

Summary, Conclusions, and Suggestions

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SUMMARY, CONCLUSIONS, AND SUGGESTIONS

7.1. Summary

The present problem "A Study of Adjustment Among Different Groups of Students in Colleges of Education in Thailand" was ex post facto study which had adjustment as dependent variable and sex, level of study, stream of education, urban-rural background, type of residence, attitude towards teaching profession, and student control ideology of student teachers studying in Teachers' Colleges in Thailand in 1980-1981 as independent variables. In the context of adjustment, it was focussed to be well adjusted in terms of a student teacher who can enjoy or satisfy himself and his college environments as well as other circumstances outside college during his study in Teachers' College.

The present study was designed to find out the adjustment problems of the student teachers in Thailand to study the differences in adjustment between male and female student teachers, first and fourth year student teachers, arts and science student teachers, student teachers from urban and rural areas, student teachers staying in and outside college's hostel, student teachers who have unfavourable and favourable attitude towards teaching profession, and student teachers who have custodial and humanistic ideology, and to find out the causative factors underlying the problems of adjustment

of student teachers and to provide them guidance treatment to enable them to overcome the problems.

The study intended to test the hypothesis that there is no significant differences in adjustment of student teachers between groups based on sex, level of study, stream of education, urban-rural background, type of residence, attitude towards teaching profession, and student control ideology, and

The four research tools, namely, Personal Proforma Questionnaire, Adjustment Inventory, Attitude Scale to Measure Attitude Towards Teaching Profession, and Student Control Ideology Scale, were used for collecting the data.

The personal Proforma Questionnaire was devised by the investigator to collect the personal data of the subjects in the sample, for independent variables in the present study.

The Adjustment Inventory was the main tool used in the present study. This tool was originally prepared by Prem Pasricha, Rajani M. Pagedar, and Jagdishchandra J. Gajjar, in 1964, at M.S. University. The inventory in its revised edition consisted of 232 items, covering 11 categories viz., (1) health and physical, (2) sensitivity and confidence, (3) economic and lack of facilities, (4) self schedule and independence, (5) mild neurosis, (6) self and self image, (7) sex and marriage, (8) social, (9) family, (10) studies, school, and teachers, and (11) work and career.

In the present study, the Adjustment Inventory was adapted to make it more suitable to student teachers in Thailand. The statements in the adjustment inventory were translated into Thai. As the present study was not attempted to study the adjustment to work and career, therefore, the items under the category of work and career, were omitted. Few more statements were added on the basis of the list given by the 100 student teachers in Thailand regarding the problems which bother them the most. The final form of the adjustment inventory used in the present study consisted of 211 problem statements, covering 10 categories viz. (1) health and physique, (2) sensitivity and confidence, (3) economic and lack of facilities, (4) self schedule and independence, (5) mild neurosis, (6) self and self image, (7) sex and marriage, (8) social aspects, (9) family, and (10) education.

For try-out, the Adjustment Inventory was administered twice with an interval of fifteen days, to 50 student teachers other than the sample in the study, including males and females from different major subjects. The reliability for the categories one to ten was found out to be .68, .61, .47, .33, .44, .72, .45, .46, .58 and .84 respectively and on the total basis it was found to be .75. The content validity was also established. The items, before they were used into try-out test were collected and obtained with the help of idea from Thai student teachers and carefully scrutinized by competent judges. On this basis of their suggestions, the items were retained, modified or

rejected. Thus the adjustment inventory claimed to have the content validity.

Attitude Scale to measure Attitude towards Teaching Profession was prepared by P.M. Vira Sakdiviravangsa in 1976. The tool consisted of 34 statements. The author has used this tool in measuring the attitude, of the secondary school teachers in Bangkok, Thailand, towards teaching profession. In the present study, to work out its reliability, the attitude scale was administered to 50 student teachers in Thailand. The test-retest technique was employed. The reliability was found to be 0.88 which indicate that the Attitude Scale was highly reliable.

Student Control Ideology Scale was originally developed at the Pennsylvania State University by Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, in 1967. It consisted of 50 statements. In the present study, the statements in the student control ideology scale were translated into Thai. The reliability of the tool was found out by a test-retest procedure with an interval of fifteen days. The value obtained on a sample of 50 student teachers was 0.83.

The four tools, mentioned above, were administered to 500 student teachers drawn from the four teachers' Colleges in Thailand, namely, Ban Somdej Chao Paya Teachers' College, Suan Sunanda Teachers' College, Nakorn Pathom Teachers'

College, and Chombureng Teachers' College. Only the first and the fourth year student teachers were included in the sample. The tools were administered personally, by the investigator, to the groups of student teachers, after explaining the purpose of administering the tests, and instructions. The subjects were assured that the purpose was only research and the responses would be kept strictly confidential. There was no time limit to complete all the questionnaires, but they took approximately an hour to complete all the questionnaires.

The data, gathered from the responses to all the four questionnaires, were scored and summarized in terms of frequencies and classified and tabulated as per variables. The chi-square technique was employed to test the significance of differences in adjustment of the different groups of student teachers under different categories.

To find out the causative factors underlying the problems of adjustment of the student teachers, the five student teachers, who got the highest scores from the five areas of adjustment (one subject from one area), namely, adjustment to self (including health and physique, sensitivity and confidence, self schedule and independence, mild neurosis, and self and self image), adjustment to economic and lack of facilities, social adjustment (including social and sex and marriage) family adjustment, and adjustment to education were

selected for detailed study. The guidance interviews were provided to each one of all the five subject for a period of three months. All the tools were, then, administered to the five subjects again, to study the change in the adjustment of the subjects.

7.2. Conclusions

From the present study, the following conclusions are drawn :

(1) The most frequent problems of the first year student teachers are more along the educational line. They have expressed the need for information regarding post-graduate studies, taking aptitude test, knowing a better method of studying, improving their memory, and also expressed worry that they could not understand certain subjects. On the personal side, they have expressed a concern about inability to complete the work they have decided upon, and guilt feeling of doing things they felt were wrong.

(2) The most frequent problems among the fourth year student teachers are some what similar to the problems of the first year student teachers. Their problems are also more along the educational line. They have expressed the need for knowing a better method of studying, improving their memory, taking aptitude test, knowing about different post-graduate studies and expressed worry about inability to understand certain

subjects. They have also expressed a concern about guilty feeling too long after doing things which they felt were wrong, feeling extremely bad when they were not able to do work which they have decided upon, do not know how to behave in certain situations and feeling for long, when they made a poor show before others.

(3) First year female student teachers have a better adjustment than first year male student teachers regarding economic and lack of facilities, and sex and marriage, only, but in other categories, the two groups do not differ in their adjustment.

(4) Fourth year male and female student teachers do not differ in their adjustment in any category.

(5) Fourth year student teachers have a better adjustment than first year student teachers regarding sensitivity and confidence, economic and lack of facilities, self schedule and independence, mild neurosis, self and self image, sex and marriage, and family, but in other categories, the two groups do not differ in their adjustment.

(6) First year arts student teachers have a better adjustment than first year science student teachers regarding sensitivity and confidence, economic and lack of facilities, self and self image, and education, but in other categories,

the two groups do not differ in their adjustment.

(7) Fourth year arts student teachers have a better adjustment than fourth year science student teachers regarding sensitivity and confidence, and economic and lack of facilities only, but in other categories, the two groups do not differ in their adjustment.

(8) First year student teachers who come from urban areas have a better adjustment than first year student teachers who come from rural areas regarding self and self image, and social aspects only, but in other categories, the two groups do not differ in their adjustment.

(9) Fourth year student teachers who come from rural areas have a better adjustment than fourth year student teachers who come from urban areas regarding sensitivity and confidence only, but in other categories, the two groups do not differ in their adjustment.

(10) First year student teachers staying in and outside college's hostel do not differ in their adjustment in any categories.

(11) Fourth year student teachers staying in college's hostel have a better social adjustment than fourth year student teachers who stay outside college' hostel, but in other categories, the two groups do not differ in their adjustment.

(12) First year student teachers with favourable attitude towards teaching profession have a better adjustment than first year student teachers with unfavourable attitude regarding health and physique, sensitivity and confidence, self schedule and independence, social, and education, but in other categories, the two groups do not differ in their adjustment.

(13) Fourth year student teachers with favourable attitude towards teaching profession have a better adjustment than fourth year student teachers with unfavourable attitude regarding sensitivity and confidence, economic and lack of facilities, sex and marriage and family, but in other categories, the two groups do not differ in their adjustment.

(14) First year student teachers with humanistic ideology have a better adjustment than first year student teachers with custodial ideology regarding mild neurosis, and social only, but in other categories, the two groups do not differ in their levels of adjustment.

(15) Fourth year student teachers with custodial and humanistic ideology do not differ in their level of adjustment in any category.

(16) All the five cases, who were given individual guidance interviews, tended to change towards the positive direction. Their problems of adjustment were decreased. They developed

more favourable attitude towards teaching profession and they moved towards more humanistic ideology.

7.3. Suggestions for Further Research

The present study was in the area of adjustment of student teachers. To make it more intensive study and expansion of research in this area, the further research is necessary. The followings are suggestions for further research.

1. It is desirable to study the adjustment of student teachers in each teachers' college separately in relation to sex, level of study, stream of education, urban-rural background and type of residence. Such a study will make it clearer about the adjustment problems of student teachers in each college.
2. It is worthwhile to study adjustment of student teachers in relation to type of test such as aptitude test, achievement test, intelligence test etc. by taking adjustment as dependent variable. This will expand the extent in study of adjustment with other fields of research.
3. The socio-economic status, child rearing practice and the effect of parents' occupation on the student teachers' adjustment may be undertaken for further research.
4. It is desirable to study the poorly adjusted student teachers from each Teachers' College in detail.

5. Longitudinal study of the poorly-adjusted student teachers in each Teachers' College may be undertaken for further research. A longitudinal approach of studying the problems of adjustment may prove to be valuable in educational guidance and counselling and helping to prevent failure in adjustment of student teachers.