the change was in desirable direction. Mr. B showed his disagreement for item numbers 2, 11, 13, 15, 17 before guidance interviews was given but after guidance interviews he revealed his agreement regarding these items. The change in the responses to these items was in expected direction as these items are positive. The change in reverse rating i.e. from agree to disagree in the case of item numbers 3, 10, 18, 26 which are negative in sense. Here also we might note the change in positive direction. The response of item number 4 had changed from strongly agree to disagree. The reverse is the change in the case of the responses of item numbers 5, 12 and 30 i.e. from disagree to strongly agree. In both the cases the change was in expected direction. The response of item number 34 had change from strongly agree to strongly disagree. The response to item number 33 had changed from undecided to disagree. Both items are negative and the change was in positive direction. Regarding item number 21 he did not say anything before guidance interviews but as a result of guidance interviews he showed his agreement. As this item is positive, the change was in desirable direction.

Thus it can be noticed in the table 143 that the change in responses to the items was in expected direction. The score obtained by him, in the attitude scale administered before and after guidance interviews, in pre-test was 100 and in post-test was 134. It can be said that he moved towards more favourable attitude towards teaching profession as a result of guidance interviews.,

#### Changes in the Student Control Ideology

The changes in the student control ideology of Mr. B were studied by considering the change in rating on the items in the Student Control Ideology Scale before and after guidance interviews.

Out of 50 items, the rating of Mr. B was changed in a positive direction in 16 items (Table 144). He rated 34 items high in the pre-test, therefore, we did not expect any change in his rating on these items after the guidance interviews.

Table 144 : Change in Mr. B with respect to Student Control  
Ideology as a Result of Guidance Interviews.

Item No.	Statement	Changed	
		From	To
2	Today's students are not interested in learning	agree	to undecided
4	Students know not moral values	agree	to disagree
8	The principal should first know how to control his pupils then to teach	agree	to disagree
12	It is best to encourage an inquiring mind	undecided	to strongly agree
14	Pupils become worse even under benevolent pressure	agree	to disagree
15	To share the rod is to spoil the child	disagree	to agree
22	Knowledge should be pumped out and not to be pumped in	disagree	to agree
24	The best teacher is one who never teaches	agree	to disagree
25	Without student teacher interaction no learning takes place.	strongly disagree	to agree
29	Teacher should be sympathetic towards children who have handicaps	undecided	to agree
31	Real discipline grows out of the free discipline	disagree	to undecided
33	Pupils catch democracy best by practising it	undecided	to agree
35	Unless the teacher teaches, no learning can take place	agree	to disagree
39	The teacher has not taught unless the pupils have learnt	disagree	to agree
44	"I am you and you are I", this sum up teacher-pupil relationship	disagree	to agree
45	There is nothing wrong in beating a school child	agree	to disagree

Table 144 revealed that the response to item number 12 had changed from undecided to strongly agree. Mr. B could not say anything definite regarding this item before guidance interviews but as a result of guidance interviews he showed his strongly agreement regarding this item. This item is positive in sense hence the change in the response to this item was expected. The same table further revealed that the responses to the item numbers 5, 15, 22, 24, 39 had change from disagree to agree whereas in the responses to the item numbers 4, 8, 14, 24, 25 and 45 the change was from agree to disagree. In both the cases the change was in expected direction as the items in former group are positive and in the later one are negative in nature. The response to the item number 31 had changed from disagree to undecided. This item is positive and the change was expected. Regarding the item number 29 and 33 which are positive in sense, he did not say anything definite before guidance interviews but after guidance sessions were over he showed his agreement. In case of the item number 2 which is negative in sense the reverse is true in rating. In both the cases the change was in expected direction. Response to the item number 25 had changed from strongly disagree to agree. This item is positive and the change was expected.

The change in the responses of Mr. B to the items in table 144 indicated that he had a more humanistic ideology

after the guidance interviews. The total score on student control ideology scale obtained by him before guidance interviews was 175 which increased to 204 after guidance interviews.

### Conclusion

In the case of Mr. B it can be observed that his adjustment problems were reduced considerably as a result of guidance interviews. Reduction of the problems in each area is also note worthy.

His attitude towards teaching profession had also changed in desirable direction as a result of guidance interviews. He developed more favourable attitude towards teaching profession.

His student control ideology had also changed in desirable direction. His idea moved towards humanistic ideology as a consequent upon guidance interviews.

#### 6.4. The Case Study of Miss C

The case of Miss C will be examined in relation to her performance in the Adjustment Inventory, the Attitude Scale and the Student Control Ideology Scale and to her record of guidance interviews.

Miss C was a first year student teacher with major subject in Agriculture. She stayed in college hostel. She came from a small village. Miss C got the highest score in the category of social aspects of the Adjustment Inventory, among all student teachers of Nakorn Pathom Teachers' College.

Table 145 : Performance of Miss C on each Category of Adjustment Inventory Before Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance	
I	Health & Physique	11	5	(45.45)
II	Sensitivity & Confidence	11	9	(81.81)
III	Economic & Lack of Facilities	14	10	(71.42)
IV	Self Schedule & Independence	10	8	(80.00)
V	Mild Neurosis	12	8	(66.66)
VI	Self and Self Image	12	10	(83.33)
VII	Sex & Marriage	14	5	(35.71)
VIII	Social Aspects	36	25	(69.44)
IX	Family	45	7	(15.55)
X	Education	46	35	(76.08)
Total		211	122	(57.81)

Note: Figures in parentheses indicate percentages.



It can be seen from table 145 that the percentages of the problems faced by Miss C. were high in six categories of the Adjustment Inventory, namely, self and self image (83.33), sensitivity and confidence (81.81), self schedule and independence (80.00), education (76.08), economic and lack of facilities (71.42), and social aspects (69.44).

Keeping in mind Miss C performances on the Adjustment Inventory, the plan of guidance interviews for Miss C was framed.

#### Analysis of the Record of Interviews

According to the score obtained in the adjustment inventory by Miss C, it was found that she got the highest score in the social aspects category, among all the student teachers of Nakorn Pathom Teachers' College. The guidance worker requested Miss C to see her in her office. The purpose of the meeting was explained to Miss C. The guidance worker also explained about Miss C's problems and significance of guidance interviews. Miss C seemed to understand and accept what the guidance worker said. The responsibility of the subject and the importance of free discussion were explained to Miss C. The guidance worker tried to establish rapport. She also tried to create healthy atmosphere. During the first few sessions, the details of the family history of Miss C were collected.

Miss C was the eldest in the family. She had one younger brother who was 15 years old, studying in class 10 and five younger sisters who were 17, 14, 12, 9 and 7 years old, studying in class 12, 9, 7, 3 and 1 respectively. The relationship between Miss C and her siblings was considered to be good as they loved and respected Miss C and she also loved them. Miss C lived with her parents. The father was 45 years old. He was graduated in Education. He was working as the principal of primary school in a village in rural area. He did not enjoy good health as he was often suffering from Asthma. Miss C's mother was 42 years old, S.S.C. passed, running a small business at home (selling foods and vegetables). She had poor physical and mental health. She was suffering from low blood pressure, giddiness, chronic headache, disturbed sleep, worry and depression. The family income was 5000 baths per month (approximately Rs.2000/-). According to the existing standard of living, they belonged to the middle socio-economic class.

Miss C was 18 years old, rather short (140 cms. height) but not thin (45 kgs. weight). She had a fair complexion. She used no cosmetics and her long hair was tightening with a rubber band which was considered to be a simple hair style. She wore the college uniform - white shirt and blue skirt. She would be considered as a cute girl if she did not have rashes on the skin almost over the whole body except on her face. Miss C was characterized by a sensitive, fantasy

and talkative girl. Regarding her health, Miss C had been suffering from chronic asthma every now and then, especially, in winter she would suffered more than in other seasons. Miss C had also been suffering from allergic disease which resulted in rashes on the skin and making her look like a person with some sorts of skin diseases. This was the reason why Miss C was going to see a doctor twice a month on an average.

When Miss C was seven years old, she was sent to a primary school, which was located near her house. This school was the same school where her father was the principal. Miss C enjoyed her early school life. She stated that when she was young, she liked to go to school. She liked her teachers, her friends and her school. During her primary schooling, her academic achievement was quite high (over 70%). After completing the primary school, Miss C had to shift to the new school which was located in the city because there was no secondary school available in the village where she lived. At this stage, Miss C started facing many difficulties, firstly, the problem of transportation. As a matter of fact, there was no public bus available for travelling between this village and the city, therefore, Miss C had to go to the new school by riding on the bicycle. The distance between home and school was about 4 kilometers, which was quite far for Miss C to go and to come back every

day. It was happened one day that, on the way to school, Miss C was bitten by a dog and it was doubtful whether the dog was suffering from the disease called "Rabies" or not. Therefore, she had to take fourteen injections as to prevent her from Rabies, according to doctor's advice.

In the new school, Miss C had a new problem. Her friends in the new school were divided into two groups - staying in the city and coming from village. Unluckily, Miss C belonged to village group which was in minority and she was dominated by her friends in the majority group i.e. group staying in the city.

The other difficulty faced by Miss C was that in the new school, the new curriculum was implemented while the school where Miss C studied used the old curriculum. There were no connection between the two curriculums and Miss C found it difficult to cope up with her study in the new school. There was also competition between the two groups of students - the majority and the minority, regarding academic achievement. It stimulated Miss C to try very hard in her study, she had worry and tension during the period of secondary schooling.

After completion of standard 12, Miss C was very much anxious to join Nursing College but she could not get

admission because she had a low academic achievement (poor grade at standard 12) and she was too short for being a student nurse. They required at least 150 cms. height. Miss C was very much disappointed. Finally, she decided to join teachers' college. She tried and got admission in Nakorn Pathom Teachers' College. Miss C. selected agriculture as her major subject with an impression that it was the most easy subject with less theory and more practical work and she would be able to go through the course easily. She would also be easily absorbed into a job as soon as she completed the course. But after she joined this course, Miss C realized that it was not so easy as she thought. It was very much tiresome as she had to do her practical work in the field in the sun. Miss C told the guidance worker that she wanted to leave the college. The guidance worker told her that it was not a good idea of leaving the college and also pointed out the difficulties which Miss C would face after leaving the college. After the long discussion, Miss C was convinced to continue her study in the college by the guidance worker. Miss C decided to try her best both in the theory and practical work.

Miss C told the guidance worker that she had feeling that many teachers did not like the students of agriculture. She stated that some teachers from other department, many times said while teaching in the class "you should know that

no one wants to come to teach you people". These words hurt Miss C very much and she took it very seriously. The guidance worker asked her why the teachers were saying so. Miss C told the guidance worker that while the teacher was teaching some of the students in the class (only boys) did not pay attention to what the teacher was teaching. They talked in the class and sometimes teased the teacher also. This made the teacher get angry and shouted at the whole class. The guidance worker realized that Miss C had misunderstood what the teacher said. Therefore, the guidance worker tried to convince her that what she had taken was not correct because the teacher got angry with the mischievous boys and she shouted at them only and not Miss C and the other students who were not mischieving. The teacher might have said this while she was very angry, she might not have thought properly before shouting and she did not make it clear that to whom she meant to shout. Therefore, Miss C should try to understand that the teacher did not want to shout at Miss C or any other students except those mischievous boys. The guidance worker also suggested Miss C that if she was not sure of what the guidance worker had said, she should approach that teacher, talk to her and see the teacher's response to her. For this, Miss C would come to know how the teacher really felt towards her. Three days later, Miss C came to see the guidance worker and reported that she has done what the guidance worker had suggested her. She went to see the teacher in her room and

told her that she could not understand some parts of the subject which she (the teacher) had been teaching. The teacher talked and explained to Miss C nicely and also told her that if she had any difficulties she could come back again. Miss C stated that she was very happy to realize that the teacher did not hate her as she thought. She also told the guidance worker that she felt at ease when the teacher shouted in the class again because she knew that to whom the teacher was shouting at.

Regarding the relationship with the friends, Miss C told the guidance worker that she had only few friends in the college. Among these few friends, she disliked one of them as she was considered by Miss C as a selfish, unsincere, show off, jealous and dominating girl. Miss C added to this that usually four of them (Miss C and her three friends) had lunch together and one of them would take responsibility in paying the money. This responsibility would be turned among four of them. When it came to the turn of this friend (whom Miss C disliked) of paying money for their lunch, she did not pay the whole amount. She paid only half and made other friend to pay the rest of the amount.

The guidance worker looked back to the family history of Miss C. It revealed that Miss C was happy during her primary schooling but during her secondary schooling, she started having problems in relation to her friends. These

problems might be continued till her college life. Therefore, the guidance worker tried to go deeper into her problem regarding friends. The guidance worker inquired whether that girl had enough money or not at that time. Miss C insisted that her friend had enough money because she saw hundred bath notes in that girl's purse. The guidance worker explained to Miss C that although Miss C saw the money in her friend's purse but it was not sure that the money belonged to her because someone might ask that girl to keep that money for a while and it would be taken back afterward or this money might belong to that girl but she could not spend as it had been fixed for something. In that case, it would be better if Miss C would be frank to her friend by talking to her and inquiring for the reason why she did not take her full responsibility in paying money inspite of having a lot of money. It would be better to make it clear instead of keeping this conflict in mind and developing negative feeling towards her friend. The guidance worker also related this problem to the previous problem of Miss C about her teacher and explained to her that many problems might happen because of some misunderstanding between or among people and it would be easily solved by talking frankly to each other to make it clear and create good understanding and prevent misunderstanding. Miss C came back to the guidance worker after a period of one week. She reported that she had



already talked to her friend regarding the money and came to know that what the guidance worker guessed was partially correct because she discussed with her friend and came to know that although those money belonged to her friend but it was already fixed for the tuition fee and her friend did not have enough extra money to pay for that lunch. So, she had to ask friend to share the responsibility of paying for lunch on that day. Besides, Miss C came to know more about her friend, whom usually Miss<sup>C</sup>/did not like, that she was an orphan girl with no brothers or sisters. Both the parents died in accident when she was five year old. She lived with her aunt who was a widow with two daughters, her friend was not happy in that family and did not get enough pocket money as the aunt was rather poor. Miss C told the guidance worker that after talking to her friend and coming to know more about her life, her feeling towards her friend had changed from dislike to sympathy.

During the final phase of the guidance interviews, the guidance worker observed that Miss C was happier than before. The relationship between Miss C and her friends were very much improved. Miss C had more friends and she could participate and mix freely with them. The relationship between Miss C and her teacher was also improved. She had no more feeling that teacher dislike her and she felt at ease in the classroom. She gave up her idea of leaving the

college and she tried her best in her study. It is clear that Miss C learned to probe deeper into the nature of problem, to understand and accept the others' feelings and to handle the problem in a better way. Her adjustment problems were decreased as a result of guidance interviews. These observations was supported by the score obtained by Miss C in the adjustment inventory in the pretest was 122 which was decreased to 23 as a result of guidance interviews.

#### Changes in the Adjustment

The changes in the adjustment of Miss C were examined by considering items tick marked by Miss C in the Adjustment Inventory before and after guidance interviews.

The following table shows the percentage of problems faced by Miss C in each category of Adjustment Inventory before and after guidance interviews.

Table 146 : Category-wise Reduction of the Adjustment Problems of Miss C as a Result of Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance Interviews	No. of Problems After Guidance Interviews	Reduction of the Problems in Terms of Percentage
I	Health & Physique	11	5	1	80.00
II	Sensitivity & Confidence	11	9	2	77.77
III	Economic & Lack of Facilities	14	10	2	80.00
IV	Self Schedule & Independence	10	8	1	87.50
V	Mild Neurosis	12	8	1	87.50
VI	Self & Self Image	12	10	1	90.00
VII	Sex and Marriage	14	5	1	80.00
VIII	Social Aspects	36	25	2	92.00
IX	Family	45	7	3	57.14
X	Education	46	35	9	74.28
Total		211	122	23	81.14

Table 146 shows the reduction of the adjustment problems of Miss C in terms of percentage in each area and in all the areas together as a result of guidance interviews. There was 81.14 percent overall reduction of the problems of Miss C as a result of guidance interviews. Before guidance interviews she was facing 122 problems which were reduced to 23 as a consequent upon guidance interviews.

It can further be observed in the same table that the highest (92.00 percent) reduction took place in category 8 (social aspects), she marked 25 problems out of 36 before guidance interviews took place but after guidance interviews, only 2 problems remained with her. Miss C was selected for detail study as she had the poorest social adjustment. The second highest (90.00 percent) reduction of the problems took place in the category 6 of self and self image. She had 10 out of 12 problems before guidance interviews. After guidance interviews she had only one problem in the same category. The third highest (87.50 percent) reduction of the problems took place in categories 4 and 5 i.e. self schedule and independence and mild neurosis. In category 4 she marked 8 problems out of 10 and in category 5 she marked 8 problems out of 12 before guidance interviews took place but after guidance interviews only one problem remained with her in both the categories.

Then it comes to the categories 1, 3 and 7 in which there was 80.00 percent reduction of the adjustment problems. In category 1 of health and physique, she marked 5 problems out of 11 before guidance interviews took place but after guidance interviews only one problem remained with her. The same is true in category 7 of sex and marriage. In category 3 of economic and lack of facilities, she mark 10 problems out of 14 before guidance interviews took place but after guidance interviews she had only 2 problems in the same category.

In category 2 of sensitivity and confidence 77.77 percent reduction of the problems took place. Before guidance interviews, she marked 9 problems out of 11 and it was reduced to 2 as a result of guidance interviews.

In category 10 of education, 74.28 percent reduction of the problems took place. She marked 35 problems out of 46 before guidance interviews but after guidance interviews, only 9 problems were marked.

The lowest i.e. 57.14 percent reduction of the problems took place in category 9 of family. She marked 7 problems out of 45 problems before guidance interviews took place and after guidance interviews, she marked 3 problems.

Thus, it can be seen that more than 80 percent reduction of the problems took place in all the categories except categories 2, 9 and 10.

Table 147 : Change in the Adjustment of Miss C as a Result of Guidance Interviews.

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
I. Health & Physique			
3	I cannot speak some words correctly	✓	
4	I am always worried about my weak health	✓	
7	I feel I have got excess perspiration	✓	
11	I cannot take part in sports due to weak health	✓	
II. Sensitivity & Confidence			
13	I feel inferior to others	✓	
15	I am very self-conscious	✓	
16	I feel extremely bad when I am not able to do the work which I have decided	✓	
17	I feel guilty too long after doing something that I think is wrong	✓	
18	I have no self-confidence	✓	
19	I feel very bad to lose in games	✓	
21	I loss self confidence when I compete with others	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
III. Economic & Lack of Facilities.			
26	I do not get healthy food	✓	
28	I do not know different sources of enjoyment	✓	
29	I have to suffer due to poor study conditions at home	✓	
30	I have no books for read- ing at home	✓	
31	The financial condition of my family is not good	✓	
32	The financial difficulties in my family make me un- happy	✓	
33	I do not get enough pocket money	✓	
35	I cannot afford medicine for my family	✓	
IV. Self Sche- dule & Independence			
37	I am not able to solve my own difficulties	✓	
39	I cannot concentrate	✓	
41	I cannot take decision on any matter	✓	
43	I do not know how to divide my time for different activities	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
44	I have to suffer due to lack of independence	✓	
45	I feel helpless when in trouble	✓	
46	Irrelevant ideas keep on disturbing my thinking	✓	
V. Mild Neurosis			
48	I am very anxious to become famous	✓	
49	I am scared of accidents	✓	
50	I work under great deal of tension	✓	
51	I have fits of laughing and crying that I cannot control	✓	
52	I am over anxious about my ability to achieve success	✓	
55	I become very nervous when my abilities are being tested	✓	
58	I have very strong fear of failure	✓	
VI. Self & Self Image			
59	I feel I am not intelligent	✓	
60	I am unhappy	✓	
64	I wish I was not born	✓	



Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
65	I need to be a bit more aggressive	✓	
66	No one seems to understand me	✓	
67	I feel that I am a failure in my work	✓	
68	I feel that I am useless	✓	
69	I think that I am miserable	✓	
70	I feel that nobody loves me	✓	
VII. Sex & Marriage			
76	I fear to have members of the opposite sex as friends	✓	
79	I do not like restriction on friendship with opposite sex	✓	
80	I fail to make friends with members of opposite sex	✓	
82	I feel shy while talking to boys	✓	
VIII. Social Aspects			
85	I cannot talk freely with others	✓	
88	I always quarrel on small matters	✓	
89	I do not like to talk with others	✓	
91	I like to live alone	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
92	I cannot stand criticism	✓	
93	I am afraid of talking with a man of position	✓	
94	I am afraid of new atmos- phere	✓	
96	I always like to rebel against authority	✓	
97	I cannot tolerate others beliefs and opinions	✓	
98	I feel very embarrassed when I have to speak before a group of people	✓	
100	I cannot make friends easily	✓	
101	I feel I do not know much of etiquette	✓	
102	I have too many social responsibilities	✓	
104	I am disturbed in studies because of too many friends	✓	
105	I find it hard to get along with friends	✓	
106	My friends do not co-operate with me	✓	
107	My friends do not help me	✓	
108	My friends cheat me	✓	
109	I feel that I am getting spoiled by bad company	✓	
111	I fail to win friends	✓	
112	I cannot maintain friends for a long time	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
115	I feel that my friends have no moral standards	✓	
116	I feel that my friends have no manners	✓	
IX. Family			
139	There are no modern things in my house	✓	
143	My parents worry too much when I fail	✓	
162	I miss my home so much that it affects my studies	✓	
165	My parents insist on my choosing a vocation which I dislike	✓	
X. Education			
166	While studying I get disturbed very easily	✓	
167	I dislike certain teachers	✓	
168	My teacher hates me	✓	
169	I have no interest in studies	✓	
170	I have ineffective study habits	✓	
171	I want information regarding monetary help, freeship and books	✓	
172	I have no interest in certain subjects	✓	
173	I cannot understand certain subjects	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
174	I feel my teachers are not teaching properly,	✓	
175	I think my teacher is a problem to the students .	✓	
176	I feel that examination papers are not valued properly.	✓	
178	I cannot cope-up with studies .	✓	
179	I need very much to know a better method of studying	✓	
180	I cannot concentrate on studies .	✓	
182	I want to improve my memory .	✓	
183	I am not able to follow the lectures.	✓	
184	I need information regarding library .	✓	
185	I want to take aptitude test.	✓	
186	I do not know about extra-curricular activities .	✓	
187	I do not know the method of answering the questions	✓	
188	I need proper help in selecting subjects.	✓	
189	I think I am a dull student,	✓	
192	I cannot progress in learning.	✓	
193	I cannot devote enough time to study,	✓	
194	I am too much worried about examination .	✓	
195	I need to know whether I should study or not ,	✓	

Table 147 shows the change in the adjustment of Miss C as a result of guidance interviews. It can be observed from the table that Miss C had some problems like inability to speak some words correctly, weak health, feeling of excess perspiration and inability to participate in sports because of weak health. These problems were solved during the guidance interviews.

In the category of sensitivity and confidence, before guidance interviews, Miss C felt inferior to others and she was very self-conscious. She felt very bad when she could not do work which she had decided. She felt guilt for doing something wrong. She had no self-confidence and felt bad for losing games. These problems were disappeared as a result of guidance interviews.

In the category of economic and lack of facilities, before guidance interviews, Miss C had some problems, such as unhealthy food, did not know information regarding different source of enjoyment, poor study condition at home, no books to read at home, poor financial condition in the family which made her unhappy. She did not get enough pocket money and could not afford medicine for family. After the guidance interviews, none of these problems was remained with her.

In the category of self schedule and independence, the problems like not being able to solve difficulties, to

concentrate, to take decision and to divide time for different activities. Moreover, she felt helpless when she was in trouble and disturbed by irrelevant ideas. These problems were solved as a result upon guidance interviews.

In the category of mild neurosis, before guidance interviews, she was very anxious to become famous, scared of accidents, worked under a great deal of tension, could not control her laughing and crying, over-anxious about her ability to achieve success, became very nervous when her abilities were being tested and had very strong fear of failure. These problems were vanished as a result of guidance interviews.

In the category of self and self image, before guidance interviews, Miss C felt that she was not intelligent, felt unhappy. She thought that she should not have born. She felt that she should be a bit more aggressive and no one seemed to understand her. She felt that she was failure in her work and considered her self as a useless person. She felt that no one loved her. These problems were disappeared as a result of guidance interviews.

In the category of sex and marriage, before guidance interviews, Miss C was afraid to have member of the opposite sex as friends. She failed to make friends with opposite sex and she felt shy when talking to boys. But after guidance

interviews, she did not have these problems.

In the category of social aspects, she could not talk freely with others and often quarrelled on small matters. She did not like to talk with others and liked to live alone. She was afraid of talking with a man of position and of new atmosphere. She liked to rebel against authority. She could not stand criticism and tolerate other's beliefs and opinions. She felt shy when talking before a group of people, and did not know much of etiquette. She could not make friends easily and found it hard to get along with friends. She felt that her friends did not co-operate her and cheated her and she failed to win friends. She could not maintain friends for long time. She felt that her friends had no moral standards and had no manners. These problems were disappeared as a result of guidance interviews.

In the category of family, Miss C had the problem regarding her parents worried too much when she failed. She missed her home so much and it effected her studies. She felt that her parents insisted on her choosing a vocation which she did not like. The problems were no more with her after guidance interviews.

In the category of education, Miss C had some problems like she was getting disturbed very easily. She did not like certain teachers and felt that the teachers hated her. She

considered teachers as problems to the student. She also felt that they did not teach properly and did not correct examination papers properly. Moreover she had no interest in studies and had an ineffective study habits and she could not understand certain subjects. She needed information regarding library, monetary help and better method of studying. She needed proper help in selecting subjects, she desired to take aptitude test and to know whether should study or not. She could not concentrate and wanted to improve memory. She could not follow lecture, make progress in learning and devote enough time to study. She worried about examination. The problems were no more with her after the guidance interviews.

#### Changes in the Attitude Towards Teaching Profession

The changes in the attitude towards teaching profession of Miss C were studied by considering the changes in rating on the items in the Attitude Scale before and after the guidance interviews.

Out of 34 items, the change in the rating was taken place in 14 items (Table 148). This change was in a positive direction. She rated 19 items high even before guidance interviews. We did not expect any change in the rating of these items. Only one item we did not notice any change though she rated low before guidance interviews.



Table 148 : Change in Miss C with Respect to her Attitude  
Towards Teaching Profession as a Result of  
Guidance Interviews.

Item No.	Statement	Changed From - To
1	This is an inspiring profession	agree to strongly agree
2	In this profession the heart and head both develop simultaneously	undecided to agree
8	This profession makes one narrow minded	disagree to stron- gly disagree
10	There is no freedom in this profession	agree to strongly disagree
12	I believe that teaching tends to get one in a rut	strongly agree to strongly disagree
14	This profession inhabits one's growth	undecided to strongly disagree
16	In this profession, one has to please many masters	undecided to disagree
22	Only those who cannot get any other jobs would join this profession	disagree to strongly disagree
23	Only one who has good temper can work in this profession	disagree to agree
24	There is no recognition of one's work in this profession	undecided to dis- agree
28	This profession forces one to lead miserable life	strongly agree to disagree
29	I believe that teaching satisfies one's creativity	agree to strongly agree
31	If I am asked to select a job, I would like to think twice before joining this profession	undecided to dis- agree
34	This profession takes mind heavily	Strongly agree to strongly disagree

Table 148 reveals that the rating of item numbers 1 and 29 had changed from agree to strongly agree. The rating of item number 2 had changed from undecided to agree. Miss C was not able to say any thing regarding this item before guidance interviews but after guidance interviews she showed her agreement for this item. The rating of item number 23 had changed from disagree to agree. The item numbers 1, 2, 23 29 which are positive in sense had changed towards expected direction.

The item numbers 8, 10, 12, 14, 16, 22, 24, 28, 31 and 36 are negative in sense. The change in the rating of these items was also towards positive direction. The rating of item numbers 8 and 22 had changed from disagree to strongly disagree. The rating of item number 10 had changed from agree to strongly disagree. Similarly, the rating of item numbers 12 and 34 had changed from one extreme to the other one i.e. from strongly agree to strongly disagree. The rating of item number 14 had changed from undecided to strongly disagree and the rating of item numbers 16, 24 and 31 had changed from undecided to disagree. Before guidance interviews, Miss C could not say any thing regarding these items but after guidance interviews, she showed her disagreement for these items. The rating of item number 28 had changed from strongly agree to disagree.

It can be observed that Miss C had changed towards expected direction as a result of guidance interviews. The score obtained by Miss C in the attitude scale in pre-test was 130 which was increased to 156 in the post-test. This indicated that Miss C had developed more favourable attitude towards teaching profession.

#### Changes in the Student Control Ideology

The changes in the student control ideology of Miss C were studied by considering the changes in rating on the items in the Student Control Ideology Scale before and after the guidance interviews.

Out of 50 items, the rating of Miss C was changed in a positive direction in 16 items (Table 149). She rated 33 items high in the pre-test and we did not expect any change in her rating after the guidance interviews. Only in one item we did not notice any change though she rated low before guidance interviews.

Table 149 : Change in Miss C with Respect to Student Control Ideology as a Result of Guidance Interviews.

Item No.	Statement	Changed
		From - To
1	Students are students, they should be under the teacher	strongly agree to disagree
2	Today's students are not interested in learning	agree to disagree
4	Students know not moral values	undecided to disagree
14	Pupils become worse even under benevolent pressure	agree to disagree
22	Knowledge should be pumped out and not to be pumped in	disagree to agree
24	The best teacher is one who never teaches	disagree to strongly disagree
30	Severe punishment never improves a school child	agree to strongly agree
31	Real discipline grows out of the free discipline	undecided to agree
34	Pupils needs and interests should count the most in the school	undecided to strongly agree
36	The school time table should be adjustable to pupils' character	undecided to agree
38	School children have basically a sense of responsibility	undecided to agree
39	The teacher has not taught unless the pupils have learnt	undecided to agree
43	Examination alone is not the measure of pupils' achievement and development	agree to strongly agree
44	"I am you and you are I", this sum up teacher-pupil relationship	undecided to agree
45	There is nothing wrong in beating a school child	agree to undecided
48	Good ideas flow from bottom	undecided to agree

Table 149 reveals that the rating of item number 22 had changed from disagree to agree. The rating of item numbers 30 and 43 had changed from agree to strongly agree. The rating of item numbers 31, 36, 38, 39, 44 and 48 had changed from undecided to agree. Before guidance interviews, Miss C was not able to say any thing regarding these items but after guidance interviews took place she showed her agreement for these items. Similarly, the rating of item number 34 had changed from undecided to strongly agree. The item numbers 22, 30, 31, 34, 36, 38, 39, 43, 44 and 48 which are positive in sense had changed towards positive direction.

The item numbers 1, 2, 4, 14, 24 and 45 are negative in sense. The change in the rating of these items was also towards expected direction. The rating of item number 1 had changed from strongly agree to disagree. The rating of item numbers 2 and 14 had changed from agree to disagree. The rating of item number 4 had changed from undecided to disagree. The rating of item number 24 had changed from disagree to strongly disagree. The rating of item number 45 had changed from agree to undecided.

It can be observed that Miss C had changed towards expected direction as a result of guidance interviews. The score obtained by Miss C in the student control ideology scale in pre-test was 202 which was increased to 224 in the

post-test. This indicated that Miss C had developed more humanistic ideology as a result of guidance interviews.

### Conclusion

Regarding case of Miss C, it can be said that her adjustment problems have been reduced considerably as a result of guidance interviews.

For her attitude towards teaching profession, it has also been changed in a desirable direction as a result of guidance interviews. She developed more favourable attitude towards teaching profession.

For her student control ideology, it moved towards humanistic ideology as a consequent upon guidance interviews.

#### 6.5. The Case Study of Miss D

The case of Miss D will be examined in relation to her performance in the Adjustment Inventory, the Attitude Scale and the Student Control Ideology Scale and to her record of guidance interviews.

Miss D was a first year student teacher with major subject in Health Education. She came from rural area and stayed in college hostel. She got the highest score in the Adjustment Inventory in the category regarding self e.g. health and Physique, sensitivity and confidence and self and self image, among all the student teachers of Nakorn Pathom Teachers' College.

The following table shows Miss D's performances in each category of the Adjustment Inventory before the guidance interviews.

Table 150 : Performance of Miss D on each Category of Adjustment Inventory Before Guidance Interviews.

Category		No. of Item	No. of Item ticked by Miss D Before Guidance Interviews	
I	Health & Physique	11	8	(72.72)
II	Sensitivity & Confidence	11	10	(90.90)
III	Economic & Lack of Facilities	14	5	(35.71)
IV	Self Schedule & Independence	10	5	(50.00)
V	Mild Neurosis	12	7	(58.33)
VI	Self and Self Image	12	9	(75.00)
VII	Sex & Marriage	14	6	(42.85)
VIII	Social Aspects	36	15	(41.66)
IX	Family	45	22	(48.88)
X	Education	46	21	(45.65)
Total		211	108	(51.18)

( ) = Figures in parentheses indicate percentages.



It can be seen from table 150 that the percentages of the problems faced by Miss D were high in three categories of the Adjustment Inventory, namely, sensitivity and confidence (90.90), self and self image (75.00) and health and physique (72.72).

Keeping in mind the performances of Miss D in the Adjustment Inventory, the plan of guidance interviews was framed.

#### Analysis of the Record of Interviews

According to the scores obtained in the adjustment inventory by Miss D, it was found that she got the highest scores in the category of sensitivity and confidence (90.90%) among all the student teachers of Nakorn Pathom Teachers' College. Her score was also high in the category of self and self image (75.00%) and in the category of health and physique (72.72%). Miss D was requested to see the guidance worker in the office. The guidance worker told her why she was called and explained to her the significance of guidance interviews and the importance of free discussion of the problems. The guidance worker tried to establish rapport. She also tried to create trusting atmosphere. During the first few sessions the details of the family history of Miss D were collected.

Miss D was the youngest child in the family. She had only one elder brother who was 22 years old. He was working

as a clerk in the hospital near his house, and earning 1300 baths per month (approximately Rs.500/-). According to Miss D, the relationship between Miss D and her brother was good as they loved each other. Miss D lived with her brother and her parents. Her father who was working as a farmer was 50 years old. He had his own coconut farm. He could have income of approximately 4000 baths per month from the coconut selling. He was often complaining of paining at his back after working in the coconut farm otherwise he was considered to be a healthy person. Miss D's mother was 47 years old. She was a housewife and moreover she was helping her husband in the coconut farm. She enjoyed good health. According to the standard of living in Thailand, they belonged to middle socio-economic class.

Miss D was 19 years old, rather short (140 cms. height) but not thin (44 kgs. weight). She had a dark complexion. She had her hair cut and used no cosmetics. She wore the college uniform - white shirt and blue skirt. She was considered to be a simple looking girl. Miss D was sensitive and shy by nature. She talked less and on asking the questions she just smile. Her smiling did not express her happiness but it expressed her shyness.

While talking with Miss D, the guidance worker observed that Miss D had a typical voice which was different from the other girls. She had an unclear and big voice like

a boy. The guidance worker also observed that Miss D tried to avoid talking and tried to utter very few words if necessary, because she was not happy with her voice. She stated once during the guidance session that she had a funny and ugly voice and she had consulted doctor to help her regarding this problem but the doctor could not find any thing wrong in any organ like throat, larynx, epigotis, etc.; therefore, he could not do anything. The guidance worker explained Miss D that individuals were not alike by nature, voice, appearance, etc. We should accept ourselves as we were and should not be worried for our own characteristics.

Regarding the relationship with her parents, Miss D told the guidance worker that both the parents loved her and took interest in her but she felt shy and afraid of her father. According to Miss D, her father was a silent and serious person and also a strict one. He often gave severe punishment to his children for doing something wrong, and that is why her feeling of fear was developed in her, since childhood. Miss D stated that she loved and respected her father although she was afraid of him. The guidance worker tried to explain to Miss D that her father might have his own view regarding his children. Although he punished his children but he also loved them. So she should not take it seriously. She should try to understand him and should not be afraid of him. Miss D seemed to understand and accept what the guidance worker said.

Miss D told the guidance worker during the guidance session that she had very few friends and in fact she liked to live alone in order to avoid problems because she believed that in the company of others problems might be created. When she was alone, many irrelevant ideas disturbed her mind and she could not do anything. The guidance worker could see that Miss D was a teen-aged girl. She might be in fantasy or day dreaming when she was alone in some room or some corner. The unrealistic ideas might appear in her mind. Therefore, she suggested Miss D not to be alone and instead of doing so, she should do some useful activities like reading newspaper or magazine, participating in sports or games, swimming, watching T.V. or listening to radio, etc. By doing this type of activity, it would help her to gain some knowledge or she would be enjoyed or both the things she would get. Miss D seemed to agree with the guidance worker. This observation was confirmed by Miss D's saying that she would try to follow the guidance worker's suggestions. Miss D was also suggested by the guidance worker to mix with some more girls. It was not advisable to live alone to avoid problems but we should try for to face them, to handle them and to solve them. The guidance worker tried to give an example of a girl who found it difficult to understand some subjects like arithmetic. She tried to avoid this problem by not attending the class not touching this subject. As a result of this she failed in this subject. In this case, instead of doing so, this girl

should have faced the problem by attending the classes, solving more and more exercises and by approaching the teacher and asking him to explain her difficulties in the subject. This would help this girl to solve this problem. She would understand more about this subject and she would get through this subject. This example could be applicable to Miss D's problem also.

Regarding her health, Miss D told the guidance worker that she was suffering from cold very often and after her having cold it would follow by sinusitis, severe headache and general weakness. Actually, she had a very poor appetite, she did not feel hungry and she could eat very little. The worse condition after her sickness. The guidance worker suggested Miss D to consult doctor regarding these problems, she explained Miss D that the doctor would give her some medicines to make her feel hungry so that she would be able to eat more and her problem of weakness would be decreased and she would not have cold often as she had before. Miss D told the guidance worker that she was thinking of visiting doctor also but she dared not to go alone because she felt shy and fear of doctor, she needed someone to accompany her.

The guidance worker looked back to Miss D's family history which revealed that she was the youngest child in the family. She might be pampered by her mother and her brother. That is why she needed someone to accompany her

when she had to go out. For her father, he was very serious and strict. He used to give severe punishment to his children without saying anything to them. This atmosphere in the family might create feeling of fear in Miss D from her childhood and that is why she was afraid of doctor. The guidance worker realized Miss D's difficulties. So she tried to convince Miss D that she might ask someone to accompany her at the same time she should learn that she should be able to go alone also because it might happen that no one was free to accompany her and the most important reason was that when we grew up we should be able to do many things on our own. It meant that we should be an independent person. Miss D listened to the guidance worker, she did not say anything but only smile. Her smiling revealed her feeling of uncertainty.

One week later, Miss D came back to the guidance worker she informed the guidance worker that she went to see doctor with her friend and doctor gave her vitamine tablets, some tablets for cold and some for stimulating the appetite. She felt better after taking these tablets. The guidance worker inquired about the doctor. Miss D said that he was very nice, kind and friendly to her, he also asked her to see him again after the course of medicine was completed. The guidance worker asked Miss D if she could visit doctor alone. She said that she would try to go alone if possible otherwise she might go with someone. The guidance worker tried to

support and encourage Miss D by telling her that she should try to go on her own and if once she could go, she would be able to go again and for ever but if she did not try, she would never be able to go alone. Miss D seemed to understand and accept what the guidance worker said. She said that she agreed with the guidance worker and she would try to go on her own. The guidance worker supported her that was a very good idea. A week later, Miss D reported the guidance worker that she succeeded in going to visit doctor alone. She felt proud and very happy to be able to do so. Usually, when she had to do something or to go some where, she badly needed accompany and she felt that it was not possible for her to do something or to go some where alone.

Regarding her studying, Miss D found it difficult to understand the two subject i.e. Anatomy and Physiology and communicable diseases. These two subjects were absolutely new to her. She could not only understand these subjects but also remember them. The guidance worker had three suggestions for her regarding this problem. Firstly, she suggested Miss D to try to complete her lecture note as far as possible by borrowing the best lecture note from her friend in the class. Secondly, Miss D should approach her teacher and frankly telling him about the problem and request him to explain some parts of the subject which she could not understand. And thirdly, Miss D was suggested to repeat reading these subjects at least few times to make short notes. By this way,

it would help Miss D in decreasing her problem.

In the final phase of the guidance interviews, the guidance worker observed that Miss D's problems seemed to be decreased and she seemed to be more happy and talkative than the initial stage of guidance interviews. She looked more cheerful than before. These were confirmed by her telling to the guidance worker that her health was improved and she could eat more than before. She did not feel weak any more, she continued to keep contact with the doctor because she had to complete the course of medicine. Miss D further told the guidance worker that she could visit doctor on her own without feeling of fear or shyness. Sometime, she did go with her friends because they had to visit doctor due to their own problems otherwise she would go alone.

By chance, the guidance worker saw Miss D playing badminton with some girls. The guidance worker inquired whether she liked this type of sports. She told the guidance worker that at first she did not like to play anything but when she was suggested by the guidance worker to do some useful activities instead of staying alone. This suggestion was confirmed by doctor's suggestion. Hence, she tried to play some sports i.e. table tennis, basket ball and badminton. She found that she preferred badminton, which she liked to play every evening with her friends.



The guidance worker inquired about her study, Miss D told that she had tried according to the guidance worker's suggestions and she found that it did help her in decreasing the problems she was quite sure that she would pass in these two subjects.

#### Changes in the Adjustment

The changes in the adjustment of Miss D were examined by considering the changes in the item tick marked on the Adjustment Inventory by Miss D before and after guidance interviews.

The following table shows the percentages of the problems faced by Miss D in each category of Adjustment Inventory before and after guidance interviews.

Table 151 : Category-wise Reduction of the Adjustment Problems of Miss D as a Result of Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance Interviews	No. of Problems After Guidance Interviews	Reduction of the problems in Terms of Percentage
I	Health & Physique	11	8	1	87.50
II	Sensitivity & Confidence	11	10	1	90.00
III	Economic & Lack of Facilities	14	5	0	100.00
IV	Self Schedule & Independence	10	5	0	100.00
V	Mild Neurosis	12	7	0	100.00
VI	Self & Self Image	12	9	0	100.00
VII	Sex and Marriage	14	6	1	83.33
VIII	Social Aspects	36	15	1	93.33
IX	Family	45	22	2	90.90
X	Education	46	21	5	76.19
Total		211	108	11	89.81

Table 151 shows the reduction of adjustment problems of Miss D in terms of percentage in each area and in all areas together as a result of guidance interviews. It can be seen that 89.81 percent overall reduction of the problems took place as a result of guidance interviews. Before guidance interviews she was facing 108 problems which were reduced to 11 as a consequent upon guidance interviews.

Looking to the category-wise reduction of the problems, it can be seen that there were 100 percent reduction in 4 categories namely, economic and lack of facilities, self schedule and independence, mild neurosis, and self and self image. The second highest i.e. 93.33 percent reduction took place in the category of social aspects, she marked 15 problems out of 36 but after guidance interviews, there was only one problem remained with her. The third highest reduction i.e. 90.90 percent took place in category of family, she had 22 problems out of 45 before guidance interviews but after guidance interviews, there were only 2 problems remained with her. The next highest i.e. 90.00 percent reduction took place in category of sensitivity and confidence. Before guidance interviews, Miss D faced 10 problems (out of 11) but these were reduced to 1 after the guidance interviews.

The next comes to category of health and physique where 87.50 percent reduction took place. Miss D had 8 problems out

of 11 but she had only one problem after the guidance interviews. In the category of sex and marriage, 83.33 percent reduction took place, the number of the problems faced by her before guidance interviews took place was 6 out of 14 but after guidance interviews the number of problems faced by her was only one.

In the category of education, we found that 76.19 percent of problems faced by Miss D were reduced. Miss D faced 21 problems out of 46 but after guidance interviews she faced only 5 problems.

It can be said that more than 76 percent reduction of the problems of Miss D took place in all the categories. We can see 100 percent reduction of the problems in categories 3, 4, 5 and 6, and 83 to 93 percent reduction in categories 1, 2, 7, 8 and 9. The lowest reduction i.e. 76.19 percent took place in category 10.

Table 152 : Change in the Adjustment of Miss D as a Result of Guidance Interviews.

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
I. Health & Physique			
1	I always feel inferior due to my personal appearance	✓	
3	I cannot speak some words correctly	✓	
4	I am always worried about my weak health	✓	
5	I have got weak eye-sight	✓	
7	I feel I have got excess perspiration	✓	
8	My height is not normal	✓	
11	I cannot take part in sports due to weak health	✓	
II. Sensitivity & Confidence			
12	I am over-sensitive	✓	
13	I feel inferior to others	✓	
15	I am very self-conscious	✓	
16	I feel extremely bad when I am not able to do the work which I have decided	✓	
18	I have no self-confidence	✓	
19	I feel very bad to lose in games	✓	
20	If I make a poor show before others, I feel it for long time.	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
21	I loss self-confidence when I compete with others	✓	
22	I find it difficult to express my-self effectively	✓	
III. Economic & Lack of Facilities			
23	I need information regarding all sorts of necessities	✓	
25	I have to suffer a lot due to irregularity of buses	✓	
26	I do not get healthy food	✓	
27	I cannot participate in sports and games	✓	
28	I do not know different sources of enjoyment	✓	
IV. Self Schedule & Independence			
37	I am not able to solve my own difficulties	✓	
39	I cannot concentrate	✓	
40	I always misplace my things	✓	
42	I am very careless	✓	
43	I do not know how to divide my time for different activities	✓	
V. Mild Neurosis			
47	I am over-anxious to make a success of my life	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
48	I am very anxious to become famous	✓	
49	I am scared of accidents	✓	
50	I work under a great deal of tension	✓	
55	I become very nervous when my abilities are being tested	✓	
57	I get frightened when I am alone at home at night	✓	
58	I have a very strong fear of failure	✓	
VI. Self & Self Image			
59	I feel I am not intelligent	✓	
60	I am unhappy	✓	
61	Most of the time I am not in a good mood	✓	
62	I feel that I have not got good memory	✓	
65	I need to be a bit more aggressive	✓	
66	No one seems to understand me	✓	
67	I feel that I am a failure in my work	✓	
68	I feel that I am useless	✓	
70	I feel that nobody loves me	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
VII. Sex & Marriage			
71	I am too much afraid of love, romance and marriage	✓	
72	I cannot adjust with the students of the opposite sex	✓	
76	I fear to have members of the opposite sex as friends	✓	
82	I feel shy while talking to boys	✓	
84	I dislike members of the same sex as friends	✓	
VIII. Social Aspects			
85	I cannot talk freely with others	✓	
88	I always quarrel on small matters	✓	
89	I do not like to talk with others	✓	
91	I like to live alone	✓	
92	I cannot stand criticism	✓	
93	I am afraid of talking with a man of position	✓	
94	I am afraid of new atmosphere	✓	
95	I do not know how to behave in certain situations	✓	
97	I cannot tolerate other's beliefs and opinions	✓	



Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
98	I feel very embarrassed when I have to speak before a group of people	✓	
100	I cannot make friends easily	✓	
101	I feel I do not know much of etiquette	✓	
114	I cannot take part in social activities	✓	
119	I find it difficult to ask permission to leave the group	✓	
IX. Family			
121	My parents do not agree with my views	✓	
122	I have differences of opinion with my parents because they are conservative	✓	
123	My parents do not allow me to go to cinemas	✓	
124	My parents criticise my behaviour very often by giving examples of my brothers, sisters and friends	✓	
126	I very often feel that my parents do not understand me	✓	
128	I become nervous by peculiar behaviour of my parents	✓	
129	My parents often find fault with my appearance	✓	
131	Sometimes I feel that my brothers and sisters are getting what they need while I do not	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
132	I feel that I am not getting enough liberty at home	✓	
133	I feel for the loss of my mother every much	✓	
135	I do not get freedom as I am the youngest child in the family	✓	
136	The atmosphere of my home is very tense	✓	
137	My parents have no feeling for me	✓	
139	There are no modern things in my house	✓	
140	My parents are always sick	✓	
142	My parents are suspicious	✓	
159	I feel ashamed of my parents	✓	
162	I miss my home so much that it effects my studies	✓	
163	My parents do not exercise enough discipline on me	✓	
165	My parents insist on my choosing a vocation which I dislike	✓	
X. Education			
166	While studying I get disturbed very easily	✓	
167	I dislike certain teachers	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
169	I have no interest in studies	✓	
170	I have ineffective study habits	✓	
171	I want information regarding monetary help, freeships and books	✓	
172	I have no interest in certain subjects	✓	
173	I cannot understand certain subjects	✓	
174	I feel my teachers are not teaching properly	✓	
176	I feel that examination papers are not valued properly	✓	
178	I cannot cope up with studies	✓	
180	I cannot concentrate on studies	✓	
183	I am not able to follow the lectures	✓	
184	I need information regarding library	✓	
188	I need proper help in selecting subjects	✓	
189	I think I am a dull student	✓	
198	I feel my choice of a college course is not proper	✓	

Table 152 shows the change in the adjustment of Miss D as a result of guidance interviews. It can be seen from the table that in the category of health and physique, before guidance interviews took place, Miss D faced some problems like feeling of inferior due to personal appearance, inability to speak some words correctly, worrying about weak health, having weak eye-sight, getting excess perspiration, having less height and inability take part in sports due to weak health. These problems were solved during guidance interviews.

In the category of sensitivity and confidence Miss D had some problems such as, over sensitiveness, inferiority complex, self consciousness, feeling very bad to lose the games, feeling too much for making poor show, difficulty to express herself effectively. These problems were disappeared as a result of guidance interviews.

In the category of economic and lack of facilities, she needed information regarding all sorts of necessities. She suffered due to irregularity of buses and did not get healthy food. She could not participate in sports and games and did not know different sources of enjoyment. After guidance interviews, she had no more all these problems.

In the category of self schedule and independence, Miss D could not solve her own difficulties, could not concentrate, misplaced her things, very careless, and did

not know how to divide time for different activities, before guidance interviews, but after guidance interviews she did not have these problems.

In the category of mild neurosis, before guidance interviews, Miss D faced some problems like over anxiousness to make success of life and to become famous. She scared of accidents. She worked under great deal of tension and became very nervous when her abilities were being tested. She got frightened when alone at home at night and had strong fear of failure. But after guidance interviews these problems were disappeared.

In the category of self and self image, before guidance interviews, Miss D felt that she was not intelligent. She was unhappy and was not in a good mood. She had not got good memory and she needed to be a bit more aggressive. No one seemed to understand her and she was failure in her work. She considered herself as a useless person and no one loved her. After guidance interviews these problems were vanished.

In the category of sex and marriage, Miss D was too much afraid of love, romance and marriage. She could not adjust with the student of the opposite sex and she was afraid of having members of the opposite sex as friends. She felt shy while talking to boys and did not like members of

the same sex as friends. These problems were no more with her after guidance interviews.

In the category of social aspects, Miss D faced some problems like inability to talk freely with others, to tolerate others' beliefs and opinions, to make friends and to take part in social activities. She found it difficult to ask permission to leave the group. She quarrelled on small matters. She did not like to talk with others and liked to live alone. She could not stand criticism and she was afraid of talking with a man of position and of new atmosphere. She did not know how to behave in certain situations. She felt shy when talking before a group of people and did not know much etiquette. These problems were solved during guidance interviews.

In the category of family, Miss D faced some problems regarding her parents. They did not agree with her views. They were conservative and did not allow her to go to cinemas. They criticised her behaviour and did not understand her. She became nervous because of their peculiar behaviour. They found fault with her appearance and had no feeling for her. They were suspicious and she felt ashamed of her parents. She felt that they did not exercise enough discipline on her. They insisted on her choosing a vocation which she did not like. Moreover, she had some problems such as she felt that her siblings got what they wanted while she did not get. She did not get enough

liberty at home. She felt that her home atmosphere was very tense eventhough she missed her home so much that it effected her studies. These problems were solved during guidance interviews.

In the category of education, Miss D faced some difficulties like she got disturbed very easily. She did not like certain teachers and had no interest in studies. She had ineffective study habits. She wanted information regarding monetary help and library. She had no interest in certain subjects and she could not understand them. She felt that teachers did not teach properly, and examination papers were not valued properly by them. She could not cope up with studies and concentrate on studies. She needed proper help in selecting subject. She considered her-self as a dull student and felt that her choice of a college course was not proper. After guidance interviews, she did not have these problems.

#### Changes in the Attitude Towards Teaching Profession

The changes in the attitude towards teaching profession of Miss D were studied by considering the changes in rating on the items in the Attitude Scale before and after guidance interviews.

Out of 34 items, the change in the rating was taken place in 7 items (Table 153). This change was in a positive direction. She rated all the remaining items high even before guidance interviews. We did not expect any change in the rating of these items.

Table 153 : Change in Miss D with Respect to her Attitude  
Towards Teaching Profession as a Result of  
Guidance Interviews.

Item No.	Statement	Changed From - To
1	This is an inspiring profession.	agree to strongly agree
2	In this profession the heart and head both develop simultaneously.	disagree to agree
6	I hate this job.	undecided to strongly disagree
7	This profession gives individual a good status in society.	agree to strongly agree
8	This profession makes one narrow- minded.	undecided to strongly disagree
32	This is the profession of the learned one.	agree to strongly agree
34	This profession takes mind heavily	undecided to strongly disagree



It can be observed from table 153 that the responses to the positive items had changed to a more positive direction i.e. the response to the item numbers 1, 7, and 32 had changed from agree to strongly agree and the response to item number 2 had changed from disagree to agree. Miss D did not agree to this item before guidance interviews but she showed her agreement for this item after guidance interviews. It can also be observed from the same table that the responses to the negative items had changed to an expected direction. The responses to the item numbers 6, 8 and 34 had changed from undecided to strongly disagree. She was not in a position to say any definite regarding these items before guidance interviews took place but after the guidance sessions were over she showed her strongly disagreement regarding these items.

#### Changes in the Student Control Ideology

The changes in the student control ideology of Miss D were studied by considering the changes in rating on the items in the student Control Ideology Scale before and after the guidance interviews.

The Student Control Ideology Scale was consisted of 50 items; out of which the rating of Miss D was changed in a positive direction in 11 items (Table 154). She rated 37 items high in the pretest, so, we did not expect any change in her rating on these items after guidance interviews. Only in the remaining two items, we did not notice any change though she rated low before guidance interviews.

Table 154 : Change in Miss D with Respect to Student Control Ideology as a Result of Guidance Interviews.

Item No.	Statement	Changed From - To
3	Even from pupils, teachers can learn	undecided to agree
6	No learning is possible without class control	agree to disagree
19	Learning experiences should cater to pupils' individual differences	agree to strongly agree
22	Knowledge should be pumped out and not to be pumped in	strongly disagree to agree
25	Without student teacher interaction, no learning takes place	disagree to agree
26	It should be realized that pupils also have good ideas	agree to strongly agree
42	Pupils should feel that they are accepted by school community	agree to strongly agree
43	Examination alone is not the measure of pupils' achievement and development	strongly disagree to strongly agree
44	"I am you and you are I", this sum up teacher-pupil relationship	undecided to agree
45	There is nothing wrong in beating a school child	agree to disagree
48	Good ideas flow from bottom	undecided to strongly agree

Table 154 reveals that the rating of item numbers 3 and 4 had changed from undecided to agree. Miss D was not able to say anything regarding these two items before guidance interviews but after guidance interviews she showed her agreement for these items. The rating of item numbers 19, 26 and 42 had changed from agree to strongly agree. The rating of item number 22 had changed from strongly disagree to agree. Similarly, we found the rating of item number 25 changed from disagree to agree. The rating of item number 43 had changed from one extreme to the other one i.e. from strongly disagree to strongly agree. The rating of item number 48 had changed from undecided to strongly agree. Thus item numbers 3, 19, 22, 25, 26, 42, 43, 44 and 48 which are positive in sense had changed towards expected direction.

Item number 4 and 45 are negative in sense. The change in the rating of these items was also towards positive direction. The rating of these two items had changed from agree to disagree.

### Conclusion

Regarding case of Miss D, it can be observed that her adjustment problems were reduced considerably as a result of guidance interviews. Reduction of the problems in each area is also noteworthy

The attitude towards teaching profession of Miss D had also changed in a desirable direction as a result of guidance interviews. She developed more favourable attitude towards teaching profession.

The student control Ideology of Miss D had changed in a desirable direction as a result of guidance interviews. Her idea moved towards humanistic ideology as a consequent upon guidance interviews.

#### 6.6. The Case Study of Miss E

The case of Miss E will be examined in relation to her performance in the Adjustment Inventory, the Attitude Scale and the Student Control Ideology Scale and to her record of guidance interviews.

Miss E was a first year student teachers with major subject in Health Education. She was a day-scholar. Her house was located in urban area. Miss E got the highest score in the category of family of the Adjustment Inventory, among all the student teachers of Nakorn Pathom Teachers' College.

The following table shows the performance of Miss E on each category in the Adjustment Inventory before guidance interviews.

Table 155 : Performance of Miss E on each Category of Adjustment Inventory Before Guidance Interviews.

Category		No. of Item	No. of Problems Before Guidance	
I.	Health & Physique	11	3	(27.27)
II.	Sensitivity & Confidence	11	7	(63.63)
III.	Economic & Lack of Facilities	14	7	(50.00)
IV.	Self Schedule & Independence	10	7	(70.00)
V.	Mild Neurosis	12	7	(58.33)
VI.	Self & Self Image	12	6	(50.00)
VII.	Sex & Marriage	14	2	(14.28)
VIII.	Social Aspects	36	9	(25.00)
IX.	Family	45	35	(77.77)
X.	Education	46	32	(69.56)
Total		211	115	(54.50)

Figures in parentheses indicate percentages.

It can be seen from table 155 that the percentage of the problems faced by Miss E were high in four categories of the adjustment inventory, namely, family (77.77), self schedule and independence (70.00), education (69.56) and sensitivity and confidence (63.63).

Keeping in mind the performance of Miss E on the adjustment inventory, the plan of guidance interviews for Miss E was framed.

#### Analysis of the Record of Interviews

According to the scores obtained in the adjustment inventory by Miss E, it was found that she got the highest score in the family category of the adjustment inventory among all the student teachers of Nakorn Pathom Teachers' College. The guidance worker requested Miss E to see her in her office. The reason and the purpose of the meeting were explained to Miss E. When the guidance worker pointed out the difficulties that Miss E mentioned in the adjustment inventory and explained about the need for guidance interviews. On hearing this Miss E started crying. The guidance worker tried to explain to Miss E that every one had to face some difficulties at any period of his/her life but the important thing was the ways through which one could handle and solve them. The guidance interviews would help the person with some problems to select the better way of solving his problem. Miss E seemed to understand and accept what the guidance worker said. She stopped crying. The guidance worker explained to

Miss E the importance of the free discussion. The guidance worker tried to establish rapport and create healthy atmosphere. During the first few sessions, the details of the family history of Miss E were collected.

Miss E was 19 years old with 155 cms. height and 45 kgs. weight. She wore neat and clear uniform - white shirt and blue skirt. Miss E was considered to be a talkative and sensitive girl.

Miss E was the youngest daughter in the family. She had two elder brothers and one elder sister. Her father was a business man and her mother was a primary school teacher.

Miss E was a full term normal born child. She had no history of serious illness, she enjoyed good health. She was sent to a primary school at the age of six and got along quite well with her teacher and friends at school.

In the family, Miss E lived with her parents and elder siblings. The mother remained at home after she came back from the work but the father seldom came back home. He looked after his business. Miss E's mother was not happy as she often heard about the relationship between her husband and the other women. When the husband came back home, it was so happened that there was a quarrel between the husband and wife and that was ended with husband's running out of the house for many days.



Miss E's elder brother's wife came to stay in this house with her two years old daughter who was very pretty. Though she loved her niece, she felt jealous of her at the same time. Miss E was the youngest in the family and everybody loved her but when her niece came to this house, no one paid attention to her but to the small child - her niece. Miss E further told the guidance worker that she often played with her niece very hard. While hugging she held her very tightly and she did not leave her still she started crying. Sometimes she gave pinching to her in the absence of the other members of the family and when she cried Miss E tried to give her sweets or toys in the presence of the other family members. Thus she tried to create impression that she loved her niece much but the members of the family did not come to know that why the child cried and the child also could never tell others.

At this stage, the guidance worker put one question to Miss E that did she know what she was doing. Miss E said that she knew what she had done was bad and wrong and after doing such things she often felt guilty and ashamed of herself. Once she told that she hated her sister in law also.

The guidance worker tried to explain to Miss E that no one could take her place. Although, every one in the family loved the child, the child could never take her place, she still be the youngest daughter of her parents and also the youngest sister of her elder siblings, and everyone still

loved her. The way of their expression of love might be different from how they expressed their love to the child. They might kiss, hug or play with the child but they could not do the same to Miss E as she was a 19 years old girl and not a kid like her niece.

The guidance worker inquired further why Miss E did not like her sister in law (the mother of her niece). Miss E told the guidance worker that her sister in law was very lazy. She did not do any house hold work. She got up very late. She did not cook and did not clean the house. She washed only her own clothes. She did not do anything for other members in the family. She did not need to look after her daughter as the child was taken care of by the grand mother or aunt. The guidance worker asked Miss E when did her sister in law join the family. She told the guidance worker that recently her sister in law came to stay with them (not more than one month). They were living independently but when Miss E's brother had to go to Bangkok for the further study, he sent his wife and his daughter to join the family. They would stay with the family for a period of about 2 years. After he completed his study, they would go back to their own house.

The guidance worker explained to Miss E that first of all she should try to understand that her sister in law was very new to the big family and she was quite young (22 years old), hence, she might not know how to behave,

what she should do and what she should not. She was familiar with her independent family - only husband, wife and a daughter. In a new house, it might take sometimes for her sister in law to adjust and at the same time, Miss E should be frank to her sister in law by telling her that she would like her to help in the kitchen and also in cleaning the house. The guidance worker suggested Miss E that she should be friendly with her sister in law also if she expected cooperation from her. If she be good to people, the people tended to be good to her also.

After a week, Miss E came back to the guidance worker she looked more happier than before. She informed the guidance worker that the situation in her family was bit improved as the relationship between herself and sister-in-law was improved. Miss E told the guidance worker that it was not difficult to do according to the guidance worker's suggestion and she was very happy with the out come. She should have done these things from the beginning when her sister in law came to join the family. Miss E further told the guidance worker that her feeling towards her niece was changed. After talking with the guidance worker, when she was alone, she tried to recall what the guidance worker had said to her and she realized that it was true that her niece could never take her place. She was a small and innocent child. Whatever she had thought, it was her own imagination and it was because she felt jealous of her niece. The guidance worker supported Miss E

that her niece did not do anything wrong. Therefore, she should not be punished as a scape-goat. Miss E listened to the guidance worker, she started to cry and told the guidance worker that what she had done to her niece was not proper. She promised to the guidance worker that she would never do such things again.

During guidance session, Miss E told the guidance worker that she had one weak point, that is, she had no self-confidence. She often had feeling of uncertainty. The guidance worker learned from Miss E's family history which indicated that Miss E was the youngest child in the family and everyone in the family loved her. She might be pampered. Moreover, there was the quarrelling between her parents which was happened very often in her family. These might be the reasons of developing feeling of uncertainty and lack of self confidence in Miss E. The guidance worker tried to explain to Miss E that when she wanted to do anything, first of all she had to tell herself that she must try her best although it was very difficult for her. She could see the spider for example, it tried to make the net, many times it fell down, but it never got discourage, it tried again and again till it succeeded. Therefore, she should try to face it and not to avoid. The guidance worker also explained to Miss E that when people needed to make decision, first of all, he/she should think of different choices, the possibility of fulfilling each choice, the advantages and disadvantages

of such a choice, then, make the choice which he/she considered the best. This would help her to arrive at a proper decision and to gain more self-confidence.

Regarding her study, Miss E told the guidance worker during the guidance session, that she had no interest in two subjects which she could not understand. She could not follow the lectures also. The contents of these two subjects were not interesting for her. The teachers were new and they did not have any teaching experience. This situation created boring atmosphere in the class. The guidance worker tried to point out the significance of these two subjects and persuade her to pay more attention to these subjects. Moreover, the guidance worker suggested Miss E to see the teachers and request them to explain those parts of the subjects which she could not follow. This way, she was helped to have a better feeling towards the subjects and her teachers as well. This would help her to develop more interest in these two subjects also.

Miss E told the guidance worker that she was very sensitive and getting disturbed very easily, therefore, she could not concentrate when she wanted to study and could not remember what she had read from the books and lecture notes. For these problems, the guidance worker introduced one technique to Miss E to keep her mind clear and calm before started to study or read the books. This technique was called as 'meditation'. There were many methods to do meditation

but the guidance worker suggested Miss E to do the simple one. She suggested Miss E to select a peaceful room with good ventilation, and to sit on a comfortable chair to make herself comfortable; then close her eyes slowly and keep her mind on her breathing in and out for about 10 to 15 minutes. By this way, she would be helped to have a clear and calm mind and concentrate in her study and remember more about what she read from the books. The guidance worker told Miss E that to practice this technique required skill also. For the new practicer, it might not work, but when she gained some skill, it would be very useful for her. Miss E told the guidance worker that she would try to use this technique. A day after, Miss E came to see the guidance worker, not for guidance session but only to tell the guidance worker that she had tried to practice this technique but it did not work much anyway she would practice more on this technique.

During the later period of guidance session, Miss E reported the guidance worker that she could feel clear and calm in her mind while doing meditation. In the beginning, she found it difficult but later on she could keep her mind clear and calm for a longer period i.e. 10 minutes or more. The guidance worker suggested Miss E to study after doing meditation so that she would concentrate more in her study and would remember more of what she had read.

In the final stage of guidance interviews, the guidance worker observed that Miss E looked more mature and happy

than the first time she came to see her in the office. These were confirmed by Miss E's telling the guidance worker that she had learned many things from the discussion with the guidance worker, she really felt more happy than before she met the guidance worker and her relationship with her family was improved considerably. Her relationships with her teachers were also improved and she could concentrate more in her study. Regarding meditation, Miss E told the guidance worker that she had heard about it before, but she had impression that it meant only for aged people or monk or nun but later on she realized that it meant for all people regardless of age and sex. Everyone could practice and be benefitted from this technique. There was no doubt that Miss E had learnt and benefit from the guidance sessions and her adjustment problems were decreased as a result of guidance interviews.

#### Changes in the Adjustment

The changes in the adjustment of Miss E were examined by considering item tick marked by Miss E on the Adjustment Inventory before and after the guidance interviews.

The following table shows the percentage of problems faced by Miss E in each category of the Adjustment Inventory before and after the guidance interviews.

Table 156 : Category-wise Reduction of the Adjustment Problems of Miss E as a Result of Guidance Interviews

Category		No. of Item	No. of Problems Before Guidance Interviews	No. of Problems After Guidance Interviews	Reduction of the Problems in Terms of Percentage
I.	Health & Physique	11	3	0	100.00
II.	Sensitivity & Confidence	11	7	1	85.71
III.	Economic & Lack of Facilities	14	7	0	100.00
IV.	Self Schedule & Independence	10	7	0	100.00
V.	Mild Neurosis	12	7	0	100.00
VI.	Self & Self Image	12	6	0	100.00
VII.	Sex and Marriage	14	2	0	100.00
VIII.	Social Aspects	36	9	2	77.77
IX.	Family	45	35	7	80.00
X.	Education	46	32	4	87.50
Total		211	115	14	87.82



Table 156 shows the reduction of adjustment problems of Miss E in terms of percentage in each area and in all areas together as a result of guidance interviews. It can be seen that 87.82 percent overall reduction of the problems of Miss E took place as a result of guidance interviews. Before guidance interviews she was facing 115 problems which had reduced to 14 as a consequent upon guidance interviews.

Looking to the category-wise reduction of the problems, it can be seen that there were 100 percent reduction of the problems of Miss E in 6 categories namely, health and physique, economic and lack of facilities, self schedule and independence, mild neurosis, self and self image and sex and marriage. The second highest i.e. 87.50 percent reduction of the problems took place in the category of education, she was facing 32 problems out of 46 before guidance interviews took place but after the guidance interviews, only 4 problems were remained. The third highest i.e. 85.71 percent reduction took place in the category of sensitivity and confidence. Miss E was facing 7 problems out of 11 before guidance interviews but after guidance interviews, she faced only one problem.

The fourth highest i.e. 80.00 percent reduction took place in the category of family. Miss E was facing 35 problems out of 45 before guidance interviews took place but after guidance interviews, she faced only 7 problems.

The lowest i.e. 77.77 percent reduction took place in the category of social aspects. She was facing 9 problems out of 36 problems but after guidance interviews, she had only 2 problems.

It can be said that more than 77 percent reduction of the problems of Miss E took place in all the categories. We can see 100 percent reduction of the problems in categories 1, 3, 4, 5, 6 and 7. Eighty to 87.50 percent reduction took place in categories 2, 9 and 10. The lowest reduction i.e. 77.77 percent took place in category 8.

Table 157 : Change in the Adjustment of Miss E as a Result of Guidance Interviews.

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
I. Health & Physique			
3	I cannot speak some words correctly	✓	
4	I am always worried about my weak health	✓	
7	I feel I have got excess perspiration	✓	
II. Sensitivity & Confidence			
16	I feel extremely bad when I am not able to do the work which I have decided	✓	
18	I have no self-confidence	✓	
19	I feel very bad to lose in games	✓	
20	If I make a poor show before others, I feel it for long time	✓	
21	I loss self-confidence when I compete with others	✓	
22	I find it difficult to express myself effectively	✓	
III. Economic & Lack of Facilities			
23	I need information regarding all sorts of necessities.	✓	
25	I have to suffer a lot due to irregularity of buses	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
27	I cannot participate in sports and games	✓	
30	I have no books for reading at home	✓	
32	The financial difficulties in my family make me unhappy	✓	
34	It is very difficult to attend morning lectures as I am coming from a village	✓	
35	I cannot afford medicine for my family	✓	
IV. Self Schedule & Independence			
37	I am not able to solve my own difficulties	✓	
39	I cannot concentrate	✓	
41	I cannot take decision on any matter	✓	
43	I do not know how to divide my time for different activities	✓	
44	I have to suffer due to lack of independence	✓	
45	I feel helpless when in trouble	✓	
46	Irrelevant ideas keep on disturbing my thinking	✓	
V. Mild Neurosis			
47	I am over-anxious to make a success of my life	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
48	I am very anxious to become famous	✓	
51	I have fits of laughing and crying that I cannot control	✓	
52	I am over-anxious about my ability to achieve success	✓	
53	I cannot stop worrying	✓	
57	I get frightened when I am alone at home at night	✓	
58	I have a very strong fear of failure	✓	
VI. Self & Self Image			
60	I am unhappy	✓	
62	I feel that I have not got good memory	✓	
64	I wish I was not born	✓	
65	I need to be a bit more aggressive	✓	
66	No one seems to understand me	✓	
70	I feel that nobody loves me	✓	
VII. Sex & Marriage			
72	I cannot adjust with the students of the opposite sex	✓	
79	I do not like restriction on friendship with opposite sex	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
VIII. Social Aspects			
88	I always quarrel on small matters	✓	
91	I like to live alone	✓	
96	I always like to rebel against authority	✓	
103	I do not like social restrictions	✓	
110	I am very much worried about my friends	✓	
119	I find it difficult to ask permission to leave the group	✓	
120	I am afraid of criticism of others	✓	
IX. Family			
121	My parents do not agree with my views	✓	
122	I have differences of opinion with my parents because they are conservative	✓	
123	My parents do not allow me to go to cinemas	✓	
126	I very often feel that my parents do not understand me	✓	
127	I constantly feel that my parents dominate me too much	✓	
128	I become nervous by peculiar behaviour of my parents	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
129	My parents often find faults with my appearance	✓	
130	I find my parents always confused as nervous	✓	
131	Sometimes I feel that my brothers and sisters are getting what they need while I do not	✓	
132	I feel that I am not getting enough liberty at home	✓	
136	The atmosphere of my home is very tense	✓	
137	My parents have no feeling for me	✓	
140	My parents are always sick	✓	
141	My parents are very orthodox	✓	
142	My parents are suspicious	✓	
144	I am worried about the health of my parents	✓	
146	I am not allowed to argue with my parents	✓	
147	My parents cannot understand me	✓	
148	My parents neglect me	✓	
149	My parents do not agree with my social activities	✓	
150	I quarrel with my brothers and sisters	✓	
151	At home nobody trusts me	✓	

Category Item No.	Statement	Tick Mark	
		Before guidance	After Guidance
153	I feel that my home life is not happy and satisfactory like that of my friends	✓	
154	I feel like running away from my home	✓	
155	My brothers and sisters are jealous of me	✓	
156	I feel that my parents are disappointed in me	✓	
158	I feel too much interference from my family in my personal affairs	✓	
160	I cannot talk of my experiences to my parents	✓	
161	I feel that I am the unfortunate one in my family	✓	
X. Education			
166	While studying I get disturbed very easily	✓	
167	I dislike certain teachers	✓	
172	I have no interest in certain subjects	✓	
173	I cannot understand certain subjects	✓	
174	I feel my teachers are not teaching properly	✓	
178	I cannot cope up with studies	✓	
179	I need very much to know a better method of studying	✓	



Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
181	I could not join the course in which I was interested	✓	
182	I want to improve my memory	✓	
183	I am not able to follow the lectures	✓	
184	I need information regarding library	✓	
185	I want to take aptitude test	✓	
186	I do not know about extra-curricular activities	✓	
187	I do not know the method of answering the questions	✓	
189	I think I am a dull student	✓	
190	I do not find suitable atmosphere for studying in the college	✓	
191	I am over burdened with academic work	✓	
192	I cannot progress in learning	✓	
193	I cannot devote enough time to study	✓	
194	I am too much worried about examination	✓	
195	I need to know whether I should study or not	✓	
197	I have a strong dislike for certain subjects	✓	
199	I need for guidance for the choice of a college	✓	

Category Item No.	Statement	Tick Mark	
		Before Guidance	After Guidance
201	The toilets in the college are not properly cleaned	✓	
205	I have to suffer due to over crowded in the dining hall	✓	
207	The college staffs are not polite while talking with students	✓	
209	I have to suffer due to too many assignments and home-work which I cannot cope with	✓	
210	There is no sufficient drinking water provided in the college	✓	

Table 157 shows the change in the adjustment of Miss E as a result of guidance interviews. It can be seen in the table that in the category of health and physique, before guidance interviews, Miss E faced some problems like inability to speak some words correctly, weak health and getting excess perspiration. But after guidance interviews, she did not have problems as such.

In the category of sensitivity and confidence, before guidance interviews, she felt bad if she could not do work which she had decided. She felt bad on losing the games. She felt for long if she made poor show. She had no self-confidence when compete with others and she found it difficult to express herself effectively. These problems were solved during guidance interviews.

In the category of economic and lack of facilities, Miss E needed information regarding all sorts of necessities, suffered due to irregularity of buses, could not participate in sports and games and found it difficult to attend morning lectures. Moreover, she felt unhappy due to financial difficulties and had no book for reading at home. She could not afford medicine for her family. All of these problems were vanished as a result of the guidance interviews.

In the category of self schedule and independence, before guidance interviews, Miss E was facing problems like inability to solve her own difficulties, to concentrate and

to make decision on any matter. She did not know how to divide time. She suffered due to lack of independence. She felt helpless when she was in trouble and got disturbed by irrelevant ideas. These problems were no more with her after guidance interviews.

In the category of mild neurosis, before guidance interviews, she was over-anxious to make success of her life and to become famous. She could not control her laughing and crying. She could not stop worrying. She got frightened when she was alone at home at night and had strong fear of failure. These problems were disappeared after guidance interviews.

In the category of self and self image, before guidance interviews, Miss E felt unhappy and also felt that she had not got good memory. She wished she was not born. She felt that she needed to be a bit more aggressive. She also felt that no one loved and understood her. These problems were no more with her after guidance interviews.

In the category of sex and marriage, Miss E could not adjust with the student of the opposite sex and did not like restriction on friendship with opposite sex, before guidance interviews. But after guidance interviews, she did not have these problems.

Looking to the category of social aspects, before guidance interviews, Miss E quarrelled on small matter and liked to live alone. She liked to rebel against authority and did not like social restriction. She worried about friends and was afraid of criticism of others. She found it difficult to ask permission to leave the group. But after guidance interviews, these problems were disappeared.

In the category of family, before guidance interviews, Miss E had some problems regarding her parents, such as, they did not agree with her views and they did not understand her. As they were conservative, they did not allow her to go to cinemas. They dominated her too much and she became nervous by their peculiar behaviour. They found fault with her appearance and had no feeling for her. They were orthodox and suspicious. They did not agree with her social activities. Moreover, she felt that the atmosphere in her home was very tense. She worried about the health of her parents. She did not get enough liberty at home and did not get what she needed while her siblings got. She was not allowed to argue with her parents. She quarrelled with her siblings. She felt that no one in the family trusted her and her home life was not happy and satisfactory like others'. She felt like running away from home. She felt that her siblings were jealous of her, her parents disappointed her and there were too much interference in her personal affairs. She could not talk of

her experiences to her parents and considered herself as the unfortunate one in the family. After the guidance interviews, Miss E did not have these problems.

In the category of education, Miss E faced some problems like getting disturbed very easily, disliking certain teachers, lacking of interest in certain subjects, being unable to understand certain subjects and disliking certain teachers and their method of teaching, being unable to cope up with studies, not knowing about the better method of studying, and inability to join the course which she was interested in. Moreover, she wanted to take aptitude test and to improve memory. She was unable to follow lecture and she needed information regarding library and extra-curricular activities. She did not know the method of answering the question. She could not progress in her study and considered herself as a dull student. She could not find place and time to study. She worried about academic works and examination. She needed to know whether she should study or not and she required guidance for the choice of a college course. She suffered due to over-crowdedness in the dining hall and uncleaned toilets in the college. She felt that college staff was not polite. She could not cope up with assignments and homework. She did not get sufficient drinking water in the college. These problems were solved as a result of guidance interviews.

Changes in the Attitude Towards Teaching Profession

The changes in the attitude towards teaching profession of Miss E were studied by considering the changes in the rating on the items in the Attitude Scale before and after guidance interviews.

Out of 34 items, the change in the rating was taken place in 20 items (Table 158). This change was in a positive direction. She rated 13 items high in the pre-test. We did not expect any change in the rating of these items. Only in one item, we did not notice any change though she rated low before guidance interviews.

Table 158 : Change in Miss E with Respect to her Attitude  
Towards Teaching Profession as a Result of  
Guidance Interviews.

Item No.	Statement	Changed From - To
3	This profession is monotonous	disagree to strongly disagree
6	I hate this job	disagree to strongly disagree
7	This profession gives individual a good status in society	agree to strongly agree
9	I believe that teaching is the most interesting of the profession	agree to strongly agree
10	There is no freedom in this profession	undecided to strongly disagree
11	This profession secures the future life	agree to strongly agree
12	I believe that teaching tends to get one in a rut	agree to disagree
14	This profession inhabits one's growth	disagree to strongly disagree
15	This is a harmless profession	undecided to agree
16	In this profession, one has to please many masters	disagree to strongly disagree
17	This profession is rich in future potentialities	undecided to agree
19	This profession leads to irresponsibilities in life	disagree to strongly disagree
21	This profession has more merit than demerit	agree to strongly agree
22	Only those who cannot get any other jobs would join this profession	undecided to disagree



Item No.	Statement	Changed From - To
23	Only one who has good temper can work in this profession	disagree to agree
24	There is no recognition of one's work in this profession	agree to disagree
26	This profession makes one unpopu- lar in society	undecided to disagree
28	This profession forces one to lead miserable life	undecided to disagree
32	This is the profession of the learned one	agree to strongly agree
34	This profession takes mind heavily	strongly agree to disagree

Table 158 reveals that the rating of item numbers 7, 9, 11, 21 and 32 had changed from agree to strongly agree. The rating of item numbers 15 and 17 had changed from undecided to agree. Miss E was not able to say anything regarding these two items before guidance interviews but after guidance interviews she showed her agreement for these items. The rating of item number 23 had changed from disagree to agree. The item numbers 7, 9, 11, 15, 17, 21, 23 and 32 which are positive in sense had changed towards expected direction.

The item numbers 3, 6, 10, 12, 14, 16, 19, 22, 24, 26, 28 and 34 are negative in sense. The change in the rating of these items was also towards positive direction. The rating of item numbers 3, 6, 14, 16 and 19 had changed from disagree to strongly disagree. The rating of item number 10 had changed from undecided to strongly disagree. Miss E was not able to say anything definite regarding this item before guidance interviews but after guidance interviews she showed her strongly disagreement. The rating of item numbers 12 and 24 had changed from agree to disagree. The rating of item numbers 22, 26 and 28 had changed from undecided to disagree. The rating of item number 34 had changed from strongly agree to disagree.

Thus, it can be said that Miss E had changed towards positive direction with respect to her attitude towards teaching profession. Her performance in the attitude scale administered before and after guidance interviews indicates the same. The

total score obtained by her in pre-test was 127 which was increased to 153 in the post-test. This indicated that Miss E had developed more favourable attitude towards teaching profession.

#### Changes in the Student Control Ideology

The changes in the Student Control Ideology of Miss E were studied by considering the changes in rating on the items in the Student Control Ideology Scale before and after the guidance interviews.

Out of 50 items, the rating of Miss E was changed in a positive direction in 11 items (Table 159). She rated 37 items high in the pre-test and we did not expect any change in her rating after the guidance interviews. Only in remaining two items we did not notice any change though she rated low before guidance interviews.

Table 159 : Change in Miss E with Respect to Student Control Ideology as a Result of Guidance Interviews.

Item No.	Statement	Changed From - To
3	Even from pupils, teachers can learn	disagree to agree
4	Students know not moral values	undecided to disagree
6	No learning is possible without class control	undecided to disagree
10	Pupils should learn to control themselves	agree to strongly agree
15	To share the rod is to spoil the child	disagree to agree
16	Pupils should feel a sense of belongingness in the schools	agree to strongly agree
22	Knowledge should be pumped out and not to be pumped in	disagree to agree
35	Unless the teacher teaches, no learning can take place	undecided to disagree
39	The teacher has not taught unless the pupils have learnt	undecided to agree
42	Pupils should feel that they are accepted by school community	agree to strongly agree
46	All late comings should be punished	undecided to disagree

In table 159, the items numbers 3, 10, 15, 16, 22, 39 and 42 are positive in nature and the item numbers 4, 6, 35 and 46 are negative in nature. The responses to the item numbers 3, 15 and 22 had change from disagree to agree. Before guidance interviews, Miss E did not agree with these items but after guidance interviews, she showed her agreement to these items. As these items are positive in sense, therefore, the change was in expected direction. The responses to item numbers 10, 16 and 42 had changed from agree to strongly agree. The response to item number 39 had changed from undecided to agree. Before guidance interviews, Miss E could not say anything definite regarding this item but as a result of guidance interviews, she showed her agreement to this item.

The responses to item numbers 4, 6, 35 and 46 had changed from undecided to disagree. As these items are negative in nature, the change was in the expected direction after the guidance interviews.

Thus it can be said that Miss E had changed towards desirable direction, with respect to her student control ideology, as a result of guidance interviews. We can say the same on the basis of her performance on the student control ideology scale administered before and after guidance interviews. In the pre-test she got 212 but it was increased to 226 in the post-test. This indicated that Miss E moved towards more humanistic ideology as a result of guidance interviews.

Conclusion

In the case of Miss E, it can be said that her adjustment problems had reduced considerably as a result of guidance interviews. Reduction of the problems in each area was also noteworthy.

The attitude towards teaching profession of Miss E had changed in a desirable direction as a result of guidance interviews. She developed more favourable attitude towards teaching profession.

The student control ideology of Miss E had also changed in expected direction as a result of guidance interviews. She developed more humanistic ideology as a consequent upon guidance interviews.