

CHAPTER IV

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PLAN AND PROCEDURE

4.1 Introduction

Having appraised available literatures and reviewed past studies on adjustment, the next step is to plan out the present study in terms of formulating the problem, determining the objectives, arriving at the decision regarding suitable sample and research tools, collecting and processing the data and finally presenting the analysis in the report form. The present chapter gives detailed description of the plan of the present study.

4.2. The Problem

The present study was undertaken to find out the adjustment problems of student teachers in different colleges of education in Thailand. This study involves independent variables, namely; sex, level of education, stream of education, urban-rural background, type of residence, attitude towards teaching profession and student control ideology and dependent variables like health and physique, sensitivity and confidence, economic and lack of facilities, self schedule and independence, mild neurosis, self and self image, sex and marriage, social aspects, family and education.

On the basis of the scores obtained by the student teachers in the adjustment inventory, a few poorly adjusted

student teachers were selected for detail study. The guidance interviews were provided for these poorly adjusted student teachers, continuously for twelve sessions, for a period of three months. The changes in the adjustment of these student teachers were studied by comparing the scores obtained by these student teachers in the adjustment inventory, the attitude scale and the student control ideology scale before and after the guidance interviews.

4.3. Objectives

The present investigation has the following objectives :

1. To identify the adjustment problems of the student teachers in colleges of education in Thailand.
2. To study the differences in the adjustment of the male and female student teachers, the first year and the fourth year student teachers, the arts and the science student teachers, the urban and the rural student teachers, the hostel and the non-hostel student teachers, the student teachers who have custodial ideology, neutral ideology and humanistic ideology and the student teachers who have favourable attitude, neutral attitude and unfavourable attitude towards teaching profession.
3. To find out the causative factors underlying the problems of adjustment of the few student teachers and to provide guidance interviews to enable them to overcome the problems.

4.4. The Hypotheses

As stated earlier, the present study attempted to find out the differences in the adjustment of the student teachers in Thailand with regard to the independent variables, viz., sex, level of education, stream of education, urban-rural background, type of residence, attitude towards teaching profession, and student control ideology.

To study the differences in the adjustment of the student teachers with respect to the above mentioned independent variables, the following null hypotheses were framed :

1. There is no significant difference in the adjustment between male and female student teachers.
2. There is no significant difference in the adjustment between the first and the fourth year student teachers.
3. There is no significant difference in the adjustment between arts and science student teachers.
4. There is no significant difference in the adjustment between urban and rural student teachers.
5. There is no significant difference in the adjustment between hostel and non-hostel student teachers.
6. There is no significant difference in the adjustment of student teachers having favourable attitude, neutral attitude and unfavourable attitude towards teaching profession.

7. There is no significant difference in the adjustment of student teachers having custodial ideology, neutral ideology and humanistic ideology.

4.5. The Sample

As regards to the sample, it was thought that the adjustment problems of the student teachers would be different from one to another student teachers and from time to time within the same student teachers. The problems of the first year student teachers would be different from the problems of the fourth year student teachers. The first year student teachers have been transferred from secondary schools to the teachers' colleges, and the fourth year student teachers are going to be transferred from teachers' colleges to employment. The first year student teachers are new to college, its working, and its life. They would have to adjust themselves to the new environment. The fourth year student teachers, being the final year students and spent almost four years in the teachers' college, their problems would not be in the nature of adjusting to the new environment but might be in the nature of anxiety and worry about their future works and future lives. Hence, it was decided that the first and the fourth year student teachers would constitute the sample of the present study.

The further step was to arrive at a decision as the actual venue from where the sample could be drawn. It was

decided that the study would confine to four teachers' colleges. Two teachers' colleges are situated in Bangkok, and the other two teachers' colleges are situated outside Bangkok.

The total sample of the study consisted of 500 student teachers, out of which two hundred fifty student teachers were drawn from Ban Somdejchao Praya Teachers' College and Suan Sunanda Teachers' College, and the rest two hundred fifty were drawn from Nakorn Pathom Teachers' College and Chombueng Teachers' College (the first two colleges are situated in Bangkok and the last two colleges are situated outside Bangkok). The simple random sampling technique was employed to select the student teachers in each selected teachers' college.

4.6. Research Tools Used

The tools used in the present study were as follows :

1. Personal Proforma
2. Adjustment Inventory
3. Attitude Scale to measure attitude towards teaching profession.
4. Student Control Ideology Scale.

Personal Proforma

This tool (Appendix A) was devised by the investigator to collect the personal data of the subjects. It consisted of 6 items as follows :

1. Name
2. Sex: Male/Female
3. Class: First year/Fourth year
4. Home background: Urban/Rural
5. Major subject
6. Type of residence at present: College Hostels/
Place other than college hostels.

Adjustment Inventory

The main tool used in the present study was adjustment inventory. This tool was originally prepared by Prem Pasricha, Rajani M. Pagedar, and Jagdishchandra J. Gajjar, in 1964, at M.S. University of Baroda. The authors had used it for the counselling services. The students in the M.S. University of Baroda were requested to list the five problems which bother them the most. These responses gave a list of about 600 problems. After a proper sorting and adding other problems, a preliminary form was prepared. Many items that seemed to be duplicated were eliminated and others considered to be more meaningful were added.

The inventory in its revised edition consisted of 232 items covering 11 categories viz., (1) health and physique, (2) sensitivity and confidence, (3) economic and lack of facilities, (4) self schedule and independence, (5) mild neurosis (nervousness, anxiety and phobias etc.), (6) self and self image, (7) sex and marriage, (8) social aspects, (9) family, (10) education and (11) work and career. The number of items in each category was not same.

In the present study, the adjustment inventory was adapted by the investigator to make it more suitable to student teachers in Thailand. The statements in the adjustment inventory were translated into Thai by the investigator. 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. Some statements were also added on the basis of the list given by the 100 student teachers who were requested by the investigator to write the ten problems which bother them the most. It was found that most of the problems shown by the student teachers in Thailand were similar to the statements given in Pasricha's adjustment inventory. There were some problems which were very frequently shown but different from the statements in the Pasricha's adjustment inventory. These statements were included in the adjustment inventory.

The final form of the adjustment inventory (Appendix B) used in the study consisted of 211 problem statements which the subjects were likely to experience. All the 211 statements covered 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 (nervousness, anxiety and phobias etc.), (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 to the second and third year student teachers at Nakorn Pathom Teachers' college, Thailand. In all 50 student teachers including male and female from different major subjects were selected. The student teachers were asked to write necessary information viz., their name, year of study (class), sex, home background, major subjects, and type of residence at present, on the first page. On the same page the instructions were also printed as to what they were supposed to do. The items were arranged areawise and the space was provided for them against each statement to put tick mark if they experienced the particular problem. To ensure correct and reliable responses, the investigator approached the student teachers personally and explained to them that she was doing research on adjustment problems of student teachers in different colleges and required them to fill in the adjustment inventory carefully without hesitation. They were assured that the purpose was only research and the responses would be kept strictly confidential and would be used only by the researcher herself. Therefore they could feel completely free to express their feelings, whatever they had. They were also requested to read each statement carefully and decide whether it applied to them or not. In case the statement applied to them, they had to put a tick mark (✓) against the item. If they did not apply to them, no mark was to be put against the statement.

The adjustment inventory was again administered to the same student teachers after an interval of fifteen days. The scoring consisted of one credit for each problem checked by the student teachers. The scores obtained by the student teachers for test and retest were converted into standard score by the following formula :

$$\text{Standard Score} = \frac{\text{Actual Score Obtained}}{\text{Highest Possible Score}} \times 100$$

The reliability for 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 correlation was high for all categories except category 4. This showed the consistency of the test. The content validity was also established. The items before they were used into try-out test were collected and obtained with the help of ideas from Thai student teachers and carefully scrutinized by competent judges. On the basis of their suggestions, the items were retained, modified or rejected. Thus, the adjustment inventory claimed to have the content validity.

Scoring of the Adjustment Inventory

The respondent was requested to read each problem statement and to put tick mark (✓) if it was applied to him and not to put mark if it was not applicable to him. One score was given to the item tick-marked and no score was given for the item not tick-marked.

Attitude Scale

In the present study, the attitude towards teaching profession was used as one of the independent variables. The attitude scale was originally developed at the M.S. University of Baroda by P.M. Vira Sakdiviravongsa in 1976. The author has used the instrument in measuring the attitude of the teachers in Bangkok (Thailand) towards teaching profession. The tool consisted of 34 statements which are given in Appendix C.

The scale was constructed by the author referring to some standard scales and also by discussing with some competent persons working in the field of psychology and education. In addition, he asked some teachers to write some of statements of attitude towards the teaching profession to ensure that the scale would cover all aspects of attitude of teachers towards their profession. Formerly there were 100 statements. The statements were analyzed and 34 statements were selected for the final list. The method of 't' test has been used for retaining and rejecting statement. The statement of which the 't' value is more than 1.75 has been retained.

The five alternatives '5' to '1' have been used. Three (3) assigned to the undecided position on each statement. The one (1) is assigned to one extreme of the continuum, and the five (5) to another.

In the present study, the attitude scale was administered to the second and third year student teachers at the Nakorn

Pathom Teachers' College, Thailand, to work out its reliability. In all 50 student teachers including boys and girls from different major subjects were selected. On the first page of the attitude scale, the instructions were printed as to what they were supposed to do. They were also informed that in case they had any difficulty, they were free to ask for clarification. The attitude scale was again administered after an interval of two weeks to the same students. The correlation between the two sets of scores was computed by Pearson's Product Moment formula. The reliability was found to be .84 which indicated very high positive correlation. This high correlation indicated the reliability and the consistency of the scale. It seemed that the attitude scale was highly reliable.

For validating purpose, the 20 student teachers who had favourable attitude towards teaching profession and the equal number of those who had unfavourable attitude towards teaching profession on the basis of the teachers judgement, were administered the attitude scale. A 't' test was applied to test the prediction that student teachers who were judged to have a favourable attitude would differ in mean scores from those who were judged to have an unfavourable attitude. The 't' value of 3.06 was found to be significant at 0.01 level.

Scoring of the Attitude Scale

The attitude scale, to measure attitude of student teachers towards teaching profession, consisted of 34 state-

ments. Responses to each statement were measured on five point scale ranging from 'strongly agree' to 'strongly disagree'. For example -

- 5 for SA (strongly agree)
- 4 for A (agree)
- 3 for U (undecided)
- 2 for D (disagree)
- 1 for SD (strongly disagree)

Negative items were scored using a reverse scale. A high score indicated favourable attitude towards teaching profession. A low score indicated unfavourable attitude towards teaching profession. A score of 170 was the maximum possible score of the scale.

Student Control Ideology

Like attitude towards teaching profession, another independent variable used was 'Pupil Control Ideology'. This tool was originally developed at the Pennsylvania State University by Donald J. Willower, Terry L. Eidell, and Wayne K. Hog in 1967. The authors have called the instrument 'Pupil Control Ideology' (the P.C.I.) as their study related to schools. As the present study was related to colleges where 'student' was a more appropriate word than 'pupil', hence the tool was named 'Student Control Ideology'.

The student control ideology consisted of fifty statements. They were given in Appendix D. The preliminary

draft consisted of 57 statements concerning student control (Willower et. al. 1967) was reduced to fifty. Some of the statements were modified and some were omitted. Modification of the items was based on the subjects comments and omission of the items was based on the item-analysis. Throughout, every effort was made to maintain congruence between the revised statements and the underlying control ideology conceptualization.

The statements denoted either custodial ideology or humanistic ideology. The concepts of these two terms: custodial ideology, and humanistic ideology, were clarified in the Chapter II.

Reliability of the tool was established by the present investigator, using a test-retest procedure with a two weeks interval in between. The value obtained by Pearson's product moment method on a sample of fifty student teachers was 0.83.

The instrument was validated by using teachers judgments concerning their student teachers. Twenty student teachers who were judged as having custodial ideology and the same number of student teachers who were judged as having humanistic ideology were selected for this purpose. A t-test was applied in order to know the differences between these two groups in their ideology. The value of the t-test was 2.92 which was significant at 0.01 level. The calculated value of t-test as it was reported by original authors was 2.639.

Scoring of the Student Control Ideology

The student control ideology (S.C.I.) was consisted of 50 statements. Responses on custodial-humanistic continuum to each statement were measured on a five point scale ranging from 'strongly agree' to 'strongly disagree'.

- 5 for SA (strongly agree)
- 4 for A (agree)
- 3 for U (undecided)
- 2 for D (disagree)
- 1 for SD (strongly disagree)

Negative items were scored using a reverse scale. A high score indicated humanistic ideology and a low score indicated a custodial ideology of student teachers. The maximum possible score of the scale was 250.

4.7. Collection of the Data

The investigator contacted the principals of the four selected teachers' colleges to seek permission for administering of the questionnaires to student teachers in their colleges. The date and time were fixed, for administering of the questionnaires, to make it possible for both the student teachers and the investigator.

The four research tools namely, personal proforma questionnaire, adjustment inventory, attitude scale, and student control ideology scale were administered by the

investigator herself to 500 student teachers in four teachers' colleges namely, Ban Somdejchao Praya Teachers' College, Suan Sunanda Teachers' College, Chombueng Teachers' College and Nakorn Pathom Teachers' College. The purpose of administering the tools was explained to the student teachers. The instructions were read to the subjects by the investigator. They were assured that the purpose was only research and the responses would be kept strictly confidential and would be used only by the investigator herself so that they could feel completely free to express their views, whatever they were. They were also requested to read each statement carefully and if they have any doubt or question, they were free to ask for clarification. They were informed that there was no time limit, so that they should not be in hurry to complete all the questionnaires.

The tools were, then, collected back by the investigator immediately after the subjects completed their responses to the questionnaires. The approximate time taken by them to complete all the four tools was one hour.

4.8. Statistical Technique Used

As stated earlier, the data were gathered from the responses to the adjustment inventory, to the attitude scale and to the student control ideology scale. The data were summarized in terms of frequencies and classified and tabulated as per variables studied.

Scoring of the items of the adjustment inventory, attitude scale, and student control ideology scale was carried out as was discussed earlier. The chi-square was employed to find out significance of differences in the adjustment of the different groups of student teachers.

In order to get the chi-square values, the data were computed with the help of computer facility available in the Tata Institute of Social Science, Bombay.

4.9. Case Studies

It was stated in the beginning that the present study was attempted to study the adjustment of the student teachers of four teachers' colleges in Thailand. The adjustment inventory, the attitude scale and the student control ideology scale were administered to student teachers to measure their adjustments, attitudes towards teaching profession and student control ideology respectively. On the basis of the score in certain categories of the adjustment inventory, the poorly adjusted student teachers were selected for detail study.

In selecting the subjects for case studies, it was thought that it would be difficult for the investigator to manage to go to different teachers' colleges which were situated in different provinces in Thailand, to provide guidance interviews to the poorly adjusted student teachers for a period of three months. It was therefore, decided that the cases would be selected from any one of the four selected

teachers' colleges.

It was further thought that the investigator herself has been working in Nakorn Pathom Teachers' College, which was the one out of the four selected teachers' colleges, and it would be more useful to her to work in the future if the cases for the detail studies would be selected, from this college.

Hence, it was decided to select the subjects for the case studies only from the sample drawn from Nakorn Pathom Teachers' College on the basis of the scores obtained by the student teachers in the adjustment inventory. The five student teachers who got the highest scores in the different areas of adjustment namely: adjustment to self (including health and physique, sensitivity & confidence, self schedule & independence, mild neurosis, and self & 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 detail study.

Keeping in mind the nature of the problems, the guidance interviews were provided to the five cases individually for 12 sessions for a period of three months. All the three tools were again administered to the five cases, after the guidance interviews, to study the change in their adjustment. The detail of the case studies was reported in Chapter VI.

4.10. Summary

In this Chapter, the plan and procedure of the present study were discussed. For the present investigation, the five hundred student teachers were selected as sample which were drawn from four Teachers' Colleges, namely, Ban Somdej Chao Praya Teachers' College, Suan Sunanda Teachers' College, Nakorn Pathom Teachers' College and Chombueng Teachers' College. Only the first and the fourth year student teachers were included in the sample. For collection of the data, the four research tools, namely, the personal proforma questionnaire, the adjustment inventory, the attitude scale, and the student control ideology scale were administered to the five hundred student teachers. The data were scored and summarized in terms of frequencies and classified and tabulated as per variables studied. The chi-square technique was employed to test the significant differences in adjustment of student teachers under different categories formed by different variables.

Five student teachers who got the highest scores from the five areas of adjustment, namely, adjustment to self, adjustment to economic and lack of facilities, social adjustment, family adjustment, and adjustment to studies, school and teachers were selected for detailed study. The individual guidance interviews were provided to all the five subjects for a period of three months. All the tools were, then, administered to the five subjects again, to study the change

in adjustment, attitude towards teaching profession, and student control ideology of the subjects.

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