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Academic Problems and Personal Factors in the Education of Thai Students in America as Related to Career Choice

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ACADEMIC PROBLEMS AND PERSONAL FACTORS IN THE EDUCATION
OF THAI STUDENTS IN AMERICA AS RELATED TO
CAREER CHOICE

by

Swana Pornputtkul

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
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TABLE OF CONTENTS

| | Page |
|---------------------------------------------------------------------------|------|
| ACKNOWLEDGMENTS | ii |
| LIST OF TABLES | iii |
| Chapter | |
| I. INTRODUCTION | 1 |
| Identification of the Problems | 1 |
| Definition of Terms and Concepts | 11 |
| Review of Related Literature | 16 |
| II. THE HISTORICAL BACKGROUND OF THAI EDUCATION | 45 |
| The Period of Traditional Education | 46 |
| The Period of Educational Expansion | 48 |
| The Present Period | 55 |
| III. SURVEY OF THAI STUDENT: A PILOT STUDY | 69 |
| IV. ANALYSIS OF THE THAI STUDENT POPULATION IN THE UNITED STATES | 80 |
| Why Come to the United States | 83 |
| Number of Students in the United States | 87 |
| Field of Study | 96 |
| Socio-economic Background | 97 |
| Origin of Thai Students in Thailand | 108 |
| V. THE STUDENT POPULATION IN ILLINOIS: A CASE STUDY | 110 |
| General Findings | 112 |
| Major Findings | 162 |
| VI. CONCLUSION AND RECOMMENDATIONS | 204 |
| BIBLIOGRAPHY | 227 |
| APPENDIX. | 240 |

LIST OF TABLES

| Table | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Number of Foreign Students Admitted to the United States, 1961-1973 | 23 |
| 2. Number of Thai Students Studying in the United States, 1951-1973 | 27 |
| 3. Thai Students in Chicago Area by Type of Educational Program and Sex | 71 |
| 4. Thai Students in the United States, 1921-1965 | 87 |
| 5. Thai Students in the United States, 1961-1973 | 88 |
| 6. Thais Who Reported under the Alien Address Program by Selected States of Residence and Nationality during 1972 | 89 |
| 7. Number of Students and Government Employees Studying and Training Abroad under the Supervision of the C.S.C., by Status, Country and Sex | 91 |
| 8. Number of Thai Students and Thai-borns Studying, Training, or Working in the United States (1963-1973) | 94 |
| 9. Student Background | 103 |
| 10. Monthly Income of Parents of University Students in Baht | 106 |
| 11. Educational Level of Parents of University Students | 108 |
| 12. Distribution of the Population of Barry's Study with the 1960 Census by Region | 109 |
| 13. Type of Thai Students in Illinois by Sex and Marital Status | 112 |
| 14. Distribution of region of Origin of Thai Students in Illinois by Type of Students | 114 |
| 15. Compared Distributions of the Population of the Present Study with the Guskin's and Barry's Sampling by Region of Origin | 115 |

| Table | Page |
|-----------------------------------------------------------------------------------------------------------------------------------------|------|
| 16. Type of Visa Status of 314 Thai Students in Illinois | 118 |
| 17. Age Distribution of Thai Students in the United States by Type of Students | 119 |
| 18. Distribution of Level of Educational Attainment in Thailand of 314 Thai Students in the State of Illinois by Type of Students | 121 |
| 19. Distribution of Field of Study of 314 Thai Students in Illinois | 122 |
| 20. Distribution of Source of Income of 314 Thai Students in Illinois | 124 |
| 21. Distribution of Amount of Income of 314 Thai Students in Illinois | 126 |
| 22. Distribution of Time Spending in the United States of the Thai Students | 127 |
| 23. Distribution of Number of Institutions Thai Students in Illinois Have Attended since They Have Been in the United States | 129 |
| 24. Distribution of Socio-economic Status of Thai Students in Illinois by Type of Students..... | 131 |
| 25. Distribution of Thai Students' Fathers Occupations by Type of Students | 133 |
| 26. Distributions of Level of Father's Education by Type of Students | 135 |
| 27. Two-way Contingency Table of Level of Father's Education by Socio-economic Backgrounds | 137 |
| 28. Two-way Contingency Table between Fathers' Occupations and Major-field of Study of the Thai students in Illinois | 139 |
| 29. Two-way Contingency Table between Fathers' Occupations and Students Socio-economic Backgrounds | 140 |
| 30. Two-way Contingency Table between Fathers' Occupations and Fathers' Level of Education | 142 |
| 31. Length of Stay in the United States of Respondents by Type of Students | 143 |

| Table | Page |
|--------------------------------------------------------------------------------------------------------------------------------|------|
| 32. Length of Stay in the United States of Respondents by Sex | 144 |
| 33. Length of Stay in the United States of Respondents by Marital Status | 145 |
| 34. Length of Stay in the United States of Respondents by Age | 146 |
| 35. Analysis of Variance of the Educational Problems of Thai Students | 148 |
| 36. Analysis of Variance of Cultural Problems of Thai Students | 150 |
| 37. Analysis of Variance of Emotional Problems of Thai Students | 150 |
| 38. Financial Problems of the Thai Students by Degree of Disturbance | 152 |
| 39. Degree of Difficulties of Language Problems of the Thai Students in Illinois by Source of Academic Problems | 155 |
| 40. Grade Point Average of Respondents | 158 |
| 41. Degree of Academic Satisfaction of Thai Students in Illinois State | 159 |
| 42. Distributions of the Socio-economic Status of the Thai Students in Illinois by Type of the Students | 166 |
| 43. Two-way Contingency Table between Career Choice and Socio-economic Background | 168 |
| 44. Distribution of Length of Time the Students Have Been in United States by Type of Students | 172 |
| 45. Distribution of Length of Time the Students Expect to Remain in the United States by Type of Students | 172 |
| 46. Distribution of Length of the Time the Students Think that They Should Stay in the United States after Graduation | 173 |
| 47. Distribution of the Number of Thai Students Who Would Like to be Nationalized in the United States | 174 |
| 48. Two-way Contingency Table between Career Choice and Desire to Remain in the United States upon Graduation | 176 |

| Table | Page |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 49. Distribution of the Attitudes of the Thai Students towards Finding Jobs in Thailand | 178 |
| 50. Distribution of Institutions in Which Thai Students Would Like to Work in Thailand. | 179 |
| 51. Distribution of the Places the Thai Students Prefer to Work after Graduation | 181 |
| 52. Two-way Contingency Table between Changes in Career Plans and Level of Education the Thai Students are Presently Studying in the United States | 182 |
| 53. Two-way Contingency Table between Intended Changes in Career Pattern and Major field of Study | 184 |
| 54. Two-way Contingency Table between Major field of Study and Desire Profession | 186 |
| 55. Perceived Educational Problems by Changes in Career Plans | 188 |
| 56. Perceived Personal Problems by Changes in Career Plans.... | 188 |
| 57. Two-way Contingency Table between Career Choice and Fathers' Occupations | 190 |
| 58. Reasons for Coming to the United States by Degree of Importance (in percent.) | 193 |
| 59. Attitudes toward American Education | 194 |

CHAPTER I

INTRODUCTION

IDENTIFICATION OF THE PROBLEM

Thailand is one of the developing countries in Southeast Asia. Since World War II Thailand like many Asian countries, - has attempted to set up comprehensive economic plans and regulate the allocation of development funds. In establishing educational priorities, Thailand has given prominence to education. According to Mitani:

Such education development has been instrumental also in promoting a desire for modern living among the Thai people. The development of vocational and technical education, though still inadequate in extent and quality, has made it possible for Thailand to supply technical and managerial manpower required in modern industry.¹

Education plays a very important role in training personnel of varied educational attainments who possess different kinds of skill; however, limited amounts of development funds have restricted the extent of the country's development. The ability to effectively use these funds is the main impetus in Thailand's drive for economic development. Thailand has reached a stage that requires large numbers

1

Katsumi Mitani, Economic Development Issues: Greece, Israel, Taiwan, Thailand (New York: Committee for Economic Development, 1968), p.187.

of scientists, engineers and other professional talents.

Thailand, unlike the Western countries, still has a very small number of university graduates. The kind of support it needs is for persons with post-graduate training in foreign universities. It is not that there are no teachers or research workers in Thailand whose training and performance are equal to that of professionals abroad. Rather, the problem is that there are too few well trained professionals to meet the increasing manpower needs of the country. Thailand does not, at present, have sufficient resources to provide educational opportunities at home to prepare the kinds of specialized researchers and teachers that are available in most Western countries.

Because educational facilities abroad and foreign degrees have traditionally afforded opportunities to foreign students for intellectual growth, leadership, and social values, Thai students who have spent several years in foreign countries are a vital factor in modern Thailand. This point is supported by Landon in his book, Siam in Transition:

The students who have gone abroad have returned to benefit the nation. They are to be found in every department which requires highly trained men.²

It is a well recognized fact that Japanese students trained abroad helped make Japan a leader in modern industry and technology. In Thailand during the twentieth century, leadership in almost every field -- economic, social, political and scientific -- has mainly and most effectively come from foreign educated people. Professor Ravi Phavilai, a famous astrologist, Nai Khung Aphaiwong, Nai Pridi Panomyong, M. R. Seni Pramoj, and many former Prime Ministers of Thailand, were educated in Western countries. Blanchard states that "11 of 14 members of the first Cabinet after the coup of 1932 were³ Western-educated."

Thailand's manpower needs are increasing, as are the number of Thai students who study abroad each year. However, the number of returned graduates is very small compared to the number of students who are working for their degrees and taking their training courses abroad.

One of Thailand's most serious problems today is the migration of professionals to the United States -- the so-called "brain drain" and loss of trained manpower. As Coffey points out, "...trend has been that many Thai students, after studying in the States over a period of years, tend to lose their identity with their homeland

and prefer to settle in the States,..."⁴ It may be for this reason that whatever training they have acquired has carried with it not only new technology, but also an orientation and a set of attitudes that would make them aliens in their own country. They may thus be encouraged to take up more profitable employment outside their homeland because of the underdevelopment of Thailand's economy. "...the flow of medical manpower is predominantly from the lesser developed countries to the wealthier ones."⁵ is one of many quotations which supports the fact above. According to Jacobs, an extreme shortage of well-trained, occupationally motivated; scientific technical personnel exists in Thailand, especially well-trained scientists and technicians. Medical service personnel such as doctors and nurses are being seriously drained from Thailand at present.⁶ The following paragraphs cited from some articles on the movement of medical personnel support Jacobs' point of view:

...only by paying these wages (10,000 baht a month to doctors and 5,000 to 6,000 baht to nurses) would the Government be able to stop the "brain drain" of doctors and nurses to the United States and other countries.⁷

4

Gerry Coffey, "The Life-Style of Thai Students in the U.S.," Bangkok Post, Vol. 25, No. 253 (Bangkok: September 12, 1971).

5

Thomas D. Dublin, "The Migration of Physicians to the United States," The New England Journal of Medicine, Vol. 286, No. 16 (Boston: April 20, 1972), p.874.

6

Norman Jacobs, Modernization without Development: Thailand as an Asian Case Study (New York: Praeger, 1971), p.187.

7

Bangkok Post, "Better Deal for Doctor", July 10, 1971.

Modern counterparts have been reported at the new medical school in Chiangmai, Thailand, where virtually the whole of the first graduating class chartered an airplane and flew off to the United States ...⁸

A large number of nurses also went to work abroad which left the country short of qualified nurses. At present the nursing schools cannot produce sufficient nurses to cope up with the rising demand.⁹

Thus Thai doctors, nurses, scientists, engineers, technicians, and others come to further their studies in the United States and then decide to remain in the United States because of facilities that are lacking in their country. In addition, the unfavorable attitude they develop towards the Thai government and bureaucracy has a lot to do with the fact that they change their career plans after staying in the United States for a period of time. For example, all of the Thai nurses in the United States who intended to go back to Thailand expressed strong intentions of not practicing in Thailand. Most of them expect to establish their own businesses from the income earned and saved in America. Some have changed their career pattern from nursing to secretarial work and so forth. Almost all of them no longer desire to serve the Thai government.

8

Dublin, op. cit., p.875.

9

Bangkok Post, "Scheme to Stop Brain-drain", Vol. 23, No. 88 (Bangkok, Thailand, March 31, 1969).

10

Interview with eighty-seven Thai students, Pilot Project, January, 1972.

Before going abroad, most foreign students have a specific plan for their studies and plan to return to their countries within a limited time after earning their degrees; but many change their occupational plans while studying in the United States.

No study has been made of this problem. This study will examine and seek to identify the factors that have caused Thai students to change their career plans. From a pilot study that the writer did with eighty-seven Thai students in the Chicago area where 51.7% of the sample indicated strong intentions of returning to Thailand. The rest indicated that they intended to stay in the United States rather than return to Thailand after completing their programs.

There are many factors that exert pressure on Thai students to stay in the United States. One important factor is that they change their career plans during their residence in the United States. Their plans are revised or changed for a variety of personal and career-related problems. They may also be influenced by the total environmental matrix provided by the American educational experience. According to Davis's theory of the determinants of career changes during college,¹¹ (or the theory of "birds of a feather,") "deviants" in a given field tend to switch out and students with traits characteristic

11

James A. Davis, Great Aspirations, Vol. 1 (Chicago: National Opinion Research Center, 1963), p.105.

of the field tend to switch in. Davis studied 33,982 college graduates and found considerable variability with respect to the social composition of freshman career preferences. His study of social class effects on career preference used a composite measure of social-economic status (including father's occupation, education, and income) indicated definite patterns in career preferences for different socio-economic status groups. The engineering and education fields were overchosen by low socio-economic status students, whereas medicine, law, humanities and the social sciences were overchosen by high socio-economic status students. Preference for business, biological sciences and the physical sciences were not clearly related to socio-economic status in Davis's theory.

12

In a reanalysis by Werts,¹² the results confirmed Davis's findings that "deviants" tend to switch their preferences to career choices more compatible with the personal characteristics. In his study, Werts' subjects were male students from 248 heterogeneous colleges who were planning careers as engineers, teachers, physicians, businessmen, lawyers, chemists, accountants and physicists. Questionnaires were sent out to the subjects at the beginning of the freshmen year and one year later. The results indicated that students

12

Charles E. Werts, "Career Changes in College", Sociology of Education, Vol. 40, No. 1, (Winter, 1967), pp.90-95.

who are unlike the majority of the other students with the same initial career choice tend to change their career plans to another field where they will be more like the others. The other results suggested that sons who chose the same occupations as their fathers were less likely to change their career plans than others making those career choices.

In a fourteen year follow-up of a sample of Harvard students,
¹³
 Mc Arthur and Stevens found that children who chose their father's vocations were less likely to have changed from their initial
¹⁴
 expressed career interest. Another reanalysis by Werts and Watley indicates that the results are not consistent with the "birds of a feather" model. Students' perception of their academic ability is modified in direct relationship to current academic performance and these changed perceptions result in appropriate career field changes. Students' personal characteristics may be modified during the college years; that is, "birds" may change their "feathers". Therefore, Thai students may change their career plans or career choices due to changes in their personal characteristics (caused by American educational and cultural influences) after staying in the United States for a period of time, or because of the tendency of "birds of a

13

Charles McArthur and Lucia B. Stevens, "The Validation of Expressed Interests as Compared with Inventoried Interests: A Fourteen-Year Follow-Up," Journal of Applied Psychology, Vol. 39, 1955, pp.184-189.

14

Charles E. Werts and Donivan J. Watley, "Determinants of Changes in Career Plans During College", Sociology of Education, Vol. 41, No. 4, (Fall 1968), p.401.

feather to flock together".

This study intends to find out whether there are any changes in career plans or career patterns among Thai students studying in American colleges or universities. If there are any, what makes Thai students change their plans or choices of study? Davis' theory may hold true for the Thai students who change their career patterns or choices while staying in American colleges.

In examining these factors, certain data will have to be gathered concerning the Thai students educational background: their socio-economic status before they come here; their socio-economic adjustment in America; their educational goals before and after they come here; and some attitudes towards finding jobs and working in Thailand and in the United States.

This dissertation seeks three results:

1. Present a general survey of the Thai students population in the United States.
2. Present a specific examination of the Thai student population in the State of Illinois.
3. Present the results of the study of the determinants of changes in career plans of Thai students while staying in the United States for a period of time.

The particular case study will serve as a detailed microcosm of the larger situation. Illinois has been selected as the state for the case study because it has a large and representative group of students from Thailand. According to the list of the members of the

Thai Association in Illinois, there are 800 Thai students in the state of Illinois. Specifically, then, the study will attempt to:

1. Investigate the Thai students' educational background, specifically: area and provinces they come from in Thailand; their parent's education and socio-economic status; the level of education attained in Thailand; intended academic area of specialization; academic goals; and length of time in which they are expecting to finish their program.

2. Examine the factors or patterns of factors which tend to influence their educational and career patterns.

3. Determine how many are planning to go back to Thailand, what factors have influenced their decision, and whether or not they are going to use the education they received in America in terms of helping develop their country.

4. Make recommendations on the basis of the findings that may be used by foreign student advisers and the Thai Ministry of Education for future manpower projection studies.

The hypotheses of this study are:

1. Thai students studying in the U. S. will tend to be from predominately urban centers and from upper and middle class socio-economic backgrounds.

2. There will be no significant relationship between Thai students' socio-economic backgrounds and their career choices.

3. There will be no significant relationship between Thai students' indicated career choices and their desire to remain

in the United States (or return home).

4. There will be no significant relationship between changes in career patterns and level of degree sought (i.e., those seeking B.A. vs. Ph.D.).

5. There will be no significant relationship between types of career field choices and changes in career patterns (i.e., physicians vs. teachers).

6. There will be no significant relationship between type of training received in the U. S. and career choice in Thailand.

7. There will be no significant difference between perceived personal and educational problems and career changes.

8. There will be no significant relationship between students' intended career choices and their fathers' occupations.

DEFINITION OF TERMS AND CONCEPTS

Thai Students

The word "Thai students" here refers to students from Thailand who are studying and training in the United States for a period of time. They can be divided into several groups and subgroups by:

1. Type of financial support There are three types

of scholarships which give financial support to Thai students.

a) Thai Government Scholarships including King's Scholarships.

b) Foreign Scholarship: AID, Colombo Plan, Fulbright Foundation, Rockefeller Foundation, East-West Center, Foreign Government Scholarships and Foreign University Scholarships, and others.

c) Private Funds: Family support or student's fund, private company and others.

17

2. Type of educational program

a) Foreign Languages.

b) Elementary and secondary schools: elementary and secondary, pre-university, unclassified.

c) Vocational diploma.

d) Higher education: bachelor's degree, post-graduate, master's degree, doctoral degree.

e) Training or observation tour: undergraduate, graduate program.

15

Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1964), preface.

16

Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1967), p.107.

17

Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1965), p.69.

3. Field of study.

- a) Engineering
- b) Natural science
- c) Medical service
- d) Social Science
- e) Humanities
- f) Agriculture
- g) Fine Arts
- h) Law
- i) Education
- j) Military and Police Science
- k) Unknown
- l) Vocational and Professional Training

Attitudes

The word "attitudes" can be defined in several different ways. Allport¹⁹ defined "attitudes" as "predispositions to respond²⁰ in a particular way toward a specified class of objects." Because they are predispositions it is difficult to measure attitudes directly. One must therefore, have a particular stimulus and

18

Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1968), p.113.

19

Gordon Allport, Personality: A Psychological Interpretation (New York: Henry Holt & Co., 1937).

20

Ibid., p.280

observe and infer an attitude from the way the people react to the stimulus. Allport has also mentioned that:

The term attitude, furthermore, usually signifies the acceptance or rejection the object or concept of value to which it is related. Ordinarily attitudes are favorable or unfavorable, well disposed or ill disposed; they lead one to approach or withdraw, to affirm or negate.²¹

Allport's definition was supported by Nelson who defined an "attitude" as "a felt disposition arising from the integration of experience and innate tendencies, which disposition modifies in a general way the responses to psychological objects."²²

Krech and Grutchfield have given a definition that differs from the one given by Allport or Nelson. An "attitude", they say, is "an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual world."²³

The definition of "attitudes" to be utilized in this dissertation is the one given by Thurstone: "the intensity of positive or negative effect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, or idea

21

Ibid., p.2.

22

E. Nelson, "Attitudes: I. Their Nature and Development." Journal of Genetic Psychology, Vol. 21, 1939, p.381.

23

D. Krech and R. S. Grutchfield, Theory and Problems of Social Psychology (New York: McGraw Hill, 1948), p.152.

toward which people can differ regarding positive and negative
 24
 effect".

According to Allport, there are three types of responses
 that can be used as indices for measuring attitudes: cognitive,
 25
 affective, and behavioral. For each type of attitude it may be
 sufficient to measure a single response of an individual's attitude
 by keeping other factors constant and introducing only some external
 stimulus, and then observing how the individual's perception has
 changed. In measuring attitudes Cook and Selltiz developed three
 methods of attitude measurement: (1) measures in which inferences
 are drawn from self-report of beliefs or behavior; (2) measures in
 which inferences are drawn from the observation of ongoing behavior
 in a neutral setting; and (3) measures in which inferences are drawn
 from the individual's reaction to or interpretation of partially
 26
 structured stimuli, and from his performance of "objective" tasks.

The method of measurement in this study of the changes in
 career plans, due to attitude changes of the Thai students in
 Illinois, will be based on the Krech and Grutchfield concept and
 definition of "Attitudes". Cognitive responses will be used as

24

L. L. Thurstone, "Comment", American Journal of Sociology,
 Vol. 52, 1946, p.39.

25

Allport, loc. cit.,

26

S. W. Cook and C. Selltiz, "A Multiple-Indicator Approach
 to Attitude Measurement," Psychological Bulletin, Vol. 62, 1964,
 pp.36-55.

indices for studying some attitudes of Thai students in the United States by administering a questionnaire as a stimuli and inferring the "Attitudes" from the responses given in the questionnaire in the form of self-report or beliefs of self behavior. Some of the questions have been stated in open-ended fashion in order to allow the students to express themselves freely.

REVIEW OF RELATED LITERATURE

In the nineteenth century foreign students from many countries in Asia, Africa, and even America attended European Universities, especially those in Germany. According to Thwing, in the decade 1860-1869 over a thousand American students studied in Germany, and "in the ninth decade they touched their highest mark, exceeding two thousand..."²⁷ Cieslak reports that during this period of time, "students from abroad came to study in American colleges earlier than is generally realized. For example, shortly after the revolution in 1784 Francisco de Miranda came from South America to study at Yale."²⁸ Cieslak mentions that Yung Wing was the first Chinese to graduate from Yale University in 1854. Joseph Hardy

27

Charles F. Thwing, The American and German University: One Hundred Years of History (New York: The Macmillan Co., 1928), p.42.

28

Edward Charnwood Cieslak, The Foreign Student in American Colléges (Detroit: Wayne University Press, 1955), p.18.

Neesima of Japan graduated from Amherst College in 1870 and from Andover Theological Seminary in 1874. However, before World War I the largest number of foreign students preferred to attend European Universities which were the most advanced and developed institutions of higher learning and research. In contrast, universities in the United States attracted few foreign students because of: the dearth of graduate schools in the United States; the isolationist policy of the American Government; the great differences between the organization and structure of American institutions of higher learning and those of other countries; and because a large number of universities were only mildly interested in foreign students.

29

American Universities began to attract foreign students in the twentieth century, especially after World War I, because of the increased economic and political prestige of the United States in World affairs, and because of the excellence of its institutions of higher learning and their unequalled technical research facilities. Moreover, after World War I many organizations were established which were concerned in some way with utilizing exchange students and teachers as a means to advance international understanding.

Also, "every country in the world began to look to the United States as a center not only for the study of education but also for advanced study in other fields."³⁰

Schulken's Florida State University dissertation reported that there were three major forces which influenced the development of the Foreign student movement in American higher education. The first major force was the foreign missionary movement. Not only did the missionaries represent the principal force in bringing or sending foreign students to the United States during this period; but they were also instrumental in creating conditions in foreign countries that encouraged students to come. The second factor was that during the close of the nineteenth century and the first three decades of the twentieth private philanthropy changed the scope and purpose of foreign students' involvement in American higher education by increasing participation and leadership in international education, and encouraging more interest by community groups and individual citizens. The third factor was, and continues to be, that from the years prior to World War II to the present, the United States government has exercised an active role in all phases of

30

Isaac L. Kandal, United States Activities in International Cultural Relations, American Council on Education Studies, Series I, Vol. 9, No. 23 (Washington: American Council on Education, 1945), p.2.

international education, including student exchange programs,
31
foreign student facilities, and related areas.

The increasing flow of foreign students into the United States from disadvantaged situations has reflected: (1) the demand of newly-emerging nations for well educated persons in the professions and in other responsible positions; (2) the limited opportunity in higher education through out most of the world; and (3) the interest of Americans in closer cultural relations with people from other countries. In many developing countries, the main objective of sending students to study abroad has been to increase the supply of better trained state officials. Government scholarships have been offered to the best candidates and these are educated at the expense of the government. While foreign students have studied in a number of countries, many prefer to study in England and the United States because among other things they have studied the English language in their schools more than any other foreign language.

The leadership groups in almost every field in every developing country have been educated in the West. Amar Kumar Singh has made a significant comment that:

31

Walker Schulken, "A History of Foreign Students in American Higher Education from its Colonial Beginnings to the Present: A Synthesis of the Major Forces Influencing their Presence in American Higher Education", Dissertation Abstract, The Florida State University, 1968.

The future development of Asian and African countries will probably depend upon Western-educated persons. They will hold important positions in almost all important spheres of their national life-politics, administration, business, industry, education and law. Their influence on their societies will be immense. To a great extent, future international relations and understanding, at least so far as these countries are concerned, will also depend on them. As they will hold responsible positions and be representatives of their countries in different spheres, the Western countries, as well as others, will have to deal with them in their mutual relationships. Moreover, these students will be the interpreters of the West to the people of their own countries, who in the absence of firsthand acquaintance with these countries will see them through the experiences and impressions of these students.³²

Singh points out that Indian students went abroad to prepare themselves for the examinations of the Indian Civil Service and because the growing prestige of the sojourn was regarded as good in itself. Some of them went because it was becoming "the thing" for the offspring of prosperous Indian families, princes, prosperous lawyers, rich landowners to do.

T. H. Silcock points out that the same problems have occurred in Thailand since Chulalongkorn, the Royal Prince, was sent overseas for further education.³³ As the importance of education increased in the civil service and as the service itself expanded, successful

32

Amar Kumar Singh, Indian Students in Britain (Bombay: Asian Publishing House, 1963), p.2.

33

T. H. Silcock (edited), Thailand: Social and Economic Studies in Development (Durham, N. C.: Duke University Press, 1967), p.86.

civil servants, lawyers, university lecturers, and other prominent Thais began to send their sons abroad. According to Silcock, "these were accommodated in the civil service outside the ordinary system of selection and promotion, which was designed for Thai conditions."³⁴ Those with foreign degrees were given specific recognition and access to opportunity and rapid promotion.

Jean Barry, who has spent considerable time in the Southeast Asian countries of Cambodia, Vietnam, Hong Kong, the Philippines, Taiwan and Thailand has generally supported Singh's interpretation.³⁵

Everywhere students manifested a strong desire to go to the Western countries of Europe and North America for higher academic degrees, as if such an experience abroad was the only key to success at home. Policy makers also looked at such educational opportunities as a panacea for many of the problems confronting emerging countries. Many returnees from abroad were obtaining the best available jobs, and were working in them efficiently. However, there were often serious problems of adaptation and in some cases the trip abroad remained little more than a pleasant memory of foreign landscapes.³⁶

However, students with degree qualifications from American, British, European and Canadian universities "...qualify in the civil service for a salary scale that is 78 percent higher at the

³⁴

T. H. Silcock, Ibid., p.87.

³⁵

Jean Barry, S. J., Thai Students in the United States: A study in Attitude Change (New York: Cornell University, 1967).

³⁶

Barry, Ibid., p.VII.

lowest level and 17 percent higher at the doctoral."

With the growing realization that American universities offer wide opportunities for advanced study, some of the wealthier and more cultured families in Thailand have decided to send their sons to America. In Thailand, at present, the competitive entrance examination to universities is very rigorous. According to Howard Hayden "not more than 30 percent of those enrolled in grade 12 are admitted to the university..."³⁸ The shortage of universities in Thailand is another major factor which has influenced an increasing number of Thai students to study in America. A number of students who fail to secure admission to Thai universities and can afford to go abroad will continue to do so and choose a field of study in which some foreign institution, especially in the United States, is ready to accept them.

To illustrate this trend, in 1922 the number of foreign students admitted to the United States was 8,357. The number of the foreign students is increasing every year as shown in Table I.

37

Howard Hayden, Higher Education and Development in Southeast Asian, Vol. 2, UNESCO and the International Association of Universities p.158, adopted from The Relation of College Education and Pay Levels in Thai Civil Service, p.75. (Bangkok: Institution of Public Administration, Thammasat University, 1959).

38

Ibid., p.118.

TABLE I The Number of Foreign Students Admitted to The United States, 1961-1973.

| Year | Number of Students |
|------|--------------------|
| 1961 | 35,072 |
| 1962 | 41,202 |
| 1963 | 38,991 |
| 1964 | 44,952 |
| 1965 | 50,435 |
| 1966 | 55,716 |
| 1967 | 63,370 |
| 1968 | 73,303 |
| 1969 | 90,486 |
| 1970 | 98,179 |
| 1971 | 94,035 |
| 1972 | 96,568 |
| 1973 | 90,693 |

Source: 1973 Annual Report of The Commissioner of Immigration and Nationalization (Washington: Government Printing Service, June, 1973).

According to the annual census of foreign students in the United States student exchange increased tremendously during the period 1930-1955. There were 9,634 foreign students studying here in 1930 and 33,647 in 1955: this represents an increase of three hundred percent while the number of American students increased
39
only one hundred percent.

From the figures available in Open Doors, 1961, "...there [were] 69,683 foreign citizens in the United States. This represented a seven percent increase over the 1959-60 academic year when 65,328 foreign citizens were on educational assignment in the U. S. Of the 69,683 foreign citizens 53,107 [were] students who came from 143 countries and were enrolled at 1,666 U. S. institutions of higher learning."⁴⁰

According to Open Doors, 1971 in 1970 over thirty-five per cent of all foreign students in the United States came from Asia, twenty percent from Latin America, and thirteen percent from Europe.

A social fact of supreme importance in the history of modern Thailand is the traditional prestige associated with the occupation of a government official. The number of openings, only for Thais, at the top of the society has certainly increased in modern times and has permitted their absorption into leadership positions of

39

Institute of International Education, Education for One World (New York: March, 1955).

40

Institute of International Education, Open Doors (New York: May, 1961), p.7.

responsibility and prestige, if not wealth. One of the pressing social status drives among the Thais was acquiring a government position which gives social recognition. Thus, many Thai students try to get into government service by using foreign degrees which are significant credentials in obtaining a position.

It has already been mentioned that students from abroad have been seeking education in American colleges and universities in ever-increasing numbers. This development is the result of several influences, including the need in newly emerging nations for well-educated persons in the professions and in other positions of responsibility.

In 1904, the first year for which figures are available, there were 2,673 students, representing 74 lands, enrolled in American institutions of higher learning exclusive of colleges for women.⁴¹ Arokiasamy indicates that in 1911-12 there were 3,520: twelve percent from the Near and Middle East, and six percent from Africa.⁴²

A large number of Thai students go abroad for further studies not only because the facilities for higher learning in Thailand are

41

W. Reginal Wheeler, Henry H. King, and Alexander B. Davidson, The Foreign Students in America (New York: 1925), pp.11-12.

42

Institute of International Education, Open Doors (New York: May, 1971).

inadequate in many fields, but also because there is a definite premium placed on a foreign degree. The first two Thai students who came to the United States were students who received "King's Scholarships" during the reign of King Rama V. These two were selected to be educated at the expense of the government. King Vajiravudh was the first King in Chakri Dynastry who was educated
43
abroad.

Statistics on the Thai Students in the United States are available from the Record of the Thai Civil Service Commission since
44
1951, and from 1972 Annual Report of The Commissioner of Immigra-
45
tion and Naturalization from 1963-1972. (See Table II). The record of the Thai Civil Service Commission cites the number of students who received Government scholarships, including King's Scholarships, Foreign Scholarships, assistance from private funds. The most accurate statistics on the number of Thai students in the United States are available from the U. S. Immigration & Naturaliza-
tion Office.

43

David A. Wilson, Politician Thailand (New York: Cornell University, Press, 1962), p.9.

44

Thai Civil Service Commission, unpublished records of the Thai Civil Service Commission, June 1963.

45

Immigration and Naturalization Service, 1972 Annual Report of The Commissioner of Immigration and Naturalization (Washington, D.C.: Government Printing Office, 1972), p.55.

TABLE II Number of Thai Students Studying in The United States, 1951-1973.

| Year | Number of Students |
|------|--------------------|
| 1951 | 310 |
| 1952 | 330 |
| 1953 | 400 |
| 1954 | 555 |
| 1955 | 607 |
| 1956 | 667 |
| 1957 | 721 |
| 1958 | 765 |
| 1959 | 790 |
| 1960 | 850 |
| 1961 | 961 |
| 1962 | 1,073 |
| 1963 | 1,096 |
| 1964 | 2,053 |
| 1965 | 2,435 |
| 1966 | 2,685 |
| 1967 | 3,120 |
| 1968 | 4,160 |
| 1969 | 6,432 |
| 1970 | 9,244 |
| 1971 | 9,064 |
| 1972 | 10,784 |
| 1973 | 19,067 |

Sources: Unpublished records of the Thai Civil Service Commission, June 1963

1973 Annual Report of the Commissioner of Immigration and Naturalization, 1973.

Because the number of foreign students in the United States is increasing every year, the influx of foreign students in America has created various problems that need to be solved. Most of the students from developing countries realize before they leave home that they will be faced with a new environment, and they attempt, with varying degrees of success, to make the necessary adjustments; some of them succeed but others do not. Successful adjustment depends upon the adequacy of the information and the orientation about the host country which students receive before leaving their homeland, the foreign students' competency in the English language, and the adequacy of facilities in the institutions attended; for example, student housing, foreign student adviser, academic adviser, and financial support. As a foreign student from Thailand, the information the author had prior to her arrival in the United States came from studying the literature in English language classes, reading American magazines, viewing a few Hollywood films, and talking with friends who had traveled and lived in the United States.

The expectations of many students who come to this country are far from realistic. America often appeals to them as an ideal place where democracy, prosperity, and equality reign without

46

compromise. The problems of adjustment faced by foreign students stimulate educators and administrators to want to learn about the foreign students' way of life in America, their adjustment to a new culture, and their perceptions and attitudes toward America and the American people. It seems impossible that a student would experience no adjustment problems. Isaac L. Kandel says that:

Both groups of students - foreign and American would need counsel and advice in the selection of the institutions best adapted to their needs as well as other pertinent information relevant to travel and study abroad; and...in the interests of international relations and the promotion of goodwill the flow of students in both directions needed the stimulus of financial assistance in the form of scholarships and fellowships or, in the case of teachers, of the creation of visiting professorships or other aids.⁴⁷

When students come from a country where culture, religion, education, and social and economic backgrounds are fundamentally different from those of the host country, the difficulties of adjusting to their studies and to the American way of life may be formidable. Several studies have indicated the importance of cultural factors in the adjustment of foreign students. Cultural dissimilarities may make adjustment difficult.

46

Pham Thi Ngo, "Some Adjustments of the Vietnamese Students in America as Related to the Westernization Level of Their Fathers", Unpublished M.A. Thesis, Loyola University of Chicago, 1958, p.1-2.

47

Isaac L. Kandel, United States Activities in International Cultural Relations, American Council on Education Studies, Series I, Vol. 2, No. 23 (Washington: American Council on Education, 1954), p.2.

Early research on the education of foreign students, which began in the 1940's, was directed towards ascertaining whether or not foreign student programs were effective enough for them to reach their individual goals. Prior to this period of time there had been only a few studies dealing with foreign students. Gardner wrote in Foreign Student in America, 1952, that:

There is no reason for assuming that students exchange is unworthy of the energies lavished upon it, but there are times which call for re-examination of all phases of our inter-course with other nations and people.⁴⁸

One of the pre-World War II studies on foreign students in America was done by Wheeler and sponsored by The Commission on the Survey of Foreign Students in the United States in 1925. The purpose of the study was "...to ascertain and assemble complete information regarding foreign students in the United States and to define their needs and problems with a view to formulating an adequate Christian program in their behalf."⁴⁹ A questionnaire was used as the major instrument. Data were received from 830 foreign students, 72 student young Men's Christian Associations, 100 local pastors, 110 college administrators, and from persons and institutions in

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John Gardner, "Foreign Student in America," Foreign Affairs, July 1952, p.24.

⁴⁹

Wheeler, et al. (editors), op. cit., pp.XIII-XIV.

eight areas outside the United States. This research was done in the form of a general survey of the students' general and religious backgrounds, their other problems and needs in America, the careers and influence of returned students in their homelands, and their life on American campuses.

Another study was done in the same period by Slone of the United States Department of State and Cummings of the British Colonial Office Welfare Department and Sierra Leone. This study examined African students in order: (1) to better understand individual students' problems and needs in Africa and in the United States; (2) to develop suggestions for ways of handling the problems and needs which the survey revealed; (3) and to strengthen the student's confidence and trust.

The Western-Educated Man in India, an exploratory study by the Useems, examines the imprint of Western education for the person, his society, and cross-cultural relations. The Useems investigation indicates that Western education has changed the character and outlook of foreign students in the following ways: "gain in self-confidence; "an enlarged vision of social life" "improved methods of

thinking;" "improved methods of working;" and "learning of
51
democratic ways of acting in interpersonal relations.

The findings of scholars concerning foreign students attitudes towards Americans turn out to be quite favorable. Although certain areas of American life may be criticized from time to time, American society and customs are viewed with favor. "..., the foreign students see the United States as friendly, egalitarian, informal, and democratic; they like it, and they say that these features of America are important in forming their overall reaction to this
52
country."

Kiell of Brooklyn College studied "Attitudes of Foreign Students" in 1951. The result of polling one hundred students from India revealed that 68 percent of them came to the United States with initial favorable opinions. After a short period of time the percentage of favorable opinions rose to 89; but after residing here from 4 to 40 months there were only 22 percent favorable
53
opinions and 57 percent were unfavorable.

51

John Useem and Ruth Hill Useem, The Western-Educated Man in India: A Study of His Social Roles and Influences (New York: The Dryden Press, 1955), p.111.

52

Richard T. Morris, The Two-Way Mirror: National Status in Foreign Students' Adjustments (Minneapolis: University of Minnesota Press, 1960), p.123.

53

Norman Kiell, "Attitudes of Foreign Students," The Journal of Higher Education, Vol. 22, (January-December, 1951), pp.188-194.

54

Kincaid surveyed 440 foreign students in order to get useful information to determine the major achievements and difficulties in the operational, academic, and personal aspects of the programs provided for foreign students in the United States. His purpose in this survey was to clarify foreign students' goals by attempting to relate goal aspirations to the problems they had experienced. He asked each student to describe the most significant thing he hoped to accomplish in coming to the United States and whether the student's goal has changed since his arrival. According to Kincaid, "the foreign students in the United States report predominantly pragmatic goals....no overpowering problems, of the kind usually thought to be serious as interfering with his achievement of those goals."

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Kincaid's study was limited by the restricted sample of only seven campuses, limited time, and an inadequate rate of response.

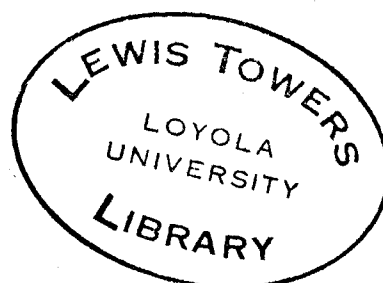
Morris wrote The Two Way Mirror as the result of his study of the education of foreign students. The purpose of Morris' study was to try to determine the factors that influence the foreigner and their relationship to adjustment and to attitude formation during his stay in America. He reported that the most important finding was

54

Harry W. Kincaid, A Preliminary Study of the Goals and Problems of the Foreign Student in the United States, Vol. 1, 2 (Menlo Park: Stanford Research Institute, 1961).

55

Ibid., p.9.



that "the greater the degree of education, the greater the impact of American education and life upon the respondents; the longer the stay of the students in the United States, the more they were influenced by the American way of life."⁵⁶

Changing attitudes in foreign students toward the American way of life may cause problems for their own nation. They may change their plan of going back and working in their homeland and decide to settle in America. Or they may switch their career field into one in which they can earn more money in the United States.

With regard to studies of the attitudes of foreign students Coelho's study of Indian Students' Perceptions,⁵⁷ focused on change, in the foreign student's image of his host country during a prolonged sojourn abroad. Researchers have been particularly interested in the way in which each student viewed the foreign culture globally and differentiated his images of it as time passed.⁵⁸ Watson and Lippitt studied 29 German visitors and showed that there was heightened defensiveness among the German visitors in the early phase of their visit to this country. However, there was also a restructuring process at work which set in motion "certain processes of thinking

56

Morris, op. cit., p.131.

57

George V. Coelho, Changing Images of America: A Study of Indian Students' Perceptions (Glencoe: The Free Press, 1958).

58

John Watson and Ronald Lippitt, Learning Across Cultures: A Study of Germans Visiting America (Ann Arbor: The University of Michigan Press, 1955).

and re-evaluation which (were) then carried through by the visitor regardless of external pressure and regardless of temporary emotional bias." ⁵⁹ Veroff ⁶⁰ studied African students in the United States. He observed some changes in their attitudes after a period of time. He also sought a broad view of emotional difficulties confronting the African students.

Two studies concerning attitudes of foreign students in relation to the host country were done by Selltiz and Cook ⁶¹ in 1954-56. The data for both studies were collected by interviewing 2 groups of male students, 348 and 184 respectively, in order to find the opinions of the foreign students toward the United States. The 348 subjects came from 59 countries and went to 34 colleges and universities. The other group of 184 subjects came from 36 countries and were students of 34 schools and universities in America. The dependent variables of the students were orientation programs and non-orientation programs. The independent variables were age, academic and professional achievement, and nationality. The investigators reported different perceptions of the host country.

59

Ibid.

60

Joseph Veroff, Sheila Feld & Gerald Gurin, "Achievement Motivation and Religious Background, "American Sociological Review 1962, Vol. 27, pp.205-217.

61

Claire Selltiz & Stewart W. Cook, "Factors Influencing Attitudes of Foreign Students Toward the Host Country, "The Journal of Social Issues, Vol. 18, 1962, pp.7-23.

European students were reported as being better adjusted than other foreign students.

A major problem faced by foreign students in the United States is one of academic performance since this is obviously their primary purpose in coming to the United States. Attempts to document the performance of foreign students generally leads to the conclusion that from the standpoint of grades, foreign students do as well as American students. Putnam found that, "they have about the same range of achievement and perform about on a par with American students."⁶²

Where the academic performance of foreign students has been poor, the two major factors generally blamed are inadequate ability in the use of the English language and difficulty in adjusting to American university life.

63

In the foreign Students: Whom Shall We Welcome? a number of educators who have had experience with the problems of foreign student estimate that about a third of the students from developing areas do not have a sufficient command of the English Language upon arrival in the United States to enable them to grasp the substance

62

Ivan Putman, Jr., "The Academic Performance of Foreign Students", Annals of the American Academy of Political and Social Science, Vol. 335, May 1961, pp.42-53.

63

Education and World Affairs, The Foreign Student: Whom Shall We Welcome? (New York: Education and World Affairs, 1964), pp.5-6.

of the regular lectures in undergraduate and graduate courses.

Among Asian students from four countries, Indian students seem to have fewer language problems than the others since schools and universities as well as many other institutions in India use English widely as a medium of instruction. Students from other countries in Southeast Asia speak very little English when they come to this country and therefore are able to understand only part of the lectures given in class.

64

In Jarvis Harley Hill's study of Indonesia, Thai, Pakistani and Indian students, several factors were identified in order to determine whether any of their problems were specific to either nationality or sex. In this study six potential problem areas were analyzed: (1) academics; (2) finances; (3) housing; (4) religion; (5) personal problems; and (6) social problems. The necessary data were obtained by means of two survey instruments: a problems check-list and a personal data questionnaire. The results of the study indicated that: (1) as a group, the Indonesian, Thai, Indian, and Pakistani students experienced substantial difficulties with academic, personal, and financial problems; (2) according to nationality,

64

J Jarvis Harley Hill, "The problems of a group of foreign students from Indonesia, Thailand, Pakistan and India who enrolled at Indiana University during the Fall semester of 1963" Unpublished dissertation, Indiana University, 1966.

the Thai students experienced substantially more difficulties with academic problems than the others; and (3) according to nationality, the Thai students experienced substantially more difficulties with academic problems which involved English proficiency than the students from Indonesia, India, and Pakistan. The main difficulty was experienced in use of language, i.e., in expressing themselves orally and participating in seminars and discussions. The next important area in which the students experienced difficulties was in "writing term-papers."

65

Ellakany of Iowa State University investigated the nature of the relationship between the foreign students' academic achievement at Iowa State University, 1969-70, and the factors of sex, age, language, field of study, marital status, year of study, and source of support. The data were collected from 454 permanent records, from the Foreign Students' Office records, and also from personal interviews. The main affects which were found to be significant were: sex, age, and source of support (at the undergraduate level only). Native language and marital status were found to be significant at both graduate and undergraduate levels..

65

Abdelhamid Ahmed Ellakany, "Prediction of Academic Achievement of Foreign Students at Iowa State University 1969-1970", Unpublished Ph.D. Dissertation, Iowa State University, 1970.

Another study on academic achievement of foreign students was done by Elizabeth Cushman Hamlin⁶⁶ of University of Oregon in 1969. The purpose of this study was to investigate and analyze the relationship between English language proficiency scores and the academic achievement of foreign graduate students at Oregon State University. The results were largely insignificant when grade point average was used as a criterion measure; however, those students who scored above 79 points on the Michigan test of English Language Proficiency (MTELP) showed significantly higher number of academic credits. Thus it appears that academic credit was more reliable than grade point average. The student tended to drop a class rather than let the grade go lower than 3.00.

Many foreign students have been unsuccessful because they lack the educational background or the motivation required by program in which they enrolled.⁶⁷ The author would also like to add that another problem posed for foreign students is the pattern and methods of study demanded of American Institutions. According to the United States Operations Mission to Thailand⁶⁸ university work in Thailand usually places a heavy emphasis upon work in the classroom, and little time is expected or required for library or independent study.

66

Elizabeth Cushman Hamlin, "An Analysis of the Relationships between the English Language Proficiency Scores of Entering Foreign Graduate Students and their Academic Achievement in an Advanced Degree Program", Unpublished Ph.D. Dissertation, University of Oregon, 1972.

67 Education and World Affairs, op. cit., pp.3-4.

68 The United States Operations Mission to Thailand: Agency For International Development. Education in Thailand: A Sector Study (Bangkok, Thailand: January, 1971), pp.70-72.

Usually a single textbook is employed which is often a compilation of lecture notes. Subjective examinations written by the professor are given regularly on the material contained in the lectures. The number of textbooks in Thai is limited, and heavy reliance is placed upon English textbooks which many students find extremely difficult to understand because of the students' relatively poor English proficiency. All these factors necessitate a reliance on the professor's lectures, and this often limits the curriculum to what is contained in the lectures.

69

Lind has written that students in Southeast Asia are also bound in the structures of the old order while aspiring to master the knowledge and skills promised by Western educational ideas.

"One sees students struggling to record in their notes as accurately as possible the exact words that the professor utters and then at examination time striving just as valiantly to reproduce from memory what they have previously recorded."

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It is believed that foreign students have not anticipated the difficulties of psychological adaptation which they are bound to experience in the host country. According to an inventory for

69

Andrew Lind, "Higher Education....Perspective from Southeast Asia," Teachers College Record, Vol. 64, March, 1963.

70

Ibid., p.492.

71

determining problems of foreign students developed by Porter⁷¹, it was found that foreign students encountered difficulties with food, housing, health, recreation, finances, employment, religious observance, and social relations. One of the reasons for emotional strain for many students was the burden of social isolation. On the one hand, their relationships with their own society became remote and distant, and on the other they failed to become integrated into the host society.

There are few studies on Thai students in America. The first one, upon which this study is based was the study made by Jean Barry,⁷² S.J., of Cornell University. It was a comparative exploratory study on general attitude changes in Thai students in the United States and in Thailand, especially students in Chulalongkorn University in Bangkok, Thailand. Detailed questionnaires were sent out to the students in the United States by means of the Thai Royal Embassy in Washington, D.C. and to all of the students in Chulalongkorn University. Eighty four percent of the questionnaires were returned. The questionnaire consisted of questions in four areas: (1) Religious attitudes and beliefs; (2) Occupational views on education; (3) Views on education; and (4)

71

John W. Porter, "The Development of an Inventory to Determine Problems of Foreign Students," Unpublished Ph.D. Dissertation, Michigan State University, East Lansing, Michigan, 1962.

72

Barry, Loc. cit.

attitudes on dating and family life. According to the data collected from the responses three types of structures were observed in modern Thai society: structures characterized by loosely organized patterns, and well-defined and closed structures. Changes are highly structured in social institutions or customs. New attitudes and new patterns of behavior were accepted mainly in instances in which they were perceived as pleasant.

73

A University of Maryland dissertation by Dhumma, 1966, was an attempt to discover the general patterns of moral values of Thai adolescents and to determine differences and/or similarities in moral values with respect to sex, age, residence, and geographical region. A stratified sample of 404 adolescents was drawn from three regions of Thailand. All of them belonged to two age groups: 12-14 years old and 16-18 years old. According to the results of tests of the hypotheses, the boys and girls were significantly different in their mean scores on responsibility. The younger group and the older group were significantly different in their mean scores on friendliness, loyalty, moral courage, and responsibility. From the findings it was concluded that Thai adolescents are inculcated with moral values that are primarily related to sex, age and region of the country.

73

Preeja Dhumma, "A Study of Moral Values of Two Age Groups of Farm and Non-farm Adolescent Boys and Girls in Three Geographical Regions of Thailand", Unpublished Ed.D. Dissertation, University of Maryland, 1966.

A Colorado State College doctoral dissertation by Manunpichu, investigated in 1964 the patterns of social attitudes possessed by Thai Students in American educational institutions. The social attitudes of Thai students were measured through a questionnaire. The method of paired comparisons was used in the questionnaire construction. Six psychological objects of social attitudes--self, family, friend, school, society, and honesty--were paired. Fifteen pairs of objects were obtained according to the formula for the computation of the number of pairs as suggested by Guilford. The problem situations were constructed to include each pair of the six objects, one of which the respondents were required to choose. Each problem situation was composed of two levels of choices, the normative level and the realistic level. Two random samples were used in this study. One sample consisted of the students whose length of stay in the United States was less than one year when the survey was conducted. In the other sample, the students included were those staying in the United States over one year. Six among the fifteen problems situation constructed showed statistically significant patterns of responses on both the normative and realistic levels. There were no significant differences in the patterns of responses between the males and females.

In Sethna's, doctoral dissertation on a cross-national comparison of certain values among graduate students from the United States, Pakistan, India, and Thailand,⁷⁵ the similarities and differences in the expressed views on certain social, moral, humanitarian, and religious values between the American, and the Pakistani, Indian, and Thai male and female graduate students were studied. A value scale developed for the study consisted of 100 participial phrases arranged so that subjects could indicate the extent of their acceptance on a five-point scale ranging from "I Highly Accept" to "I Highly Reject". On the basis of the findings of the study, it was concluded that differences do exist between the American group and the Pakistani, Indian, and Thai groups on certain social, moral, humanitarian, and religious values.

Although research in the educational exchange field has increased steadily, there has been a general lack, if not complete omission, in the area of Thai students in America and their attitudes towards America, its people, its society and its culture. This lack is primarily due to difficulty in researching the topic. This study then hopes to make a special contribution.

75

Rustum Jehabhux Sethna, "A cross-national comparison of certain values among graduate students from the United States, Pakistan, India, and Thailand," Unpublished Ed.D. dissertation, Indiana University, 1964.

CHAPTER II

THE HISTORICAL BACKGROUND OF THAI EDUCATION

In order to assess the contemporary phenomenon of the movement of Thai students to seek higher education abroad, it is useful to examine the historical antecedents of educational development in Thailand. This will be done through a brief general survey using Thai and English language source materials. Such an examination will provide insight into the evolution of the organizational structures of Thai education. Against this background it will be possible to place the overseas study of Thai students into an historical perspective.

In ancient Thailand the educational program was primarily the responsibility of religious leaders who closely related the school system to monastic life. The educated elites were males who served in the court and in the temples. Very few women were given the opportunity to attend school and to become literate. Since formal schooling was closely related to the development of the Thai alphabet, the middle of the Sukhothai period must be regarded as a highly significant era for educational development. In 1283 King Ram Khamhang, the third king of the Sukhothai dynasty, adopted the Thai alphabet from Pali, Sanskrit, and Khmer letters. Over the course of time, this alphabet was modified until it reached the present written form.

In order to examine the history of education in Thailand with some convenience three major sub-divisions are traditionally identified : (1) The period of traditional education; (2) the period of educational expansion; and (3) the present period. This chapter will consider the periods of traditional education and educational expansion as a background to the contemporary era which is the time of the greatest exposure of Thai students to higher education in foreign countries.

The Period of Traditional Education

From the end of the thirteenth century up to 1820, Thailand had an educational system somewhat similar to that of the monastic and cathedral schools of medieval Europe. With the establishment of Buddhism in Thailand, Buddhist monks became the public schoolmasters who kept themselves apart from political and commercial activities. Their work was one of practicing pure philanthropy and pursuing abstract merit. No payment was asked for or expected of students. Parents usually sent their boys to live with the monastic teachers with the object of paying for their instruction by personal service. In the monasteries, the boys experienced a disciplined mode of living. Peer group contact with other youths contributed to their socialization. The monastery created an atmosphere of learning and of culture which was probably greater than their homes would have provided. The educational system was informal and offered only limited subject matter which was intended to provide moral and religious instruction for the boys. The subjects taught in the monasteries or "What" Schools were

reading and writing of Thai and of Pali, elementary arithmetic,
 morality, and manners.¹

Vocational education took place in the family units. Young boys were taught how to farm, hunt, fight, and develop basic handicraft skills; girls were given training in farming as well as domestic skills. Only the children of the aristocracy could expect to receive training in the arts and in other areas associated with higher education. Aristocratic parents sent their daughters to study or train in the Grand Palace or the palaces of princes. There they learned arts and crafts, limited portions of reading and writing, etiquette, and the art of living.²

At the age of twenty, young men obtained further education when they were ordained as monks. The young monks learned to read the Khmer writing used in holy scriptures or apprenticed themselves to those monks who were skilled in arts and crafts.³ At a higher level, those men who remained in the monastic orders studied Pali and the Buddhist scriptures at lesser or greater depth according to whether they resided in remote provincial monasteries or in learned royal metropolitan monasteries. Learned monks could become counselors and

1

Direck Jayanama, Thailand: The Land of the Free (Born: Royal Thai Embassy, 1960), pp.67-68.

2

Swat Chongkol, "An Historical Sketch of Thai Education Administration: Evolution of the Administrative Organization," Education in Thailand: A Century of Experience (Bangkok, Thailand: 1957), pp.131-136.

3

Sathien Koset (Phraya Aunman Rajdhon), Chiwit Chao Thai Samai Kon (lives of the Thai people in the olden days) (Bangkok, Thailand: Prae Pittya, 1957), pp.131-136.

teachers of the great ones of the land. If they decided to leave the monastic order they could expect royal patronage in the corps of scribes where their learning was useful in both affairs of state and the instruction of their less learned colleagues and subordinates.

The Period of Educational Expansion

The nineteenth century was the period which witnessed expansion of education in Thailand. It was at this time that the colonial nations of western Europe began to exert great pressure on southeast Asia. During the reign of King Rama I, Thailand began to respond to the colonial challenge posed by the western European powers.

The impact of industrial revolution in Europe brought about not only economic and social crises but also political changes. The European powers resorted to colonialism because industries required raw materials for manufacturing and markets for the distribution of their industrial products. The simplicity and serenity of Thai life began to be disturbed by the European military and commercial powers. Both Britain and France sought to protect and extend their empires. The British were in Burma, on the Thai northern and western borders and also on the southern border in Malaya. The French continued to

4

Tej Bunnag, "From Monastery to University", Education in Thailand: A Century of Experience (Bangkok, Thailand: Ministry of Education, 1970), p.2.

press westward from Cochin, China, and Tongking into Laos and Cambodia.⁵ In addition, it was during the reign of King Rama II of the Chakri Dynasty that small bands of American Protestant missionaries came to settle in Bangkok. These missionaries began establishing schools to teach religion, and they brought new and efficacious medicines to the sick and the dying. Many new technological tools and instruments were introduced into Thailand. In 1837, they brought the printing press and published their first religious tracts and their newspaper; thus they commenced spreading their views on spiritual and material salvation.⁶

The threat of western imperialism, combined with certain movements in internal politics and modern technology, drove Thai leaders to strengthen their control over the provinces, to improve their military organization, and to reform the government and administration. By the middle of the nineteenth century, the reigning monarch, Rama IV, King Mongkut recognized the need for changes in the Thai educational system. As a Buddhist scholar, Rama IV had studied Latin, English, geography, and science with members of foreign missions during his long period of monastic seclusion. This contact with representatives of western powers convinced him that Thailand had to change its structures for its self preservation. The innovations

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David A. Wilson, Politics in Thailand (New York: Cornell University Press, Ithaca, 1962), p.7.

6

Tej Bunnag, op. cit., p.7.

representatives of western powers convinced him that Thailand had to change its structures for its self preservation. The innovations were first designed to create for the country a group of officials who would be able, through familiarity with western knowledge and languages, to deal with the representatives of western powers and to make their own government more efficient. It is well known, of course, that Rama IV employed an English governess, Mrs. Anna Leonowens, to teach his eldest son, King Rama V, and other princes in western ideas and studies. But This question the historical and dramatic treatment of this event. A few missionaries provided both informal and formal education at this time?⁷ Charoon Vongsayanha points out:

It was the military technology that influenced us to create a system of formal education. Colonialism that invaded us in the reign of King Rama IV had the supremacy of military Technology behind it. And it was quite obvious to us that resistance was not the solution; compromise was the only possible way left, and we did that. At the same time, we tried to improve our military system for the defensive purpose. European style army was organized both in the Royal Palace and the palace of the Second King. Foreigners were employed to train our soldiers. When they began to train officers, especially the Guard in the reign of King Rama V, they began

7

Wendell Blanchard, Thailand: its people its society its culture (New Haven, Connecticut: Human Relations Area Files, Inc., 1958), p.445.

to realize the necessity of general education as a pre-requisite of military training. A school was established for the purpose. That type of school, later on, became a basic preparation for both military and civil services, and consequently spread out all over until finally a system of public education was organized.⁸

The role of education in this critical period was to help produce a new generation of leaders and bureaucrats in order to anticipate and keep pace with the momentum of the reforming processes.

According to the Ministry of Education, a modern system of education was established by Rama V, King Chulalongkorn, who first tried to improve upon the education given within the palace walls.⁹ In 1870 the King founded a school in the Grand Palace for his brothers and half-brothers, his cousins, and the children of his supporters whom he had enrolled in a militarised Corps of Pages. This school represented an improvement on past models. It was the first time that a regular headmaster and other teachers taught Thai, simple calculations, and administrative regulations according to a timetable and in proper classrooms. The Wang Lang Girl's School was

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Charoon Vongsayanha, "Education and Technological Change," Education in Thailand: A Century of Experience (Bangkok, Thailand: Ministry of Education, 1970), pp.29-30.

9

Educational Planning Office, Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project (Bangkok, Thailand: Ministry of Education, 1966), pp.1-2.

10

founded in 1874. Pra Sarasas, the former Minister of Economic Affairs of Thailand, noted that:

...,the King sent all his sons (who were numerous), even at an early age, to different parts of the Western world, England, France, Germany, Russia, Italy, Belgium and the Netherlands to be educated, expecting that when they came back, they would be able to keep up all those works at full performance.¹¹

In 1879, King Chulalongkorn realized that he had to go beyond the palace walls and make innovations so that Thai education produced the qualified personnel so urgently needed for the reform of the government and administration. As a result, he authorized Samuel McFarland, an American missionary, to open a school at Nanthauthayan Palace which became Suan Anan School. Two years later, another school was established under his command. In 1882, this pre-cadet school, named Suan Kulab after the small palace in which it was first housed, expanded into an ordinary secondary school and military training was eliminated at the lower level and made voluntary at the higher level. The reason for expanding Suan Kulab into an ordinary secondary school was explained by the King himself:

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Ministry of Education, Prawat Krasuang Suksathikan 2435-2507, (The history of the Ministry of Education, 1892-1964) (Bangkok, Thailand: Ministry of Education, 1964), pp.28-30.

11

Sarasas Phra, My Country Thailand: Its History, Geography, and Civilization, 6th edition (Bangkok, Thailand: The Golden Service, Co., 1960), p.131.

The military are important for the defense of the country. If they were not strong, it would be difficult to defend the country. That is why it is necessary to strengthen their forces. But not only soldiers are needed. Nowadays, knowledgeable and quickwitted men who can be of real use in the administration are urgently needed.¹²

The rapidly growing demand for government officials called for public instruction; therefore, in 1882, the school was moved out of the Grand Palace and grew into five schools in Bangkok. After establishing a primary school for common peoples' children at Wat Mahanaparam in 1884, additional schools were opened. By 1885, there were 142 schools in Bangkok region and 20 more in the nearby provinces.¹³

In the same year, Suan Kulab was informally divided into two sections: The small English section prepared some of the royal children and favoured sons of the nobility for further education abroad; and the Thai section concentrated on the immediate needs of the administration.¹⁴ By the same time, a Roman Catholic missionary, Father Colombet, was encouraged to open Assumption College, the first and most famous private school in Thailand.

The Department of Education was established in 1887, and five years later it became a Ministry which laid the foundation for educa-

12

Ministry of Education, op. cit., p.41.

13

Chongkol, loc. cit.

14

David K. Wyatt, The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn (New Haven, Connecticut: 1969), pp.66-72.

tional administration. From this time, public education was expanded through all the provinces of the Kingdom. In 1891, Suan Anand School became Sunantha College and was then abruptly converted into a girl's school by the Department of Education. This was the consequence of the opposition of Robert Morant, educational adviser to the school planned specifically for the education of the sons of commoners. ¹⁵

The first institution for higher education in Thailand was the Royal Medical College at Siriraj Hospital in 1889. In 1897, less than a decade later, a Law School was founded under the supervision of the newly established Ministry of Justice. ¹⁶ Another institution for higher education, the Teacher's Training School, was founded in 1892. In 1902, the King authorized the opening of the Royal Page's School or Rongrian Mahatlek Luang under the Ministry of Interior. This school was amalgamated to the Siriraj Medical School and the Teacher's Training School. Eight years later, in the reign of King Rama VI, this school was reorganized and expanded into the School of Civil Servants. ¹⁷

During the reign of King Watchirawut, Rama VI, the momentum of Thai education and the development of Thai society were leading toward the need for a university proper. The government wanted Thai

15

William J. Siffin, The Thai Bureaucracy (Honolulu; East-West Center Press, 1966), p.57.

16

Archibald B. Shaw and Thamrong Buasri (eds.), Teachers in Thailand's Universities: An Analysis and Forecast (Bangkok, Thailand: Ministry of Education, 1968), p.1.

17

Shaw and Buasri, loc. cit..

civil servants to receive more specialized training in such subjects as agriculture, architecture, handicrafts, industry, and commerce, all of which were beneficial to the country's development. The Educational Plan of 1913¹⁸ paved the way for the foundation of the first Thai university in 1916 through joining the faculty of Engineering and the Faculty of Arts and Sciences to the Medical School and Public Administration sections of the Civil Service School. This institution was named Chulalongkorn University in memory and honor of the late beloved king whose reign had been marked with advances in public education. In 1921, the decree of King Vajiravudh made primary education of all children compulsory. Existing schools, however, could not accommodate all children, and those living too great a distance from a school were exempt. The law was enforced throughout the country only after 1935.¹⁹

The Present Period

After the coup d'etal in 1932, the government set up an education committee to draft a new educational plan. There were some changes and developments during this period. In keeping with the democratic ideals of the new regime, great emphasis was placed on the compulsory

18

Ministry of Education, op. cit., pp.228-292.

19

Blanchard, op. cit., p.446.

elementary education of all children. Girls were provided opportunities to learn as well as boys. The government supported and subsidized all public primary schools from the national budget.

The constitutional form of government ushered in with the Revolution of 1932 created demands for another type of institution of higher learning and this need was met with the establishment of Thammasat University in 1933. Thammasat soon became the center for advanced studies in the Social Science areas. The University of Medical Sciences was established under the supervision of the Ministry of Public Health in 1942. Kasetsat University was formed in 1943 from the already existing Colleges of Agriculture and Forestry attached to the Ministry of Agriculture. In the same year, Silpakorn University was founded and charged with instruction and research in the areas of fine arts and national culture. During this period all the universities were under the supervision of the Ministry of Education including The College of Education (former Teacher Training School) and other high level institutions with the exception of the University of Medical Sciences and Kasetsart University.

20

Richard J. Kraft, Student Background and University Admission (Michigan: Michigan State University Press, 1968), p.1.

21

Shaw and Buasri, op. cit., p.2.

To promote the economic development of the country after World War II, the Thai government emphasized the need for increasing productive capacity. But expansion of the nation's capacity to supply goods and services could not only by itself bring about economic development; there also had to be balanced growth and manpower training. Mass education on every level was crucial for Thai traditional society in order to reshape the pattern of social behavior among the people, to supply the trained manpower and promote the process of modernization. Without modern education it would have been almost impossible to modernize the mode of living because the demand for increasingly capable and educated people, especially at higher levels, is a most important factor for developing countries. Thus the educational policy of the Thai government was designed to meet manpower requirements generated by the high rate of economic growth in Thailand. Both the First and Second Five Year National Economic and Social Development Plans (1961-1966) and 1967-1971 respectively) recognized the importance of education as an integral part of Thai socio-economic development. The main objective was to provide an educational system which would develop the human resources to meet manpower requirements, facilitate transition in an era of Technology, expand compulsory education, and improve facilities in order to accommodate the increasing number of students at all levels.

The university-level educational program focused on upgrading the quality of higher institutions and on decentralizing higher education in regions outside Bangkok. During the period covered by the plan, the Thailand Productivity Center expanded its activities to

provide training for about 5,000 managerial personnel. At the same time, a large number of administrative personnel officials of various government departments and officers from private industry were selected for training abroad in their respective fields or specialization. For middle-level manpower, the World Bank approved a loan for the improvement of vocational education. The United States and other countries gave substantial grants in the educational and training sector.

In the past, the government had put great emphasis on the expansion of primary education and the achievement of greater literacy among the population. Secondary school facilities were very limited and the competition for admission was increasing rapidly. As of 1951, only half of the districts had secondary schools. In 1954 there were only 1,100 government secondary schools available, and one fifth of them were in Bangkok. After the Revolution of 1958 great strides were made in the improvement and expansion of higher education. The government expanded secondary schools throughout the Kingdom. Secondary education was organized into two main streams: the general stream of five years; and the vocational stream of six years. (These continued an elementary stage of seven years.) The upper grades of both streams were referred to as pre-university classes. By successfully completing

22

Katsumi Mitani, Economic Development Issues: Greece, Israel, Taiwan, Thailand (New York: Committee for Economic Development, 1968), pp.187-197.

23

Blanchard, op. cit., p.451.

the upper secondary grades and passing the National Final Examination and the Joint Higher Education Entrance Examination (JHEEE), selected students could then go on the technical schools or universities. On the university level, 1958, the supervision and responsibility for all universities except for the College of Education was assumed by the Office of the Primer Minister.

The national Education Council was founded in 1959 to coordinate
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the policies and programs in higher education. Since then, the higher education effort in Thailand has been directed toward the provincial areas. Chiangmai University has been established in the North, KhnonKaen in the Northeast, Tubkiao in Nakorn Pathom, Mahidol in the South, and Ram Kumhang and Rama in Bangkok. In addition, there are now two Buddhist universities, and several institutions of higher education operated by the Armed Forces. The College of Education became a degree
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granting institution of higher education in 1954, but it was under the control of Ministry of Education rather than the Office of the Prime Minister (National Education Council-N.E.C.) until 1974 and is now
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under the Office of the Primer MInister as are the the other universi-
ties.

Through the Privately-owned Colleges Act of 1969, the govern-

24

Shaw and Buasri, loc. cit..

25

Kraft, loc. cit..

26

The Siam-Rat, February 19, 1974, p.5.

ment gave recognition to six private colleges for establishing three year programs leading to a certificate of higher education. These were permitted to offer bachelors' degree after a few years. ²⁷

At the graduate level, the government created a University Development Commission to deal with the present and future problems of higher education the purpose of this commission is to recommend improving graduate programs to enable Thailand to produce its own graduates with master's and doctor's degrees. Furthermore, it is hoped the Commission will be able to coordinate efforts upgrading teaching staffs in the Universities, and establish priorities for the most efficient use of known resources and the discovery of raw resources. The National Education Council sets general standards for graduate admissions usually equivalent to a "B" average or higher. Most graduate departments also accept students with somewhat lower averages as "conditional" students there must earn "B" grades during the first year. The procedures and requirements vary from university to university. Many take most of their students from among their own graduates and some add entrance examinations if there are too many applicants. English proficiency is required for entrance into some graduate courses. Skill in English is tested with various standardized English profici-

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Audrey W. Gray, Alton C. Straughan, Jr. and Robert G. Johnson, Education in Thailand: A Sector Study (Bangkok, Thailand: The United States Operations Mission to Thailand, Agency of International Development, January 1971), p.99.

ciency tests in the different institutions most of which offer intensive English language courses for accepted students. The College of Education requires achievement tests and the College of Education Standardized Achievement Tests for graduate-level applicants. The National Institute of Development Administration (NIDA) is a graduate school for MA degreelevel training in business administration, development economics, public administration, and statistics. In addition to English proficiency, NIDA's entrance requirements include passing a general examination and examinations in three other fields related to the graduate study to be pursued. The Asian Institute of Technology, a graduate engineering school which accepts students from several countries does not have entrance examinations but requires a very high undergraduate performance for admission.

Major Movements to the United States

Universities in Thailand are unable to meet the social, economic, and manpower demands for higher education, have high wastage rates, are not self-sufficient in the production of university staff, particularly at the Master's and Doctoral level, and have limited research and graduate level training capability.

28

Ibid., p.116.

29

Ibid., pp.114-116.

According to Daniel Wit,

... Thai higher education at both the secondary and university levels is characterized by its emphasis on studies designed to prepare students for careers in government offices or for general administrative responsibilities. University students, in particular, come mainly from the society's elites, and increasing numbers of qualified high school graduates are unable to enter because of shortages of facilities and faculty.³⁰

There is a significant difference between the number of persons who wish to study at the universities and the number of places available to them. The Joint Higher Education Entrance Examination (JHEEE) was instituted to screen candidates for the limited number of university places. "In 1963, there were 20,000 candidates for 5,000 university places. Each year between 20,000 & 40,000 candidates take this examination while the number of seats available averages about 10,000"³¹ according to the National Education Council, the proportion of students who reach the university is approximately one percent of those who enter primary school in Thailand. Comparisons reveal that Thailand is behind many other Asian countries at a similar developmental level, as classified by UNESCO, in the ratio of the number of university students to the number in the population of the same age range.³² It is very

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Daniel Wit, Thailand: Another Vietnam? (New York: Charles Scribner's Sons, 1968), pp.52-54.

31

Howard Hayden, Higher Education and Development in Southeast Asia, Vol. 2 (New York: Country profiles, Unesco and the International Association of Universities, 1967), p.158.

32

National Education Council, Summary of the Present Conditions and Problems of Academic Education During the Second Phase (1967-72) and Recommendations for the Third Five-year Plan (Bangkok, Thailand: National Education Council, April, 1972), p.5.

difficult to gain admission to the most popular universities. Most students prefer the most prestigious university faculties located in Bangkok. The result is that many students are not accepted into the university of their choice, or, more importantly, into their chosen field of study. A study reported that 60 percent of the freshmen at Thammasart University did not want to study the course in which they were enrolled. Only 134 out of 301 Law Faculty freshmen said law was their choice during the JHEEE. In the Social Work Faculty only 4 of the 124 freshmen had selected the course as their first choice. ³³

Hayden stressed that the high failure rate has three causes: (a) there are more candidates than available places; (b) the grade 12 examination, even though strict, does not in itself reveal aptitude for university studies; and (c) opportunities for a university education must also be provided for students completing equivalent secondary technical and vocational education courses. ³⁴ He also cited that not more than 30 percent of the overall enrollment in grade 12 is admitted to the university, and the qualifications of the remainder do not prepare them for any particular occupation. ³⁵

Because admissions to Thai universities are limited, a number of students who fail to secure admission, and who can afford to go

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Gray, et al., op. cit., p.114.

34

Hayden, op. cit., p.118.

35

Hayden, loc. cit..

abroad, will continue to do so, and choose fields of study in which foreign institutions are ready to accept them.

Thus, the rigorous university admission requirements and the increasing importance of overseas education in the expanding civil service have caused successful civil servants, lawyers, university lecturers, and other prominent Thais to send their children to school abroad. These students are accommodated in the civil service which is outside the ordinary system of selection and promotion, and designed for those educated in Thailand. Foreign degrees afford an access to opportunity and rapid promotion. The system of selection by academic merit and proper qualifications is effective only in the lower ranks of the service. In the upper ranks foreign-degree-holders enter almost automatically, and as the number of holders of such degrees increases, the way is virtually blocked for anyone in the lower ranks who could not go overseas to study. Since World War II the number of Thai students studying overseas, especially in the U.S., has increased rapidly. According to Blanchard:

In recent years over 300 Thai students per year have been sent abroad by the government for advanced training, and many others also study abroad, supported by their families. Those Thai who obtain a western education are among the leaders of their country's social and political life.³⁷

36

T. H. Silcock (edited), Thailand: Social and Economic Studies in Development (Durham, N. C.: Duke University Press, 1967), p.86.

37

Blanchard, op. cit., p.455.

Since the period of educational expansion, almost all Thai leaders have been educated in western countries. As a result, schools which provided good English instruction became the prestigious school in the system from the beginning level up to the secondary schools. In its school planning, the Thai government felt, however, that not all aspects of English education were suitable to Thailand. A group of Thais were thus sent on an observation tour to Japan (The Japanese were then keenly observing and imitating different educational systems. For example, Japan copied the German military system and the English educational and economic system.) Being quick to learn, the Thai picked up Japanese ways and began to use them in Thailand. A system similar to Japan's continued to be used until the reign of King Rama VI.

After World War II, the academic merit system was undermined by the increasing impact of American education. The Thai government accepted assistance from United States and other countries to promote the new education plan of 1951. United States assistance to education in Thailand began in 1951 as part of the Mutual Security Assistance Program, and has been continued under different names since then. Silcock notes that "American advisers had little sympathy for the

38

Kenneth Perry Landon, Siam in Transition: A Brief Survey of Cultural Trends in the Five Years since the Revolution of 1932 (New York: Greenwood Press, 1968), p.111.

39

Sukich Nimmanheminda, "An Historical Note on the National Education Plans," Education in Thailand: A Century of Experience (Bangkok, Thailand: Ministry of Education, 1970), p.91.

40

Mitani, op. cit., p.185.

former British system."⁴¹ By then, the American educational system had been brought to Thailand. As a result, the Thai students who came to further their education in the United States have had less difficulty with the American educational system than with European systems.

Moreover, the number of civil servants with American degrees in the higher levels of Thai educational institutions has increased, especially at the university level and in specialized training programs. Blanchard writes, "Under the Technical Assistance Program, more than 1,000 Thai have received specialized training in the United States in such fields as health and sanitation, education, agriculture, transportation, industry, and mining."⁴² At present, almost all of the programs in higher educational institutions are similar to the American programs. Students who finish programs in Thai schools, colleges, or universities are qualified to further their education in American institutions. Thus, Thai students prefer to continue their studies in the United States rather than in European countries where they have to spend one to two years preparing themselves for entrance into European universities. Four other factors are instrumental in convincing the Thai student to try to further his studies or have training in the United States:

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Silcock, loc. cit., p.86.

42

Blanchard, op. cit., p.455.

(1) The rapid growth and development of the economy and of all areas of knowledge in United States.

(2) The large number of universities in the United States available to Thais. There is a comparatively inadequate number of universities in European and other nations.

(3) The large salary a Thai will get from the Government if he finishes his education in the United States rather than Europe, Australia or another country.

(4) The availability of full or part-time work with which a student may support himself while studying in the United States.

In conclusion, Thai education changed from the monastic system to the palace school in eighteenth century during the reign of King Rama V. At that time only princes and the sons of noblemen could become educated. Very few girls were allowed to be literate. Later, Thailand was influenced by Western countries. During the industrial revolution, Thai leaders realized that they needed to go far beyond the palace walls to produce the capable men necessary to deal with Western countries and to protect Thailand from becoming a dependent country.

In the beginning the government stressed elementary education. After the revolution of 1932, the coup d'etat emphasized secondary schools to provide the manpower needed in developing the country. Thai higher education was systemetically arranged and assisted after the revolution in 1958 by many foreign countries, especially United States.

In the past the educational system was set up similar to the British system because most of the Thai elites during that time were educated in England, and the educational advisers to the government were British. Thailand then adopted the Japanese system and utilized it until 1958 when the government accepted educational assistance from America. At present, Thailand's educational system is similar to the American system.

After World War II Thai students tended to come to the United States to further their studies, and the number of the Thai students in America has been rapidly increasing every year. There are many factors which convince the Thai students to come to the United States: American technology is the most rapidly growing; a large number of American universities are available to Thais; in Thailand it is very difficult to gain admission to a university and only limited number of places are available there. American degrees make it possible to earn more money in Thailand than degrees from other countries do. Finally, it is possible for Thai students to support themselves with full or part-time jobs while they study here in the United States.

CHAPTER III

SURVEY OF THAI STUDENTS:

A PILOT STUDY

In order to assess the backgrounds, attitudes, and educational experiences of Thai students in the United States, the author conducted a survey of Thai students in the Chicago area. As a pilot study, this survey attempted to answer questions which have generally been neglected in published literature regarding the Thai student in the United States. Its specific purpose was to gather information on the following:

1. The number of Thai students who are currently enrolled in an educational program.
2. The number of Thai students who are working instead of going to school.
3. The length of time these students will be in the United States.
4. The academic areas in which these students are working.
5. An examination of the tendency to return to Thailand versus that of remaining in the United States.
6. Attitudes toward the vocations these students have chosen.

The most efficient method of gathering this information was to investigate the Chicago area. The samples are assumed to be the representative of the Thai students in the United States. Being one of the largest cities in America, Chicago is a center for various type of

Foreign students to come and study here. Many famous educational institutions attracted those students who intended to gain knowledge from American colleges or universities. Being a big industrial city, part-time or full-time jobs are available for those who are under private fund or self-financed. According to the president of the Thai Association in Chicago, there about 3,000 Thai students in Illinois. The figure is large enough to assume to be representative of the Thai students in the United States.

Purpose

The purpose of this investigation was to obtain information concerning the Thai students in the United States. Since journal articles, monographs, and books did not mention the six topics identified above, the writer had to devise another way of obtaining information on them.

Subjects

Eighty-seven Thai students in Chicago were interviewed using the questionnaire composed by the author of the sample, 49 were male and 38 were female. Their ages ranged from the nineteen years and three months to forty years and tree months. The average age was approximately twenty-six.

TABLE 3 Thai Students in Chicago Area by Type of Educational Program and by Sex.

| <u>Type of Education</u> | <u>Male</u> | <u>Female</u> | <u>Total</u> |
|------------------------------|-------------|---------------|--------------|
| Foreign Language | 13 | 4 | 17 |
| Vocational | 1 | 7 | 8 |
| Bachelor's degree | 6 | 5 | 11 |
| Master's degree | 5 | 4 | 9 |
| Doctoral degree | 3 | 1 | 4 |
| Training and working doctors | 9 | 2 | 11 |
| Nurses | - | 14 | 14 |
| Police | 3 | - | 3 |
| Unclassified | <u>9</u> | <u>1</u> | <u>10</u> |
| | <u>49</u> | <u>38</u> | <u>87</u> |

Methodology

A questionnaire was developed up to interview the subjects. The questions concerned their education, employment, period of the time they will be in the United States, their intention to go back or stay in the United States, and other attitudes toward their chosen vocational fields. All the questions were written in the Thai Language and the subjects were interviewed in Thai in order to control answers and avoid effects from misunderstanding English questions. The pilot project, being an independent study, was done within one semester (in fall Semester, 1972). No statistical method was used because of the lack of time.

Results

1. The number of the students who were working full-time and not attending school represented 10 or about 11.5 percent of the sample. Most of them came to the United States to attend the Y.M.C.A. College. They left that institution after taking two to three semester courses in the English Language. Some of them preferred to take more courses when they wanted to renew their visas or passports. Thus, foreign students have been able to come to the United States to work and earn money, and then return to their native country.

II. All of the subjects of this investigation came from five areas in Thailand:

| | |
|------------------|-----------------|
| Central Plains | 9.02 % |
| Northern | 25.30 % |
| North-eastern | 4.60 % |
| Southern | 16.10 % |
| Bangkok-Thonburi | <u>44.80 %</u> |
| | <u>100.00 %</u> |

The people of the Central plains and Northeast of Thailand are largely farmers. Mitani wrote in Key Factors in the development of Thailand that "... the majority of the people are farmers who have long maintained a tradition-bound, consevative way of life, with little

contact with the outside world." ¹ It is true that most of the farmers who are of middle and lower socio-economic status tend to want their children to continue their careers in farming. They let their children leave school as soon as they finish their compulsory program or when they are 15 years of age (the fixed age of children who must be in primary school to complete primary education, according to the Ministry of Education.) On the other hand, the people in the Northern and Southern portions of Thailand, especially in Bangkok-Thonburi, are almost all merchants. Most of them are of middle and higher socio-economic status. They tend to encourage their children to get a higher education to be able to earn more and have good jobs. Herbert C. Kelman and Raphael S. Ezekiel support the notion that most of the people who go to a foreign country come on some traditional circuit of travel. ² Most programs that have been studied indicate that many are students who seek new educational living experiences in a foreign and often more developed country. Others are professionals who seek further training and experience in their fields. ³

III. The length of the time Thai students stay in the United States varies from two months to longer and unspecified periods

¹ Kasumi Mitani, Economic Development Issues: Greece, Israel, Taiwan, Thailand (New York: Committee for Economic Development, 1968) p.6.

² Kelman and Ezekiel, Cross-National Encounters (San Francisco: Jossey-Bass Inc., 1970), p.7.

³ Ibid., p.8.

of time. The date obtained from the subjects indicate that students who receive scholarships (either from the Thai or American government or private funds) are obliged to go back to Thailand as soon as they finish their programs. Those who come with private financial support tend to stay as long as they can in order to work and get some money before going back to Thailand. For example, according to the Department of Immigration and Naturalization Service regulations, the doctors and nurses who come here to take their training courses and take the National Board Examination for a medical specialty can stay here for 5 years, and almost all of them have strong intentions of staying not less than 5 years. And some of them also apply for immigrant visas.

IV. The academic areas in which Thai students are working are:

| <u>Area of Education</u> | <u>No.</u> | <u>%</u> |
|--------------------------|------------|--------------|
| Foreign Languages | 17 | 19.7 |
| Vocational | 9 | 10.3 |
| Education | 13 | 14.9 |
| Sociology | 8 | 9.2 |
| History | 1 | 1.1 |
| Engineer | 1 | 1.1 |
| Doctors and Nurses | 25 | 28.6 |
| Unclassified | <u>10</u> | <u>11.5</u> |
| Total | <u>87</u> | <u>100.0</u> |

V. Three patterns appear to be followed by the students who complete educational programs:

1. Forty-five persons out of 87 or almost 52 percent indicated that they plan to return to Thailand as soon as possible and continue their work in their native land.
2. Twenty-four or 28 percent were not certain that they preferred to return to Thailand. Their reasons were: some of them were marrying Americans; some of them wish to apply for immigrant visas and do not know whether they can get them or not; some have married to Thais who are immigrants. It appears that all of them prefer to stay rather than return to Thailand. They may return to Thailand, but only after a long residence. They may return after they have earned enough money to become professionally self-employed in Thailand. They realize that they cannot fulfill their ambition immediately in Thailand. They do not expect to find suitable positions in any of the Government offices or organizations and/or in the private enterprise. They attribute this to Thailand's stress on agriculture and insufficient stress on industrial development.
3. Forty-five in fact indicated an unqualified intention to remain in the United States permanently, and return to Thailand only occasionally to visit their parents, cousins, and relations. They are convinced that in Thailand they could not locate positions in their chosen fields and/or receive a remuneration comparable to that in America, or enjoy a standard of family living comparable to that in the United States.

VI. Other vocational preferences were:

1. Thirty persons of the eighty-seven prefer to work in the Government offices. Twenty-eight desire to work in private offices and organizations, and 29 prefer self-employment. Among the reasons for these preferences are:

a. Almost all of the students who are studying with family support have their parents' businesses to return to when they finish their programs.

b. It is very difficult to find suitable Government positions; and half of the subjects expect nepotism and political influence to be important factors in the job market.

c. The amount of income from government employment continues to be low compared to that paid by private offices or self-employment.

2. Some intend to work permanently for the government despite the low pay.

3. Regardless of pay some are not pleased with the type of employment available in Thailand.

4. Others do not relish the housing conditions they expect to find in Thailand.

5. Others have been able to support themselves well in America and expect to continue to do so.

6. Some question the amount of professional freedom in Thailand. The seniority system is very strong in government employment and the general respect that the Thai people accord older persons does not always set well with the young university graduates.

7. Most of them anticipate that their self image will suffer seriously in Thailand. Some expect the seniority system to stifle their creativeness. Others expect a drop in social status. Nurses, for instance have been earning at least \$700.00 a month for one job (and \$1,400 for 2 jobs) and have many things they want and are able to enjoy their own style of living at a middle class level. But if they were to return to Thailand at a stipend of 850-1000 Baht (\$45-\$50) a month they would find themselves at a socio-economic status comparable to a lower class person.

8. Most Thai doctors, engineers, scientists, architects, etc., prefer to work in the United States. The main reason is the technological gap between Thailand and the United States. In Thailand there are not enough modern hospitals with modern equipment. The doctors who have been well trained in the United States would feel handicapped working with outdated and poor quality instruments. Almost all of them consider it useless to spend a lot of money and time studying and training as specialists and then return to old methods and old equipment. The number of the Thai doctors who are applying for immigrant visas is increasing rapidly.

The following quotations from different issues of the Bangkok Post acknowledges the attitudes among medical students:

... to encourage the students to work for the government, welfare and facilities must be provided to doctors working in the provinces. Salaries should also be increased to enable the doctors to live happily and comfortably This is especially important for those working in provincial hospitals where they can hardly gain any new medical knowledge

because of lack of modern equipment,...
doctors should be able to work in Bangkok
and the provinces in turn so that every graduate
doctor is given an opportunity to work in
modern hospitals in the capital.⁴

Medical students - because of their important
role in society - have been the hardest hit
by Government attempts to impose control over
their movements. Those who have gone abroad
for further studies have been severely criticized
for their "selfishness". But the other side
of the coin is that to gain any more technological
knowledge in the medical field, an ambitious
doctor has no choice but to spend some time
abroad. Not only facilities in the country are
lacking. The unfavorable attitudes and in-
fighting among doctors in Thailand have a lot to
do with the brain drain problem. ...The root of
the problem still remains that medical graduates
are reluctant to work in Government-run hospitals
for the simple reason that they are not given
enough assurance of a decent livelihood. The
frightening bureaucracy among the medical fields,
the infighting among high-ranking medical
officials to fulfill personal ambition and the
difficulty in trying to make their comments heard
remain as daunting as they have always been.⁵

...there were 2,000 doctors in Bangkok and
Dhornsuri and only 1,000 in the provinces, 111
doctors remained in the city because they could
set up private clinics and become rich.⁶

...A large number of nurses also want to work
abroad which left the country short of quali-
fied nurses. At present the nursing schools
cannot produce sufficient nurses to cope up
with the rising demand.⁷

4

The Bangkok Post, "Medical Students Hall Fee Abolition"
(Bangkok, Thailand: 10 December, 1969).

5

City Editor, "The Medical Brain Drain: A Crisis of Service,"
Bangkok Post (Bangkok: December 10, 1970) Vol. 24, No. 342.

6

The Bangkok Post, "Better Deal for Doctors" (Bangkok:
July 10, 1971).

7

The Bangkok Post, "Scheme to Stop Brain-Drain" (Bangkok:
March 31, 1969).

Conclusion

As a result of this pilot study three major findings emerge:

1. About 50 percent of Thai students plan to stay in the United States after they complete their education. This means that Thailand will lose many very competent, trained professionals - persons sorely needed by a developing nation.
2. The basic attitude of Thai students toward working for the Thai government is a negative one arrived at because they expect to have difficulty in obtaining suitable placement in their chosen field, and because they expect undesirable professional conditions (red tape, seniority, poor equipment, poor methods, etc.).
3. The students who study in the United States have been influenced by American education to become more self-respecting, ambitious and upward mobile persons and strike for a higher standard of living. As a result many of them will change their original career plans in order to be able to stay in America.

The principal limitation of this pilot investigation is the small number of subjects in the sample. However, the findings encourage further study. As a result another study on Thai students was prepared. The new study seeks to explore in greater detail the reason Thai students change their career plans and remain in the United States. This information should be of considerable value to the Thai government and encourage it to take steps to stop the brain drain from Thailand. Hopefully, Thailand will be able to retain all of its manpower available for development.

CHAPTER IV

ANALYSIS OF THE THAI STUDENT POPULATION IN THE UNITED STATES

Since the end of World War II students from developing countries, especially Southeast Asian countries, have been seeking education in American colleges and universities in ever-increasing numbers. There are three kinds of Thai students in American campuses: (1) undergraduates tend to be students who either have been tracked out of the college preparatory system in Thailand or have performed poorly in it; (2) graduate students who come to the United States because of the superior educational opportunities offered here in their areas of specialization; and (3) trainees or observers who come to the United States because of the unequalled technical facilities in almost every field, especially in the sciences. In each category there are students who obtain scholarships from the Thai government, or international agencies or who use private funds.

For the undergraduate students in Thailand, Dr. Raksataya, Dean of the School of Public administration at the National Research Council, reported that only about thirty percent, or roughly 8,000 of the approximately 25,000 who apply each year to take university entrance examinations are eventually accepted. For those who fail and whose families have sufficient wealth or who can secure support

from other sources, an easy solution lies in status-laden study abroad.¹ Another factor contributing to the numbers of Thai students who come to the United States is the large number of Thai university dropouts. There are high wastage rates in the universities which are evident from comparing the enrollment and graduation figures. According to Gray et al., "...some studies have found the dropouts and failures to be as high as 30-40 percent in some universities."² Most of the dropouts and failures try to find some financial resources to help them study in the United States at lesser well known institutions which are ready to accept them since entrance to prestigious universities is highly competitive.

The graduate students are those who obtain government scholarships for post-graduate study. Scholarships are generally awarded for further professional training and carry an obligation to serve the government upon return. Some of the Thai Government officials request a leave of absence and secure Thai, foreign, or international assistance for studying and training overseas. The greatest number of students obtain student or immigrant visas and finance their own education. Many of the graduate students study abroad, not only because facilities

1

Amara Raksataya, "An Open University", Education in Thailand: Some Thai Perspectives (Washington: U. S. Government Printing Office, 1973), pp.106-107

2

Audrey W. Gray et al., Education in Thailand: A Sector Study (Bangkok, Thailand; USOM, January, 1971), p.215.

for post-graduate studies in Thailand are not adequate in many fields, but also because in Thailand a high premium is placed on a foreign degree. According to Hayden, foreign degrees often command a salary that is almost twice that of those with similar qualifications from Thai universities. Degrees from Asian universities are usually considered equivalent to Thai degrees. The United States has the largest number of Thai students followed by the United Kingdom, Australia, Japan, France and India.³

The third group of Thai students arrive on exchange student visas and attend training courses or observe in their own specialized areas. This is because of the attractiveness of modern technology in the United States. Most of these students are doctors, nurses, architects, engineers, and scientists in almost every field.

In addition to those three groups mentioned above, a large number of Thai students come to work full-time and attend school part-time. They usually have no intention of serious graduate study when they arrive. They come because of the information they receive from their friends, who were or are in America, that they can work full-time, go to school part-time, and earn more money than they can earn in Thailand. Most of these students come on student's visa through

3

Howard Hayden, Higher Education and Development in Southeast Asia, Vol. 2 (Washington: Unesco and the International Association of Universities, 1967), p.155.

4

the language institutions.

Why Come to the United States?

Some of the reasons why most Thai students desire to further their studies in the United States have been mentioned in Chapter 2. The following are some reasons that influence Thai students in coming to the United States:

1. The advanced educational system of the United States and long tradition and prestige of some universities in the United States attract great numbs of Thai students.

2. They come to the United States to prepare themselves for the examination of the Thai Civil Service which is highly competitive. Foreign degrees, especially from the United States, will be preferred to Thai or Asian degrees. Holders of American degrees are given specific recognition as technical experts within the Thai Civil Service structure, and these degrees give access to opportunity and rapid promotion.

3. Students from wealthier families study in the United States because of social pressures. Great social value is attached to American degrees. According to Blanchard, "Those Thai who obtain a western education are among the leaders of their country's social

⁴
Interview with 87 Thai students in Chicago Area, Pilot project, Chicago, 1971.

⁵
T. H. Silcock (edited), Thailand: Social and Economic Studies in Development (Durham, N. C.: Duke University Press, 1967), p.86.

and political life." ⁶ Although higher education within Thailand is improving, more value is still attached to foreign training.

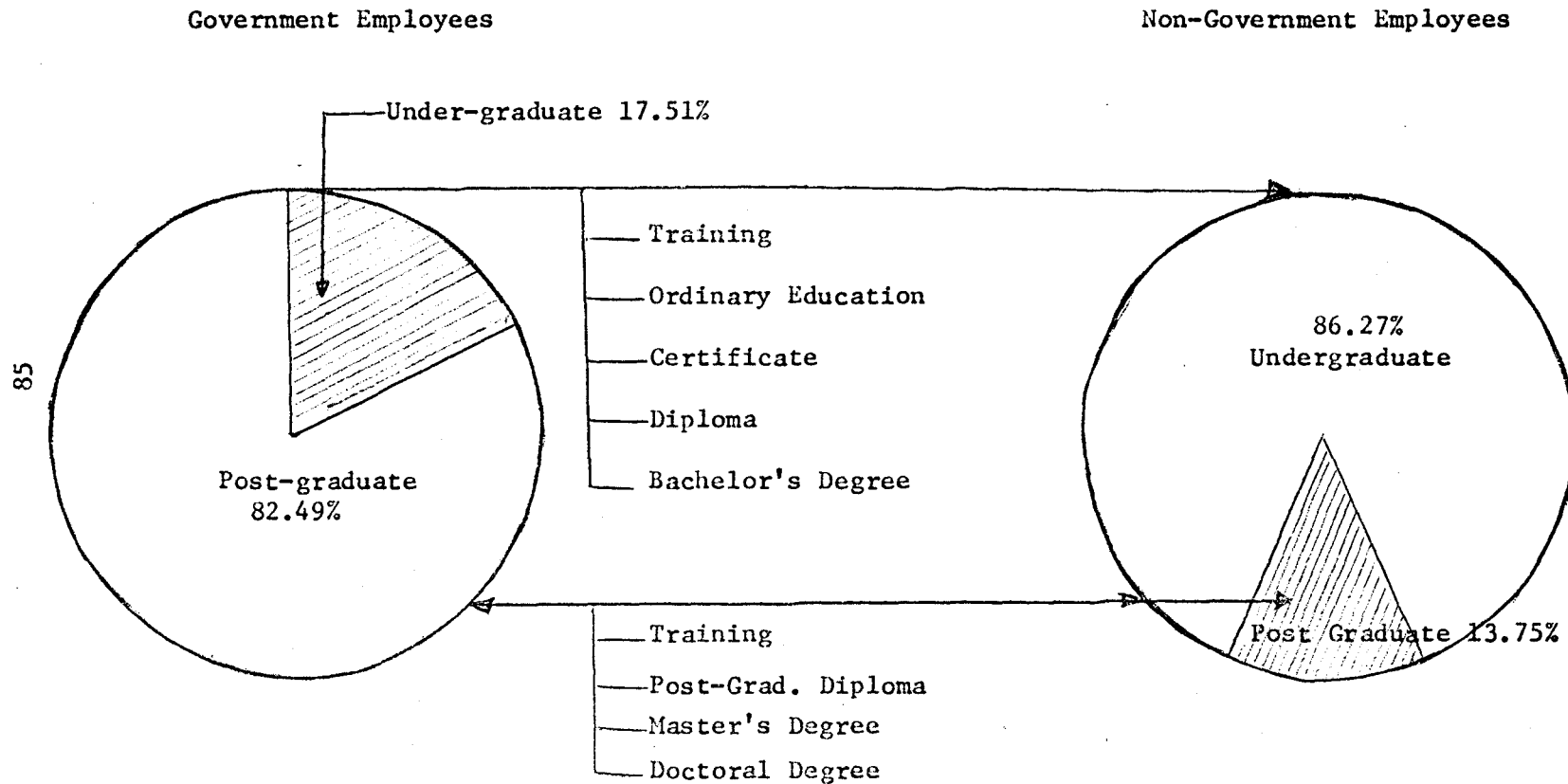
4. The difficulty of entering Thai universities, which have a limited number of seats is another factor. Those who fail to get into the universities and those who are university dropouts seek to study in the United States where large numbers of the universities are available to them. This fact is acknowledged in the latest report of the Thai Civil Service Commission which indicates that government employees studying abroad were heavily enrolled in graduate programs (82 percent) whereas the greater emphasis of non-government employees was in undergraduate study (86 percent) (See Chart I, page 85).

6

Wendell Blanchard, Thailand: its people, its society, its culture (New Haven, Connecticut: Human Relations Area Files, 1958), p.455.

CHART I

Number of Government Employees and Students Studying and Training Abroad in Comparison by Level of Education: 1968



Source: Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1968), p.130.

5. At present the Thai educational system is similar in structure and curriculum to that of the United States. Thus, there are no major problem for Thai students to continue their studies in America.

6. While they study in the United States, foreign students are able to work part-time and support themselves for both fees and living expenses. This has not been possible in Thailand.

7. Education abroad is considered a good investment and it carries the promise of higher stipends and promotions after return to Thailand. The general salary classification schedule of the government of Thailand provides that in the second highest class of employees, e.g., 1st line supervisors and Deputy District Officers, the monthly salaries should be as follows:

Thai master's Degree, or three years of U.K.
University starts at 1,400 baht (\$70.00).
Four years of foreign University or three
years of University in U.K. with honors starts
at 1,600 baht (\$80.00).
U. S. Master's Degree or French Doctorate
starts at 1,900 baht (\$95.00).
U. S. Ph.D. Degree starts at 2,200 baht (\$110.00).⁷

These higher salaries explain partly the great attractiveness of a graduate education in the United States.

7

Joint Thai - USOM Human Resources Study, Preliminary Assessment of Education and Human Resources in Thailand (Bangkok, Thailand: The Agency for International Development USOM - Thailand, 1963), p.62.

Number of Students in the United States

The factors which influence Thai students to come to America have increased rapidly the number of Thai students studying in the United States since World War II. Barry reported in his doctoral dissertation that there were 720 Thai students abroad in 1937. In 1957, the figure was 1,956. Until World War II this movement of students was directed mainly towards Europe. Since 1945, the flow towards the United States has continued to increase as shown in Tables 4 and 5, and in 1971 there were at least 12,350 Thai students in this country. The three sources differ slightly but the rapid increase is unmistakable.

TABLE 4 Thai Students in the United States from 1921-1965.¹⁰

| <u>Year</u> | <u>Total</u> |
|-------------|--------------|
| 1921-1922 | 34 |
| 1930-1931 | 27 |
| 1940-1944 | 73 |
| 1950-1951 | 234 |
| 1960-1961 | 966 |
| 1964-1965 | 1,630 |

8

Jean Barry, S. J., Thai Students in the United States, Department of Asian Studies, No. 66 (New York: Cornell University Press, 1967), p.2.

9

United Thai Post, "Voice of Thai People in the United States" (California: Hollywood, September, 1971), first anniversary issue.

10

Barry, Loc. cit..

TABLE 5 Thai Students in the United States
From 1961-1973.¹¹

| <u>Year</u> | <u>Total</u> |
|-------------|--------------|
| 1961 | 1,542 |
| 1962 | 1,773 |
| 1963 | 2,053 |
| 1964 | 2,435 |
| 1965 | 2,683 |
| 1966 | 3,120 |
| 1967 | 4,160 |
| 1968 | 6,432 |
| 1969 | 9,244 |
| 1970 | 9,455 |
| 1971 | 9,064 |
| 1972 | 10,748 |
| 1973 | 19,067 |

11

Department of Justice, Immigration & Naturalization Service,
1973 Annual Report Immigration and Naturalization Service (Washington,
D. C.: Government Printing Office, 1973), p.65.

TABLE 6 Thais who Reported Under the Alien Address Program by Selected States of Residence and Nationality During 1972.¹²

| | |
|--------------------------------|--------------|
| Total permanent residents | 8,151 |
| California | 1,772 |
| New York | 992 |
| Texas | 350 |
| Illinois | 1,070 |
| Florida | 222 |
| New Jersey | 220 |
| Massachusetts | 133 |
| Michigan | 261 |
| Pennsylvania | 242 |
| Connecticut | 55 |
| Ohio | 196 |
| All other permanent residents | 2,633 |
| Other than permanent residents | <u>7,438</u> |
| Grand Total | 15,589 |

From Table 4, we see that the earliest record we can find of Thai students in the United States is 1921, though it was a very small number compared to the present time. A significant change began in

12

Department of Justice, Immigration & Naturalization Service, 1972 Annual Report of the Commissioner of Immigration and Naturalization (Washington, D. C.: U. S. Government Printing Office, 1972), p.96.

1950-1951. If we compare the number of the students in the same year from Table 4 to Table 5, we will notice that the total number of the Thai students is not the same. This is probably caused by the difficulty of gathering accurate figures. Coffey¹³ wrote in 1971 that the actual number of Thai studying in the States is highly debatable, but official records place the number at a little over, 12,000. While the study of most of these students is sanctioned by the Civil Service Commission, some are privately supported and others are sponsored by H. M. the King and others (See Table 7, page 91). Statistics and official records even from authoritative sources in Bangkok or from the Immigration and Naturalization Service Department of the States are not always reliable. An estimate made at the University of California at Los Angeles indicates that the number of Thai students in California alone to be more than the total U. S. figure given officially.¹⁴

There are no other sources which can reliably tell the exact number of the Thai students in the United States. The most reliable figure available is from the Immigration and Naturalization Service Department in Washington, D. C.

13

Gerry Coffey "The Life-Style of Thai Students in the U.S.", The Bangkok Post, Sunday magazine, Vol. 25, No., 253 (Bangkok, Thailand: September 12, 1971).

14

Ibid..

Status

| Total | Thai Gov't Scholarship | | Gov't Employees | | Gov't Employees on Leave | | Students By Private Funds | | King's Scholarship | | Country | | |
|-------|------------------------|------|-----------------|----|--------------------------|----|---------------------------|-----|--------------------|-----|---------|----|---------------------------------|
| | M | F | M | F | M | F | M | F | M | F | | | |
| 4186 | 2988 | 1198 | 62 | 32 | 184 | 14 | 1072 | 450 | 1661 | 692 | 9 | 10 | Total |
| 1990 | 1462 | 528 | 33 | 17 | 176 | 14 | 668 | 266 | 577 | 223 | 8 | 8 | U.S.A. |
| 61 | 36 | 25 | 1 | - | - | - | 35 | 24 | - | 1 | - | - | Canada |
| 608 | 366 | 242 | 23 | 14 | 4 | - | 59 | 36 | 279 | 190 | 1 | 2 | England |
| 74 | 32 | 42 | 3 | 1 | 2 | - | 16 | 24 | 11 | 17 | - | - | France |
| 13 | 8 | 5 | - | - | - | - | 1 | - | 7 | 5 | - | - | Switzerland |
| 225 | 192 | 33 | 1 | - | 2 | - | 44 | 22 | 145 | 11 | - | - | The Federal Republic of Germany |
| 79 | 58 | 21 | - | - | - | - | 52 | 16 | 6 | 5 | - | - | Other Countries in Europe |
| 114 | 99 | 15 | - | - | - | - | 21 | 4 | 78 | 11 | - | - | Japan |
| 591 | 442 | 149 | - | - | - | - | 102 | 26 | 340 | 123 | - | - | Republic of the Philippines |
| 247 | 173 | 74 | - | - | - | - | 36 | 11 | 137 | 63 | - | - | India |
| 73 | 51 | 22 | - | - | - | - | 19 | 9 | 32 | 13 | - | - | Other Countries in Asia |
| 85 | 53 | 32 | 1 | - | - | - | 16 | 10 | 36 | 22 | - | - | Australia |
| 26 | 16 | 10 | - | - | - | - | 3 | 2 | 13 | 8 | - | - | New Zealand |

SOURCE: Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Commission Press, 1968), p.142.

According to the United States Immigration Laws, there are three major types of visas that Thai students obtain in emigrating to the United States:

1. Non-immigrant Visa:

a. Student Visa (F₁): The student who seeks to enter the United States temporarily and solely to pursue a full course of study at an established institution of learning or other recognized place of study in the United States, particularly designated by him and approved by the Attorney General after consultation with the Office of Education of the United States receives the student visa, as do the alien spouse and minor children of any such student if accompanying him or following to join him.

b. Exchange Student Visa (J₁): A bona fide student, scholar trainee, teacher, professor, research assistant, specialist, or leader in a field or specialized knowledge or skill who seeks to enter the United States temporarily as a participant in a program designated by the Secretary of State, and his alien spouse and minor children if accompanying him or following to join him.

2. Immigrant Visa:

- a. The unmarried sons or daughters of citizens of the United States.
- b. The spouses and unmarried sons of daughters of permanent resident aliens.
- c. Members of the professions.
- d. The married sons or daughters of citizens of the United States.
- e. The brothers or sisters of citizens of the United States.

3. Tourist Visa (B₁): An alien having a residence in a foreign country which he has no intention of abandoning who is visiting the United States temporarily for business or pleasure.

Thai students who come to the United States under Tourist Visas are those who could not get the I₂₀ Form from any other institution in America while they were in Thailand. They take the chance of coming to the United States as tourists, and then apply to enroll in any institution in which a I₂₀ Form is available for them. They then, for example, change their visas from B₁ to F₁; most Thai students who come to Illinois will go to Northwestern Business College or some institution in downtown

Chicago where I₂₀ forms are available to them.

It is worth noting that since 1963-1973 16,839 out of 95,501 Thais have been on Immigrant Visas. In other words about 20 percent or one-fifth of them are immigrants and 4,335 had become naturalized.¹⁷

TABLE 8 Number of Thai Students and Thai-Borns Studying, Training, or Working in The United States. (1963-1973)¹⁸

| <u>Year</u> | <u>Immigrants</u> | <u>Non-Immigrants</u> | <u>Tourists</u> |
|-------------|-------------------|-----------------------|-----------------|
| 1963 | 137 | 2,053 | 416 |
| 1964 | 170 | 2,435 | 583 |
| 1965 | 214 | 2,685 | 595 |
| 1966 | 230 | 3,120 | 946 |
| 1967 | 409 | 4,160 | 1,163 |
| 1968 | 645 | 6,432 | 1,803 |
| 1969 | 1,250 | 9,244 | 2,258 |
| 1970 | 1,826 | 9,455 | 2,537 |
| 1971 | 2,915 | 9,064 | 2,852 |
| 1972 | 4,210 | 10,748 | 3,170 |
| 1973 | <u>4,941</u> | <u>19,266</u> | <u>3,359</u> |
| | <u>16,839</u> | <u>78,662</u> | <u>19,682</u> |

16

Interview with 87 Thai students, Pilot project, Chicago, Illinois: January 5, 1972.

17

United States Department of Justice, Immigration and Naturalization Service, 1973 Annual Report Immigration and Naturalization Service (Washington D.C.: U. S. Government Printing Office, 1973), pp.28-56.

18

Ibid., pp.54-56.

According to the 1973 Annual Report of the Immigration and Naturalization Service, 1,008 Thai born have been naturalized between 1963 and 1973. From 1971-1973, 597 persons were naturalized and were in the following occupational categories.

1971-1973

- 54 persons - professional, technical, kindred workers.
 - 24 persons - managers, officials and proprietors.
 - 31 persons - clerical and kindred workers.
 - 5 persons - sales workers.
 - 10 persons - craftsmen, foremen, and kindred workers.
 - 5 persons - operatives and kindred workers.
 - 29 persons - private household workers.
 - 15 persons - service workers, except private household.
 - 6 persons - laborers, except farm and mine.
 - 368 persons - housewife, children and others with an occupation or occupation not reported.
- 597

From the facts and figures presented above we can see that Thailand is losing valuable trained manpower. Fifty four professionals and technicians may seem a small number in the United States trained persons and a tremendous need for their services is serious.

trained persons and a tremendous need for their services is serious. They are the ones whom Thai people need to develop their country. The loss is not fair to the people who, through tax payments, have supported their education both at home and abroad.

Fields of Study

According to the Civil Service Commission, there are thirteen fields of study in which Thai students are enrolled in the American colleges and universities:²⁰

1. Engineering
2. Natural Science
3. Medical Service
4. Social Science
5. Humanities
6. Agriculture
7. Fine Arts
8. Law
9. Education
10. Military and Police Sciences
11. Unknown

20

Civil Service Commission, Statistical Report of the Number of Thai Students Studying Abroad (Bangkok, Thailand: Civil Service Printing Office, 1968), p.113.

12. Vocational and Profession

13. Ordinary Education

The chief fields of study for the Thai in America in 1965 were medicine, social sciences, education and agriculture were at the bottom of the list. In 1967, 11 percent of the Thai students were securing degrees in engineering and 8 percent in agriculture. Many students expected to teach or become civil servants after graduation. Twenty seven percent were working for a B.A. degree, 40²¹ on M.A., 11 on Ph.D., and 23 percent in other programs. In other words, approximately half were graduate students, and this was higher than the proportion at the graduate level for the whole population of foreign students in the United States in 1965 which was only 42 percent.

Socio-economic Background

Before dealing with the socio-economic background of Thai students in the United States, it is probably necessary to present some information on Thailand in order to understand the larger problems and issues.

Thailand is one of the developing countries in Southeast Asia with 35 million people and a per capita income of \$180.00²² Thailand

21

Barry, op. cit., p.26.

22

Office of the Prime Minister, Statistical Yearbook, 1968 (Bangkok, Thailand: Government Printing Office, 1968).

is the only country in Southeast Asia which has never been colonized. Skilled politics and diplomacy in past centuries have enabled it to maintain itself independently of the British in Burma and Malaya and of the French in Indochina. Thailand today is more or less a constitutional monarchy and has been ruled by a long line of rather capable kings. By Asian standards, Thailand is a rich country, not densely inhabited, and able to support its population. Thailand's is basically an agrarian society. Over 84 percent of the labor force is engaged in agriculture, and there is only one major city, Bangkok, which has a population of approximately 2,000,000. This population figure also includes the twin city of Thonburi. There are a few large cities in Thailand which are provincial capitals but over 80 percent of the people live in small villages. The importance of rural Thailand is also seen in the fact that four-fifths of all students are in the elementary grades, and 80 percent of these are in village schools..

23

The heavily rural orientation of education is one of the stumbling blocks in the nation's development. According to Kraft:

For peasants, farming was training in habit, and virtue was the deciding factor in the quality and quantity of one's crops. The learning gained at the Buddhist temple was the means to gain this virtue, but few could be spared from the fields to gain much of this religious knowledge...

24

23

Herbert P. Phillips, Thai Peasant Personality (Berkeley: University of California Press, 1965), p.79.

24

Richard J. Kraft, Student Background and University Admission (Michigan: Michigan State University Press, 1968), p.17.

The average Thai peasant has a fourth grade education or less. Peasants feel that it is enough for them to know how to read and write Thai, add, subtract, multiply, divide, understand basic elements of Buddhism, and a few facts about neighboring countries. Most of what is learned is forgotten after leaving school. Those in the rural areas who need advanced education face other obstacles besides the exodus of the educated to the cities. There are inadequate school facilities, a penalty of suitable equipment and instructional materials and many poorly trained teachers. The urban student has a twenty-five times greater chance of getting to the university than does a student from a rural environment. The students from Bangkok-Thonburi have a six times better chance of getting into the university than students from the Central Plains or South; a twelve times better chance than students from the North, and a twenty-four times better chance than a student from the Northeast. This is due in part to economic factors such as the cost of education, but also to the attitudes of the rural population towards modern education, which results in impoverished education. And the factors behind the low quality of elementary and secondary education make it difficult for the student from the rural areas to pass the entrance examinations to the universities. Guskin,

25

Ibid., pp.18-19.

in his study on Changing Values of Thai College Students, has noted that:

Entrance to the University is based on the ability to pass an examination which includes many different areas of study. Bangkok students are generally much better prepared for the examination because the secondary schools in the capital are usually better equipped and have more highly qualified teachers than those in provincial areas. Added to this are the all important factors of educational stimulation for students in terms of newspapers, reading material in general, radio and television media, and the general stimulation that comes with living in a larger city."²⁶

Kirsch's writing has supported Guskin's ideas in that, "one of the most frequent complaints of the young school teachers of the Northeast with whom I ran into contact was that the quality of education in their area is so low that they cannot hope to compete for such scholarships (scholarships to study in Bangkok, or better, abroad) with people educated in the central region."²⁷

The socio-economic status of the Thai students, thus, is one of the most important factors which determine whether the students to continue their education either in Thailand or abroad. A substantial amount of the money is needed for a student to finish his college or university program in Thailand, and even more in the United States.

26

Alan E. Guskin, Changing Values of Thai College Students: A Research Report (Bangkok, Thailand: Chulalongkorn University, 1964)p.11.

27

A. Thomas Kirsch, "Development and Mobility among the Phy-Thai of Northeast Thailand:", Asian Survey, Vol. 6, No. 7, July 1966, p.374.

For those Thai students who leave to study in American colleges or universities, three types of financial support have been cited. In greater detail they are:

1. Thai Government Scholarships and King Scholarships.
2. Foreign Scholarships: A.I.D., Fulbright Foundation, East-West Center, Ford Foundation, Rockefeller Foundation, American Government Scholarships, American University Scholarships and others.
3. Private Funds: family support or student's funds, private company scholarships or others.

According to the Statistical Report of the Thai Civil Service Commission, 65.29% of the Government employees who studied and trained abroad in 1968 were supported by foreign scholarships, 23.20% by private funds and the rest by Thai Government Scholarships. In spite of prohibitive costs and the added travel expenses, Barry found that 60 percent of his sample reported they depended on family or personal money. The remaining 40 percent were supported by scholarships from various sources.

Most of the students who are supported by the Thai Government or foreign scholarships are graduate students (see chart on page 89). They are those who come to study full-time. Almost all of them finish their programs within the period of time which is required

28

Civil Service Commission, op. cit., p.108.

29

Barry, op. cit., p.32.

and then return home. These students have an obligation to return to work for their government for a period twice the number of months spent abroad. Those who come under private funds or who support themselves may go back home or stay in the United States as long as they wish. From the Annual report of the Department of Justice, Immigration and Naturalization Service in 1972 there are 15,589 Thais in America.³⁰ The majority of this number are students "Over 60 percent of Thai students in the United States finance their own education abroad, they must necessarily come from the most wealthy parts of the country, e.g., Bangkok and Central Plains."³¹

As indicated in the foregoing there are those who come to the United States for a training program - doctors, nurses, and scientists. These work in their training program for a lengthy period. After that some of them return home but many have remained as immigrants.

In 1967-1968, the National Education Council studied the background of 368 first year students in the faculty of science within 4 universities in Bangkok. The following table will specify the nature of the sample of this research, and we assume that Thai students in America have the similar characteristics:

30

Department of Justice, Immigration and Naturalization Service, op. cit., p.96.

31

Barry, op. cit., p.22.

TABLE 9 Student Background

| <u>Variable</u> | <u>Number in Each Category</u> | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|------------|
| 1. Sex | Male - 198, Female - 170 | |
| 2. Age | <u>Age</u> | <u>No.</u> |
| | 15 | 0 |
| | 16 | 9 |
| | 17 | 56 |
| | 18 | 142 |
| | 19 | 97 |
| | 20 | 46 |
| | 21 | 7 |
| | 22 | 7 |
| | 23 and over | 4 |
| 3. Race | Thai - 274, Chinese - 94 | |
| 4. Rural-urban | Bangkok - 121, Thonburi - 32, Chiengmai - 21 Rest of Country - 194. | |
| 5. Parent's occupation | Proprietor or Self Employed - 233, Government Official - 74 Employee - 14, Agriculturalist - 27, Other - 20. | |
| 6. Type of Secondary school | Private - 189, Public - 178, Vocational - 1. | |
| 7. Attended Coaching school | Yes - 225, No - 143. | |
| 8. Choice of faculty | <u>Faculty</u> | <u>No.</u> |
| | 1 | 32 |
| | 2 | 85 |
| | 3 | 73 |
| | 4 | 106 |
| | 5 | 58 |
| | 6 | 14 |

9. Science faculty in
which students enrolled

| | |
|-----------------------|------------|
| Chulalongkorn Day | 137 |
| Chulalongkorn Evening | 79 |
| Kasetsart | 49 |
| Chiengmai | <u>103</u> |
| | 368 |

From the above table, it should be noted that there are almost equal number of male and female students. This is because the status of women in Thai society has always been fairly high because of the lack of discrimination in education. Guskin's findings show that 75 percent of the women interviewed were employed either full or part-time. Due to rapid social change it is now more socially acceptable for a woman to work. From the same study, in a survey of university students, 70 percent of the men and 85.9 percent of the women felt that a woman should have a career. Moreover, the result of the NEC study indicated that women performed at a significantly higher level on the MS 5 (Grade twelve) examination and in the Universities, with their highest performance coming in Thai, English, biology and social science. Kraft states, "As is true in other studies comparing the sexes, Thai women performed at their highest levels in verbally oriented subjects. The men generally out performed the women on the JHEEE (Joint Higher Education Entrance Examination,..."

33

Guskin, op. cit., p.50.

34

Ibid.

35

Kraft, op. cit., p.11.

The average age of the first year students in Thai universities is between 18 and 19. There are 274 Thai students and 94 Chinese. In other words, the percentage of Chinese in the entering class was 30.1 percent while they make up only 8-11 percent of the population at large. Many second and third generation Chinese do not wish to be identified as such, and due to the large amount of intermarriage between the Thai and the Chinese the actual percentage of Chinese or students with some Chinese ancestry is no doubt much larger than 30.1 percent who claim such a racial identity. The more popular faculties for Chinese students are engineering, commercial, accounting, and medicine. ³⁶ If the Thai students in the United States are similar to the students in science and medical faculties we may expect large numbers of the Thai students in the United States to be of Chinese ancestry.

The NEC also investigated the parental occupations of the parents. Two hundred and thirty-three of the 368 students listed their parents proprietors or self-employed. We can almost assume that many of these are Chinese since most of the self-employed occupations in Thailand are in the hands of the Chinese. The rest were distributed as follows: 74 government official, 14 employees, 27 agriculturists, and 20 ³⁷ other.

36

Ibid., p.15.

37

Kraft, loc. cit.

Guskin's study, in, 1964, indicated that there are not many students from poor homes in the Thai Universities. The following figures show that most of the university students are from wealthier families.

TABLE 10 Monthly Income of Parents of University Students in Baht.³⁹

| | <u>Male</u> | <u>Female</u> |
|---------------|-------------|---------------|
| 500 or less | 6.2 | 5.1 |
| 500 - 1,000 | 12.9 | 7.8 |
| 1,000 - 2,000 | 22.4 | 14.5 |
| 2,000 - 3,000 | 18.6 | 23.7 |
| 3,000 - 5,000 | 12.9 | 19.0 |
| 5,000 or more | 6.4 | 16.7 |
| Unknown | 20.5 | 13.1 |

Guskin also reported that 80 percent of the Thai population earn 500 baht or less each month (approximately \$25), but only 5 to 6 percent of the university students are from this parental income level and only about 20 percent of students in teacher training institutions are from lowest income group even though the students from these institutions are more often from poorer homes.⁴⁰ This is due to the fact that poor parents will send only the eldest boy on for schooling if they can afford to send only one child. Girls and younger children typically remain at home and help in farm labor. Many boys from wealthy homes

38

Guskin, op. cit., p.16.

39

Guskin, loc. cit..

40

Guskin, loc. cit..

are sent overseas or to military training schools. Barry reported in 1967 that a high number of these boys and girls are under 20. These students are usually the children of Government officials stationed in America, and the children of wealthy families.⁴¹

However, from these studies, which were done at least six years ago, we cannot conclude that most of the students who come to the United States to seek higher education come from wealthy families. The social structure is rapidly changing in Thailand. The excellent diplomatic relations with the U. S. also makes it possible for students from poorer families to come to the United States to work and save for school expenses.⁴² Scholarship sources have increased too.

For the students who attended Thai universities, the educational level of the parents is often a significant factor in the motivation, desire, and ability of the student to obtain a higher education. The students in the universities came from families whose parents' education is much higher than those of the students who did not attend the universities as is evidenced in the following table:

41

Barry, op. cit., p.22.

42

Interviewed with 87 Thai students in Chicago area, Pilot project, Chicago, Illinois, January 5, 1972.

TABLE 11 Educational Level of Parents of University Students⁴³

| <u>Educational Level</u> | <u>(Grade 4) Pratom 4 or less</u> | <u>(Grade 8-10) MS1-3</u> | <u>(Grade 11-12) MS4-5 or Higher</u> | <u>No Answer</u> |
|--------------------------|-------------------------------------------|-----------------------------------|----------------------------------------------|------------------|
| Of Father | | | | |
| Male Students | 25.3 | 20.5 | 28.2 | 26.0 |
| Female students | 10.4 | 25.1 | 43.9 | 20.6 |
| Of Mother | | | | |
| Male students | 53.7 | 14.6 | 10.7 | 21.0 |
| Female students | 41.0 | 30.4 | 13.5 | 15.1 |

Similar factors probably influence Thai students in the United States.

Origin of Thai Students in Thailand

Since most of the university students who have passed the school leaving examination are the students who live in the Central part of Thailand, we might expect the same to be true of those graduate and undergraduate who come to the United States. The study done by Barry, reported that 52.7% of his population came from Bangkok, 21.9 from Flaines or provinces surrounding Bangkok, 8.4% from the North, 8.1% from Northeast and 8.9% from the Southern part of Thailand. (See Table 12).

43

Guskin, op. cit., pp.12-13.

TABLE 12 Distribution of the Population of Barry's Study with the 1960 Census by Region.⁴⁴

| <u>Region</u> | <u>Population of Thailand</u> | <u>Barry's Study</u> |
|---------------|-------------------------------|----------------------|
| Bangkok | 8.2 % | 52.7 % |
| Plains | 23.5 % | 21.9 % |
| North | 21.7 % | 8.4 % |
| Northeast | 34.2 % | 8.1 % |
| South | 12.4 % | 8.9 % |

Another study by the NEC supported Barry's finding that Bangkok-Thornburi students are represented in Universities far beyond their proportions.⁴⁵

These studies reveal the great selectivity associated with the Thai system of education. We may wonder whether the social changes occurring in Thailand in the late sixties and seventies brought about by the progressed social enlightenment of the government and by contributions of foreign nations particularly the U. S. toward accelerated development are having any effects on the characteristics, attitudes and career plans of recently arriving students. We shall present next a study of Thai students in Illinois to investigate whether changes are taking place.

44

Barry, op. cit., p.23.

45

Kraft, op. cit., p.8.

CHAPTER V

THAI STUDENT POPULATION IN ILLINOIS:

A CASE STUDY

Methodology and Instruments

This study was undertaken to discover what happens to the career plans and general attitudes held by Thai students in the United States as a result of the education they receive in American colleges and universities. In order to identify and survey changes in career plans and attitudes, a questionnaire was constructed from the series of questions used in intensive personal interviews in a pilot study made in the Fall of 1972.¹ The pilot study group included eighty-seven Thai students who were available for interviews during the period from October 18, 1971 to December 18, 1971. On the basis of the pilot study results, the questionnaire for the major study was developed.

This case study began with the selection of the names of Thai students from a current directory of the Thai Association in Chicago. Letters to foreign student advisors of colleges and universities in Illinois were sent out asking permission to distribute the questionnaire through them. Most of the advisors sent the names of Thai students and their institutions in order that the investigator might contact them

¹

The pilot study was conducted by the author in the Fall of 1971.

directly. Some of the advisors distributed the questionnaire to the students through their departments. The rest allowed the investigator to hand out the questionnaire personally during class breaks and then collected the data and returned it to her a week later. Questionnaire distribution to the students began on February 25, 1973. The data were collected from that date until May 1, 1973 which was the due date decided upon.

The questions in the questionnaire concerned the following: students' expectations before coming to the United States and the discrepancies they encountered; academic, financial, emotional and cultural problems; attitudes toward working and staying in Thailand and in America; personal data and personality traits. The questionnaire also contained some "open-ended" questions designed to obtain more details and qualitative information about some new areas which were considered sources of useful information for the interpretation of material collected. (See Appendix.)

The questionnaires were distributed to 788 Thai students in Illinois. Forty-seven percent of them, 371 were returned to the investigator. It was decided to code and analyse 314 cases (40 percent of the hand-outs) after elimination of incomplete data. The returned questionnaires were tabulated for verbatim extraction and categorization of subject matter and numerically coded; finally the data was transferred to punch cards for quantitative analysis. Numerous cross-tabulations were made on the basis of which seventy-nine variables were selected according to their bearing on the theoretical and practical

aims of the study. It was decided to use descriptive statistics, two-way contingency table and one-way analysis of variance for analyzing and interpreting the data collected.

GENERAL FINDINGS

Type of Students, Sex and Marital Status

Data were collected on 314 persons, two hundred twenty-six of them were non-medical students; 62 were nurses and 26 were doctors who were in training programs. In other words, about 72 percent were non-medical students in various areas and 28 percent were doctors and nurses who came to the United States to participate in training programs.

TABLE 13 Type of Thai Students in Illinois By Sex and Marital Status (in percent).

| Type of students | Male | | | | Female | | | | Total | |
|----------------------|--------|-------|---------|-------|--------|-------|---------|-------|-------|-----|
| | Single | | Married | | Single | | Married | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Non-medical students | 79 | 25.16 | 57 | 18.15 | 74 | 24.57 | 17 | 5.41 | 226 | 72 |
| Nurses | - | - | - | - | 38 | 12.10 | 24 | 8.64 | 62 | 20 |
| Doctors | 7 | 2.23 | 14 | 5.46 | 1 | 0.32 | 4 | 1.27 | 26 | 8 |
| Total | 86 | 27.29 | 71 | 23.07 | 112 | 36.99 | 45 | 14.32 | 314 | 100 |

Half of the students are male and 63 percent are single. This indicates that the number of Thai students in America of both sexes is equal. That the status of women in Thai society is fairly high as shown by this finding. The population of Barry's study of Thai students in

the United States had twice as many male as female students.

Kraft points out an interesting finding on this point:

Due to the rapid social change there is a growing conflict and confusion in the area of relationship between sexes Several factors, in addition to education, have contributed to the new role of women in Thailand society: the worldwide, improved status of women, improved world communication, Western cultural patterns, a romantic love ideal, expanding employment opportunities, and the breakdown of rigid status groups.³

Mosel's writing about the role of Thai women states that they have found themselves to be the main bearers of acculturative changes in the social change,⁴ and so the number of female Thai students in America increases as rapidly as the male.

Seventy percent of the female who come to the United States are single. Only thirty percent of the female sample are married as compared with fifty percent of the males. This may be because married women have first priority responsibilities to their families. It has been the writer's experience, during here three years in the United States, that most of the married Thai female students become married after they have been in America for a period of time.

According to Barry, "Men and women differ on most of the questions in the areas of occupational values and attitudes on courtship and family

2

Jean Barry, S. J., Thai Students in the United States: A Study in Attitude Change (New York: Cornell University Press, 1967), p.24.

3

Richard J. Kraft, Student Background and University Admission (Michigan: Michigan State University Press, 1965), p.9.

4

James N. Mosel, Thai Administrative Behavior (Bloomington, Indiana: Indiana University Press, 1957), p.330.

life, while sex differences hardly exist in the realms of religion and education."⁵

Region of Origin

Even though the group of respondents in this study is not representative of the whole population of Thai students in the United States, it reflects very well the original regions of Thailand from which they came.

TABLE 14 Distributions of Region of Origin of Thai Students in Illinois by Type of Students.

| Region of Origin | Non-Medical Students | | Nurses | | Doctors | | Total | |
|----------------------|----------------------|-------|--------|-------|---------|------|-------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| Central Plains | 73 | 23.25 | 23 | 7.32 | 10 | 3.18 | 106 | 33.76 |
| North | 22 | 7.01 | 10 | 3.18 | 1 | 0.32 | 33 | 10.51 |
| Northeast | 20 | 6.40 | 8 | 2.55 | 3 | 0.96 | 31 | 9.87 |
| South | 33 | 10.51 | 13 | 4.14 | 2 | 0.64 | 48 | 15.29 |
| Bangkok- Thonburi | 78 | 24.84 | 8 | 3.55 | 10 | 3.18 | 96 | 30.57 |
| Total | 226 | 71.97 | 62 | 19.75 | 26 | 8.28 | 314 | 100 |

5

Barry, op. cit., p.42.

Table 14 shows the areas of Thailand from which Thai students come. About thirty-three percent of the Thai students come from the Central Plains of Thailand and thirty percent have their origins in Bangkok-Thonburi, the twin cities of the Central region; thus sixty-four percent of the sample comes from the Central part of Thailand, its most wealthy part.

Table 15 represents the distribution by region of the subjects in the samples of Guskin's study (1964),⁶ Barry's study (1967),⁷ and of the Thai students who took part in this study.

TABLE 15 Compared distributions of the population of the present study with the Guskin's and Barry's sampling by region of origin.

| Region of Origin | Present Study | Guskin's Study | Barry's Study |
|------------------|---------------|----------------|---------------|
| Central Plains | 33.76 | 27.10 | 21.90 |
| North | 10.51 | 18.70 | 8.40 |
| Northeast | 9.87 | 18.70 | 8.10 |
| South | 15.29 | 19.20 | 8.90 |
| Bangkok-Thonburi | 30.57 | 16.40 | 52.70 |

6

Alan E. Guskin, Changing Values of Thai College Students (Bangkok: Chulalongkorn University, 1964), p.10.

7Barry, op. cit., p.11

A comparison of these sets of data indicates that two-thirds of the Thai students who were in the United States in 1964 until 1972 came from the wealthiest part of Thailand. Guskin points out that the majority of the Thai students come from the capital because:

Bangkok students are generally much better prepared for the examination because the secondary schools in the capital are usually better equipped and have more highly qualified teachers than those in the provincial areas. Added to this are the all important factors of educational stimulation for students in terms of newspapers, reading materials in general, radio and television media, and the general stimulation that comes with living in a large city.⁸

Students from outside of the Central Plains, especially outside of Bangkok, have a much smaller chance of gaining access to a university or going abroad. Kraft's writing clearly supports this fact:

... the students from Bangkok had a six times better chance of getting into the university than students from Central Plains or South; a twelve times better chance than students from the North, and a twenty-four times better chance than a student from the Northeast.

Moreover, rural attitudes toward education are extremely important factors affecting educational attainment among Thai peasants. Real knowledge for them, according to Hollinshead,

8

Guskin, op. cit., p.11.

9

Kraft, op. cit., p.19.

was assumed to be both substantial and practical, like a tool which copes with one of the life's difficulties. Without this knowledge or the aid of a practitioner, one was as helpless as a person required to drive a nail without a hammer parents trained children in desirable habits, and an individual might profit by experience, but these were not education. Education dealt with important knowledge which was discovered only by heroes or saints not by ordinary mortals. Such knowledge had to be obtained from one who had received it through the chain of teachers leading back to the original hero or saint. This kind of knowledge alone was education."¹⁰

Therefore, the average Thai peasant in the rural area has a fourth grade education, which is just enough for him to be able to read, write, and to understand the basic mathematics which he needs in daily life. The lack of availability of educational opportunity is probably similar to the lack in rural America.

In the United States one of the most important factors influencing a young person's decision to go to college is geography. Hollinshead notes that "educational opportunities in rural and sparsely populated areas are inferior to those in urban areas, ..."¹¹ He also presented a telling figure to support his theory that large differences in college attendance existed between Utah and South Carolina. The number of students from 15 to 24 years of age, inclusive, whose residence was in

10

Byron S. Hollinshead, Who Should Go to College (New York: Columbia University Press, 1952), p.34.

11

Ibid., p.35.

Utah and who attended institutions of higher education was 18.5 percent of the total number of youths in that state. The equivalent proportion in South Carolina was only 5.8 percent.¹²

Type of Visa Status

According to the United States Immigration Laws, foreign students can enter the country on four types of visas: Student visa (F₁); Exchange Visitor visa (J₁); Immigrant visa; and Tourist visa.¹³

TABLE 16 Type of Visa Status of 314 Thai Students in Illinois.

| | F ₁ | | J ₁ | | Immigrant | | Tourist | | Total |
|----------------------|----------------|-------|----------------|-------|-----------|-------|---------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | |
| Non-medical Students | 183 | 58.28 | 30 | 9.55 | 22 | 7.01 | 1 | 0.32 | 226 |
| Nurses | - | - | - | - | 60 | 19.10 | 2 | 0.64 | 62 |
| Doctors | - | - | 18 | 5.73 | 8 | 2.55 | - | - | 26 |
| Total | 183 | 58.28 | 48 | 15.28 | 90 | 28.66 | 3 | 0.96 | 314 |

As is shown in the above table, fifty-eight percent of the sample came on student visas, fifteen percent on exchange visas, about twenty-nine percent on Immigrant visas and the rest on tourist visas. Many

12

L. M. Hanks, Jr., "Indifference of Modern Education in Thai Farming Community." Quoted from Education in Thailand: Student Background and University Admission by Richard J. Kraft (Michigan: Michigan State University, 1968), p.17.

13

United States Department of Justice, Immigration and Naturalization Service, United States Immigration Laws (Washington, D. C.: U. S. Government Printing Office, February, 1972), pp.3-10.

students who originally had immigrant visas later had their visa status altered to enable them to work in the United States. Eighteen students and five doctors indicated that original entry to the United States was based on a tourist visa or an exchange visa which was subsequently changed to a student visa or an immigrant visa, respectively. Twenty-seven students and eight doctors report that they are in the process of changing their visa status to that of immigrant. All of the nurses are on immigrant visas because they are prepared to work in hospitals while taking training programs or working for higher degrees in nursing. This is done because finding a nursing job is very easy and the salary is good as well.

Age of the Students

The sample represented a fairly wide age range -- 17 to 25 -- the mean age being 24.3 and the mode 20.0. Three groups appear as follows: 226 students in the 17-39 age range; 62 nurses in 24-52 age range; and 26 doctors in the 25-44 age range.

TALBE 17 Age distribution of Thai students in the United States by type of students

| | Less than 20 | | 20-30 | | 30-40 | | 40 and up | | Total |
|----------------------|--------------|------|-------|-------|-------|-------|-----------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | |
| Non-medical Students | 9 | 2.87 | 147 | 46.82 | 63 | 20.60 | 7 | 2.23 | 226 |
| Nurses | - | - | 23 | 7.32 | 27 | 8.60 | 12 | 3.82 | 62 |
| Doctors | - | - | 10 | 3.18 | 14 | 4.78 | 1 | 0.32 | 26 |
| Total | 9 | 2.87 | 180 | 51.32 | 105 | 33.44 | 20 | 6.37 | 314 |

This agrees with Barry's finding of 1965: approximately 65 percent of Thai students are over 25 years of age because many are either graduate or post graduate students. The number of male and female who are under 20 are probably the children of government officials stationed in the United States and the children of wealthy families.¹⁴

According to the Institution of International Education, the age of a student is generally assumed to be an important factor in his adjustment to his new environment. In 1951-1953 forty-two percent of the foreign students in the United States were between twenty and twenty-five.¹⁵ Thirty-three percent were over twenty six. The result of the present study is similar to the above finding, for the mean age is 24.3 which is the normal age for graduate students.

Highest Level of Education from Thailand

The distribution shown in the following table indicates that the majority of Thai students came in the United States with a bachelor's degree in order to earn a master's or doctoral degree. This fact is supported by Barry's finding that most of his sample were working for the graduate or postgraduate degree.¹⁶

14

Barry, op. cit., p.25.

15

Institution of International Education, Education for One World, 1952-1953 (New York: The Institute of International Education, 1952), p.11.

16

Barry, loc. cit..

TABLE 18 Distribution of Level of Educational Attainment
in Thailand of 314 Thai Students in the State of
Illinois State by Type of Students

| Highest level of education | Non-medical Students | | Nurses | | Doctors | | Total | |
|----------------------------------|-------------------------|-------|--------|-------|---------|------|-------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| Primary School | 2 | 0.64 | - | - | - | - | 2 | 0.64 |
| Secondary School | 16 | 5.09 | - | - | - | - | 16 | 5.09 |
| High School | 65 | 20.70 | 1 | 0.32 | - | - | 66 | 21.02 |
| Vocational Cert. | 20 | 6.40 | 39 | 12.42 | - | - | 59 | 18.82 |
| Associate Degree | 8 | 2.55 | 13 | 4.14 | - | - | 21 | 6.69 |
| Bachelor Degree | 96 | 30.57 | 9 | 2.87 | 28 | 8.28 | 131 | 41.72 |
| Master Degree | 13 | 4.14 | - | - | - | - | 13 | 4.14 |
| Others | 6 | 1.91 | - | - | - | - | 6 | 1.91 |

Twenty-one percent of all cases finished high school only, eighteen percent had attended vocational training school, five percent attended secondary school and less than one percent went to primary school. The students who attended primary and secondary schools only are children of wealthy families who want to give them the best possible educational opportunities schooling abroad, and the children of the married students, nurses, doctors, and the Thai students who altered their nationalization and settled in the United States. Only six percent of the sample came to the United States with their master's or doctoral degree.

Major Field of Study

TABLE 19 Distribution of Field of Study of 314 Thai Students in Illinois.

| Field of Study | Number of Students | % |
|---------------------|--------------------|--------------|
| Humanities | 14. | 4.46 |
| Social Sciences | 93 | 29.62 |
| Biological Sciences | 9 | 2.87 |
| Physical Sciences | 9 | 2.87 |
| Education | 39 | 12.42 |
| Engineering | 39 | 12.42 |
| Medical Service | 69 | 21.96 |
| Vocational Training | 14 | 4.46 |
| Others | 23 | 7.32 |
| No Response | 5 | 1.60 |
| Total | 314 | 100.0 |

The chief fields of study for the Thai students in the United States in 1965 were medicine and the social sciences. Only twenty-one percent were working toward degrees in engineering, and only three percent in agriculture. In 1968 the percentage of students who were working for a degree in engineering decreased to eleven percent, but the

percent pursuing agriculture increased to eight percent. Due to the great number of fields of specialization, only 10 major categories are presented here in this paper. According to Table 19 social sciences are now the chief field of concentration followed by medical service (about thirty percent and twenty-two percent respectively). Engineering and education are at about the same level (about twelve percent of all population). Enrollments in these fields may be due to the developing economy of Thailand which requires experts in social sciences, health services, technology and education.

Source of Income and Amount of Income

When the students were asked whether they had a scholarship of any kind, 34 of 314 students (10.8 percent) said that they were supported by scholarships provided by American or Thai sources. Two hundred seventy-nine students (89.2 percent) said that they were supported by private funds or were self financed. Selltitz, et al., cited that "students from non-European countries were more likely to be financing their stay with their own or their family's." One hundred (31.8 percent) of the Thai students came to the United States with family support, 25 students (8.0 percent) primarily with their own monty.

17

Barry, op. cit., p.26.

18

Claire Selltitz, et al., Attitudes and Social Relations of Foreign Students in the United States (Minneapolis: University of Minnesota Press, 1963), p.47.

TABLE 20 Distribution of Source of Income of 314 Thai Students in Illinois.

| Source of Income | Number of Students | % |
|---------------------------------|--------------------|------|
| Self financed | 25 | 8.0 |
| Salary from Thailand | 10 | 3.2 |
| Salary from present job | 137 | 43.6 |
| Family support | 100 | 31.8 |
| Thai Government Scholarship | 13 | 4.1 |
| American Government Scholarship | 21 | 6.7 |
| Others | 7 | 2.2 |
| No Response | 1 | 0.3 |

Barry mentioned that scholarship students were identified by the selective processes of the different agencies. They are a group of intelligent and knowledgeable people. In contrast, self-supporting¹⁹ students are probably less concerned with intellectual endeavor.

The result of his study indicated that 60 percent of the respondents reported they depended on family or personal money. The remaining 40²⁰ percent were supported by scholarships from various sources.

¹⁹

Barry, op. cit., pp.38-39.

²⁰

Barry, op. cit., pp.30-32

Barry pointed out that:

students may sometimes try to supplement their source of income with the earnings derived from job opened to them. However, 69 percent of Thai students reported having no work experience at all while in the United States. Only 16 percent said they had held full-time jobs and there were mostly interns and doctors in hospitals. The remaining 15 percent had some part-time work either during summer months, or during the year.²¹

The United States has attracted foreign students not only because it is a leading nation in the world but also as a place where it was possible for the students to support themselves while attending school. According to Clark, 41 percent of the students from the Far East are self-supporting.²² Shepard studied the acculturation of foreign students in Southern Colleges and universities, and one of his findings indicated that "foreign students enrolled in the South received little financial support from government and private foundations. Most were self-supporting or financed by the educational institution."²³ According to Ritterband, "Foreign students have been told by their compatriots that students in the United States can support themselves by working part-time, an option which is not available elsewhere in the world."²⁴ The possibility of employment is particularly attractive to Thai students who want to further their education, to see America, and to

²¹

Barry, op. cit., p.33.

²²

Helen I. Clark and Matha Ozawa, The Foreign Student in The United States (Wisconsin: School of Social Work, 1970), p.25.

²³

Nolan Edgbert Shepard, "The Acculturation of Foreign Students in Southern Colleges and Universities," Dissertation Abstract, 1970, p.2624-A.

²⁴

Paul Ritterbank "The Determinants of Motross of Israeli Students Studying in the United States," Sociology of Education, Vol.44 , No. 4 (Fall, 1969), pp.331-332.

come and work in the United States. These students cannot obtain government financial support because there are not enough scholarships for all who want them or because their scholastic ability does not qualify them for scholarships. Thus, it is necessary for them to seek employment to finance their further studies and America provides them an opportunity to do this.

In addition to sources of financial aid, respondents were asked to specify if the aid received is sufficient for their needs: two hundred and twenty students (70 percent) reported their aid is sufficient

TABLE 21 Distribution of Amount of Income of 314 Thai Students in Illinois.

| Amount of Income | Number of Students | % |
|-----------------------------------------|--------------------|------------|
| Enough but not always | 77 | 24.5 |
| Not enough | 16 | 5.1 |
| Enough and have some in savings account | 220 | 70.1 |
| No response | <u>1</u> | <u>0.3</u> |
| Total | 314 | 100.0 |

enough to allow them to have a savings account; 16 students (5.1 percent) reported their aid is insufficient; and 77 (24.5 percent) said their aid is always sufficient. Those students who reported sufficient aid or those who have some amount in a savings account are those who work part-time or full-time. When the students were asked later how they distributed their time in the United states, one hundred thirty-three (42.9 percent) said that they spend all of their time studying; 75

TABLE 22 Distribution of Time Spending in the United States of the Thai students.

| Time spending in U.S.A. | Number | % |
|-----------------------------------------------|--------|------|
| Studying only | 133 | 42.9 |
| Studying and working part-time in the evening | 75 | 24.2 |
| Working and studying part-time in the evening | 55 | 17.7 |
| Working only | 47 | 15.2 |

students (24.2 percent) work part-time and study full-time; 55 students (17.7 percent) are employed full-time and study part-time in the evening; and 47 students (15.2 percent) work full-time and do not attend school at all.

Those who work full-time and are not enrolled in any institution usually enter the United States by using a student's visa as a first step in continuing their studies. They try to alter their status by obtaining an immigrant visa through several means. A Thai male may marry a Thai nurse who is an immigrant or naturalized citizen, or sometimes marry an American female. Some, both male and female, do not attempt to have their visas or passports extended and call themselves "Robinhoods". They are outlaws because they do not have any type of identification. They commit no crimes or do nothing illegal except that they just do not want to extend their visas or passports in order to be able to stay in America. They live as "Robinhood" as long as the immigration office does not discover and deport them. They do not wish to return to Thailand because they have been unable to finish any educational

program because of inadequate achievement, financial difficulties, or adjustment problems. Some merely want to work in the United States and save a substantial amount of money and then return to Thailand. Foreign students are aware of the regulations restricting paid employment in the United States. As Barry notes "A number of students might have been involved in some kind of paid employment but preferred not to mention it to avoid any possible accusation of violating the regulations of the United States Immigration and Naturalization Service."²⁵

A large number of less intellectual students learn from their fellow nationals who have had experience in the United States, that they can be accepted by a less well known American educational institutions with very liberal admission policies. One newly established university gave free tuition to every foreign student in the first year. The Thai pursuing this route comes to the United States by using the I₂₀ form from an institution which will provide English language instruction and then transfers to another urban institution which is slightly better known. One university in the Chicago Loop accepts all the foreign students without a language-proficiency requirement and without credential evaluation, etc.. Such colleges or universities complicate the problem of the foreign students in the United States.

25

Barry, loc. cit..

Their policies cause many students to arrive in the United States without much desire or intention of working seriously or staying with the institution which has initially admitted them. "Some students end up drifting from one institution to another or performing so badly that they find it difficult to maintain student status anywhere."²⁶

Some students may attempt courses beyond their educational capacity and fail so often that they eventually fear returning home, and many even suffer emotional or physical breakdowns. On the other hand still others may become so completely assimilated to their new environment that they choose to stay on and continue their life in a new style.

TABLE 23 Distribution of Number of Institutions Thai Students in Illinois Have Attended since They Have Been in the United States.

| Type of Students | Number of Institutions | | | | | | | |
|----------------------|------------------------|-------|-----|-------|-------|-------|-------------|------|
| | One | | Two | | Three | | Four and Up | |
| | No. | % | No. | % | No. | % | No. | % |
| Non-medical Students | 127 | 40.44 | 66 | 21.02 | 14 | 4.46 | 15 | 4.78 |
| Nurses | 28 | 8.92 | 19 | 6.05 | 10 | 3.18 | 5 | 1.59 |
| Doctors | 4 | 1.27 | 7 | 2.23 | 11 | 3.50 | 4 | 1.27 |
| Total | 159 | 50.64 | 92 | 29.30 | 35 | 11.15 | 24 | 7.64 |

26

The EWA Study Committee on Foreign Student Affairs, The Foreign Students: Whom Shall We Welcome? (New York: Education and World Affairs, 1964).

When the students were asked about the number of the institutions they have attended, 50 percent of them reported that they are still enrolled in the institution they attended upon arrival in the United States. About 30 percent of them are enrolled in a second institution, 11 percent in a third and 8 percent in a fourth or more than fourth. While some Thais attend different schools for masters and doctoral studies, the fifty percent attending more than one institution probably includes many peripatetic students.

Socio-economic Status

27

28

According to Wit²⁷, Wilson,²⁸ socio-economic status of the Thai people is divided into 5 categories: (1) Upper class or old elite -- the royal family and traditional nobility; (2) Upper-middle class or new elite -- military, political administrative, professional and business leaders; (3) Middle class -- intermediate level civil servants, military officers, professionals, teachers, merchants, small business men, and white collar workers; (4) lower-middle class -- craftsmen and skilled laborers; (5) lower class -- unskilled laborers, domestic help, peddlers, etc.

27

Daniel Wit, Thailand: Another Vietnam? (New York: Charles Scribner's Sons, 1968), pp.74-75.

28

David A. Wilson, The United States and the Future of Thailand (New York: Praeger Publishers, 1970), p.53.

Responses about the socio-economic status of Thai students on American campuses in Illinois shows that about 68 percent of those surveyed came from the Thai middle class, 15 percent from the upper-middle class, 10 percent from the lower-middle class, 3 percent from the upper class, and only 3 percent from the lower class.

TABLE 24 Distribution of Socio-economic Status of Thai students in Illinois by Type of Student.

| Socio-economic Status | Type of Students | | | | | | | |
|-----------------------|----------------------|-------|--------|------|---------|------|-------|-------|
| | Non-medical Students | | Nurses | | Doctors | | Total | |
| | No. | % | No. | % | No. | % | No. | % |
| Upper class | 9 | 2.87 | 1 | 0.32 | - | - | 10 | 3.18 |
| Upper-middle class | 42 | 13.38 | 5 | 1.60 | 2 | 0.64 | 49 | 15.61 |
| Middle class | 148 | 47.13 | 48 | 5.73 | 17 | 5.14 | 213 | 67.83 |
| Lower-middle class | 18 | 5.73 | 8 | 2.55 | 6 | 1.91 | 32 | 10.19 |
| Lower class | 8 | 2.55 | - | - | 1 | 0.32 | 9 | 2.87 |
| No response | 215 | | 62 | | 26 | | 314 | |

The distribution above shows that the majority of the Thai students in the United States (83 percent of the sample) come from the upper-middle class and middle class. The findings on region of origin (pages 5-7) revealed that most Thai students in this study came from urban areas rather than rural areas. It can thus be concluded that most of the Thai students in the United States come from the upper-middle and middle classes and urban areas, rather than from the lower class and rural areas. This conclusion supports hypothesis number one that: Thai students studying in the United States will be from

predominantly urban centers and from upper and middle class socio-economic backgrounds.

Father's Occupation

Thailand is basically a rural society with approximately 80 percent of its people involved in farming or related occupations. The majority of Thais depend upon agriculture for their economic welfare and survival. The occupation of Thai students' fathers is a factor which reflects students' motivation and influences their chances of obtaining a higher education. In this study the parent's occupational groups were placed into 4 categories²⁹ in order to be able to follow Davis', Werts' and Watley's studies: (1) Intellectuals - psychologist, physicist, scientists, (not elsewhere classified) architect, college administrator (dean, registrar), teacher administrator (principal, counselor), college professor; (2) Professionals - engineer, social worker, clergyman, dentist, official (mayor, congressman, judge), physician, teacher (primary or secondary), professional (not elsewhere classified), chemist, lawyer, pharmacist, optometrist, orthopedic, chiropractor; (3) Semi-professionals - Armed Forces officer, writer (author, journalist, editor), business executive (vice president, banker)

29

Charles E. Werts, "A Comparison of Male vs. Female College Attendance Probabilities, "Sociology of Education, Vol. 41, No. 1 (Winger, 1968), p.105.

accountant, business manager (office manager, supervisor), business proprietor (merchant, contractor), artist, designer, interior decorator, technical (surveyor, draftsman), salesman (buyer, insurance agent); (4) Low social class not clearly classified, farmer, clerical (typist, secretary, postal clerk), skilled (carpenter, electrician, chef), Service or protective worker (policeman) semiskilled (cab driver, machine operator), foreman, laborer.

TABLE 25 Distribution of Thai Students' Fathers Occupations by Type of Students.

| | Intellectual | | Professional | | Semi-professional | | Low-social class | | Others | | Total |
|----------------------|--------------|------|--------------|------|-------------------|-------|------------------|-------|--------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Non-medical Students | 1 | 0.32 | 19 | 6.05 | 160 | 50.96 | 38 | 12.10 | 8 | 2.55 | 226 |
| Nurses | - | - | 6 | 1.91 | 43 | 13.69 | 12 | 3.82 | 1 | 0.32 | 62 |
| Doctors | - | - | 1 | 0.32 | 24 | 7.64 | 1 | 0.32 | - | - | 26 |
| Total | 1 | 0.32 | 26 | 8.28 | 227 | 72.29 | 51 | 16.24 | 9 | 2.87 | 314 |

The distribution shows that only one student came from an intellectual family while the parents of 26 were professionals, and 227 were from semi-professional homes, and 51 from low-social class families. Nine students did not answer. It is worth noting that 124 students out of 314 came from merchant families, 76 from government officials' homes, 21 from farms, and only 7 from laboring families. This finding compares closely with a study by Sewell and Davidsen of Scandinavian students on American campuses:

Approximately a third of the group came from highly placed families, as indicated by their parents' occupations and income. The remaining two thirds, with the exception of one labourer's son, were from middle-class backgrounds. The majority came from large cities, but a sizable minority were from small towns. Only two had been reared on farms. In these characteristics the group closely represents the situation in their home countries, when university students have traditionally come from the higher status levels and from cities.³⁰

It can be concluded that Thai students who are engaged in higher education in the United States come from the higher socio-economic status level families. The findings on region of origin mentioned before stated that the majority of Thai students in America come from large cities or urban areas rather than small towns. Therefore, the conclusion can be made that Thai students in the United States come from higher status levels and urban areas rather than from lower class level and rural areas. Hypothesis one is thus accepted.

Father's Level of Education

The educational level of the parents is hypothetically a significant factor in the motivation, desire, and ability of the student to obtain a higher education. Thailand seems to be no exception to this pattern.

30

William H. Sewell and Oluf M. Davidsen, Scandinavian Students on an American Campus (Minneapolis: University of Minnesota Press, 1961) p.7.

TABLE 26 Distributions of Level of Father's Education by Type of Students.

| | Non-Medical Students | | Nurses | | Doctors | | Total | |
|------------------|----------------------|-------|--------|------|---------|------|-------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| Primary school | 42 | 13.38 | 29 | 9.24 | 8 | 2.55 | 79 | 25.16 |
| Secondary school | 150 | 15.92 | 15 | 4.78 | 8 | 2.55 | 73 | 23.25 |
| High school | 44 | 14.01 | 9 | 2.87 | 2 | 0.64 | 55 | 17.52 |
| College | 62 | 19.75 | 7 | 2.23 | 3 | 0.96 | 72 | 22.93 |
| Graduate | 6 | 1.91 | 2 | 0.64 | - | - | 8 | 2.55 |
| Others | 22 | 7.00 | - | - | 5 | 1.60 | 27 | 8.60 |

Since 1968: for example, greater vocational utility is placed on higher educational credentials, especially of those obtained foreign degrees. Job opportunities for those with little education are scarce in today's economy. The convenience or the low expense of air-fare encourages persons with little education to try to seek higher education abroad. And the students from families whose parents' education is at a lower level try to upgrade their class status by using foreign education as a means to fulfill their needs. A study in greater depth to discover the rationale of this finding is probably in order.

According to Wilson, in Thailand:

A person's social class is determined largely by how wealthy and educated he is, not directly by his family background. In other words, class is not hereditary. But the opportunity anyone has to study in a university or even in a high school, not to mention gaining substantial wealth, is affected by the position of his family. Sons of the rich tend to be rich; sons of the educated tend to be

educated. Even though "equal opportunity" is a principle of the Thai society, opportunity turns out not to be so equal in practice. Such a paradox is not unfamiliar to Americans.³¹

The actual distribution of wealth and education may play an important role in furthering the studies of Thai students in the United States.

According to the table, about fifty percent of the sample came from families whose fathers' level of education was under the high school level. Twenty-five percent of the students in the United States come from homes whose fathers had only four years or less of formal education. According to the National Education Council (the NEC is a higher education coordinating board in Thailand), "in a country where the vast majority of the population has only four years of formal education or less, the students in the universities came from families whose parents' education is much higher..."³² The results of the NEC study show that thirty-five percent of the university students³³ in Thailand have fathers whose formal education is four years or less. We see that the percentage of the present study is less than the NEC study done in 1968. In America, a study done by Toops indicated that "Where both went to college, 53 percent of their children also went;

31

Wilson, op. cit., p. 70.

32

Kraft, op. cit., pp. 21-22.

33

Ibid.

where neither parent went, only 13 percent of the children did."

This may be because the expanding Thai economy requires more and more educated or trained people, and so the enlargement of the school system throughout the country is progressing, and more and more Thais are becoming interested in advanced education. It may also be that some Thai social factors have changed.

TABLE 27 Two-way Contingency Table of Level of Fathers' Education by Socio-economic Backgrounds.

| Level of Education | Higher Class | | Upper-middle Class | | Middle Class | | Lower-middle Class | | Lower Class | |
|--------------------|--------------|-------|--------------------|-------|--------------|-------|--------------------|-------|-------------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Primary school | - | - | 7 | 14.3 | 55 | 28.4 | 11 | 42.3 | 6 | 85.7 |
| Secondary school | 4 | 40.0 | 8 | 16.3 | 52 | 26.8 | 9 | 34.6 | - | - |
| High school | - | - | 15 | 30.6 | 36 | 18.6 | 4 | 15.4 | - | - |
| College | 5 | 50.0 | 18 | 36.7 | 46 | 23.7 | 2 | 7.7 | - | - |
| Graduate | 1 | 10.0 | 1 | 2.0 | 5 | 2.6 | - | - | 1 | 14.3 |
| Total | 10 | 100.0 | 49 | 100.0 | 194 | 100.0 | 26 | 100.0 | 7 | 100.0 |

(C = .36811; $p > .01$, $X^2 = 44.8304$, $df. = 16$)

The table indicates that there are significant relationships between the education of fathers and the socio-economic background of students, and these are at .01 level. This indicates that the higher the level of the fathers' education, the higher the socio-economic background the student comes from. The education of eighty-seven percent of higher class students terminated their education at that level. In fact, sixty percent of the fathers of higher class students had done graduate and post-graduate study. This is supported by Wilson's writings. As was mentioned earlier, about 80 percent of the Thai people live in rural areas and are engaged in agricultural occupations. ³⁵ the average Thai peasant has a fourth grade education or less.

The relationship between the father's occupation and the major field of study of the Thai student was also investigated. Table 28 presents a two-way contingency table.

TABLE 28 Two Way Contingency Table between Fathers' Occupations and Major-field of Study of the Thai Students in Illinois

| Major Field of Study | Fathers' Occupation | | | |
|----------------------------|---------------------|--------------------------|-------------------------------|-------------------------|
| | Intellectual (%) | Profess- ional (%) | Semi-pro- fessional (%) | Lower- social (%) |
| Humanities | - | 1(0.3) | 12(4.0) | 1(0.3) |
| Social Sciences | - | 9(3.0) | 63(21.0) | 17(5.7) |
| Biological Science | - | - | 5(1.7) | 3(1.0) |
| Physical Science | - | 2(0.7) | 6(2.0) | 1(0.3) |
| Education | - | 3(1.0) | 27(9.0) | 8(2.7) |
| Engineering | 1(0.3) | 2(0.7) | 32(10.7) | 3(1.0) |
| Medical Service | - | 6(2.0) | 52(17.3) | 11(3.7) |
| Vocational-Training | - | 1(0.3) | 12(4.0) | 1(0.3) |
| Others | - | 2(0.7) | 14(4.7) | 5(1.7) |
| Total | 1(0.3) | 26(8.7) | 223(74.3) | 50(16.7) |

$$(C = .24330, p < .05, X^2 = 18.8757, df. = 24)$$

That the contingency coefficient is not significant indicates that there is no relationship between father's occupation and the student's field of study. Nearly all fields of study seem to cluster around the "semi-professional" classification. The tendency of the students with fathers from every occupational level was to cluster in social-science, education, engineering and medical service, and this supports Guskin's finding of 1964.

36

Similar results have also been found about the enrollment distribution in American institutions. Long found that "...., over 30 percent of the students were enrolled and pursuing course work in the humanities and social sciences. The school of business attracted the next largest proportion, 25 percent..".

37

When the father's occupation was related to socio-economic background of the Thai students, significant relationships were found. Table 29 presents these data.

TABLE 29 Two-way Contingency Table between Fathers' Occupation and Students Socio-economic Background.

| Socio-economic Backgrounds | Fathers' Occupation | | | | Total |
|----------------------------|---------------------|------------------|-----------------------|------------------|-------|
| | Intellectual (%) | Professional (%) | Semi-professional (%) | Lower Social (%) | |
| Higher Class | - - | 3 (30.0) | 4 (40.0) | 3 (30.0) | 10 |
| Upper-middle Class | - - | 2 (4.2) | 42 (87.5) | 4 (8.3) | 48 |
| Middle Class | 1 (0.5) | 16 (7.8) | 158 (77.1) | 30 (14.6) | 205 |
| Lower-middle Class | - - | 4 (12.5) | 20 (62.5) | 8 (25.0) | 32 |
| Lower-social Class | - - | 1 (11.1) | 2 (22.2) | 6 (66.7) | 9 |

(C = .31213, $p > .01$, $X^2 = 32.8146$, $df = 12$)

³⁶ Guskin, op. cit., p.50.

37

David E. Long, "A Study of Socio-economic Status as Related to various Characteristics of Selected Students at Indiana University, Fall, 1960, Dissertation Abstract, 1961, p. 3894.

The table reveals that the relationships between the fathers' occupation and socio-economic background is significant at the .01 level. As indicated, by the Thai students, about sixty-seven percent of the students who indicated for themselves a low social class also classified their fathers' careers as the lower class type, while eight percent of the students in upper-middle class classified their fathers' careers as low-social class. On the other hand thirty percent of the students who claimed that their fathers are professionals classified themselves in higher classes and eleven percent described themselves as being of lower social class. It is apparent that students with fathers in a higher socio-economic status tend to choose higher professional careers. Long's study with the American students supports the present study in that:

Many other studies have shown that socio-economic status is related to college and universities attendance. Most reveal, as did this study, that blue-collar workers are consistently under-represented in the institution while white-collar workers are over-represented.³⁸

Contingency table between fathers' occupations and fathers level of education were also computed. Data on this relationship are presented in table 30:

38

Long, ibid.

TABLE 30 Two-way Contingency Table between Fathers' Occupation and Fathers' Level of Education.

| Fathers' Level of Education | Fathers' Occupation | | | | | | | |
|-----------------------------------|---------------------|-------|--------------|--------|-------------------|--------|--------------|--------|
| | Intellectual | | Professional | | Semi-professional | | Lower Social | |
| | | (%) | | (%) | | (%) | | (%) |
| Primary School | - | - | 3 | (12.0) | 57 | (27.4) | 17 | (38.6) |
| Secondary School | - | - | 2 | (8.0) | 53 | (25.5) | 14 | (31.8) |
| High School | 1 | (4.0) | 2 | (8.0) | 44 | (21.2) | 7 | (15.9) |
| College | - | - | 18 | (72.0) | 47 | (22.6) | 6 | (13.6) |
| Graduate | - | - | - | - | 7 | (3.4) | - | - |

(C = .3582, $p > .01$, $X^2 = 40.9207$, df. = 12)

There are significant relationships between the father's occupation and the father's level of education. The distribution from the table shows that the fathers who have professional careers had higher educational attainment (72 percent in college), but fathers in the lower social classes and with semi-professional careers had less education. This supports the notion that in Thailand social-class is determined by education and occupation. Obtaining a certificate or degree for most Thais is the only means of fulfilling one's career preference. Experience in an occupation, a most important credential for finding a job in America, is useless in Thailand if one does not have the certificate or diploma to establish his ability.

Length of Stay in the United States

The length of stay in America is another important factor which affects attitude changes among Thai students. The longer they have been abroad and the more they have been exposed to a given experience, the easier they change their attitudes upon returning home. The change in attitudes will be discussed later. First selected variables - type of student, sex, marital status and age will be treated.

TABLE 31 Length of Stay in the United States of Respondents by Type of Students.

| No. of Years has been in America | Type of Students | | | | | | Total |
|----------------------------------------|-------------------------|------|--------|------|---------|------|-------|
| | Non-Medical Students | | Nurses | | Doctors | | |
| | No. | % | No. | % | No. | % | |
| 1-2 years | 96 | 42.7 | 5 | 8.1 | 2 | 7.7 | 103 |
| 2-3 years | 42 | 18.7 | 12 | 19.4 | 3 | 11.5 | 57 |
| 3-4 years | 40 | 17.8 | 13 | 21.0 | 2 | 7.7 | 55 |
| 4-5 years | 27 | 12.0 | 13 | 21.0 | 11 | 42.3 | 51 |
| more than 5 years | 20 | 8.8 | 19 | 30.6 | 8 | 30.8 | 41 |

(C = .40082, $p > .01$, $\chi^2 = 59.9092$, df. = 8)

The majority of the Thai non-medical students in Illinois, have been in the United States between one and two years. Most of the nurses have been in America from 3-4 years and even more than 5 years, and doctors slightly longer up to more than 5 years. This finding suggests that doctors and nurses stay in America longer than is necessary or required to complete their original programs. Barry reported that

the majority of the students return home as soon as they finish their program especially sponsored students. In general scholarship students are career persons, i.e., doctors, educators, scientists, or future government officials. They are also economically conscious. They came from various parts of the country and expect to return to these different areas to work. Students financed by their families tend to come from Bangkok where most of the wealthy families live. They have lived in a more competitive world, and therefore are willing to take risks in staying abroad in order to obtain certain advantages in life.

Length of stay is not related to sex. Table 32 presents data on length of stay of male and female students.

TABLE 32 Length of Stay in the United States of Respondents by Sex.

| No. of Years has been in America | Sex | | | |
|----------------------------------------|------|------|--------|------|
| | Male | | Female | |
| | No. | % | No. | % |
| 1-2 years | 49 | 31.4 | 54 | 34.4 |
| 2-3 years | 30 | 19.2 | 27 | 17.2 |
| 3-4 years | 25 | 16.0 | 30 | 19.1 |
| 4-5 years | 29 | 18.6 | 22 | 14.0 |
| more than 5 years | 23 | 14.7 | 24 | 15.3 |

($C = .0763$, $p < .05$, $X^2 = 1.8341$, $df. = 4$)

Since the contingency coefficient value for the variables was 0.0763 and not significant at the 0.05 level, it may be concluded that there is no difference between males and females in their duration of stay in the United States.

There are, however, differences in the length of stay of married and unmarried Thai students.

TABLE 33 Length of Stay in the United States of Respondents by Marital Status.

| Length of Stay | Marital Status | | | |
|-------------------|----------------|------|---------|------|
| | Single | | Married | |
| | No. | % | No. | % |
| 1-2 years | 78 | 39.6 | 25 | 21.6 |
| 2-3 years | 37 | 18.8 | 20 | 17.2 |
| 3-4 years | 34 | 17.3 | 21 | 18.1 |
| 4-5 years | 21 | 10.7 | 30 | 25.9 |
| more than 5 years | 27 | 13.7 | 20 | 17.2 |

(C = .2351, $p > .01$, $X^2 = 18.3101$, df. = 4)

The contingency coefficient value was 0.2351 and was significant at the 0.01 level. This indicates that there are differences in duration of stay in America between those students who are married and those who are unmarried. Those who are married tend to stay longer than single students. It may be that most of the married students become married in America because they are lonely or homesick. They then have their families with them and, therefore, are happier than single students.

Age also is a factor in length of stay. Table 34 presents data on length of stay of four age-intervals students.

TABLE 34 Length of Stay in the United States of Respondents by Age.

| Length of Stay | Age | | | | | | | |
|-------------------|--------------|------|-------|------|-------|------|-----------|------|
| | Less than 20 | | 20-30 | | 30-40 | | 40 and up | |
| | No. | % | No. | % | No. | % | No. | % |
| 1-2 years | 2 | 22.1 | 73 | 40.6 | 26 | 25.0 | 2 | 10.0 |
| 2-3 years | 1 | 11.1 | 33 | 18.3 | 21 | 20.2 | 2 | 10.0 |
| 3-4 years | 3 | 33.3 | 33 | 18.3 | 12 | 11.5 | 7 | 35.0 |
| 4-5 years | 2 | 22.2 | 24 | 13.3 | 24 | 23.1 | 1 | 5.0 |
| more than 5 years | 1 | 11.1 | 17 | 9.4 | 21 | 20.2 | 8 | 40.0 |

(C = .323., $p > .01$, $\chi^2 = 36.4825$, df. = 12)

The contingency coefficient value was 0.3231 and was significant at 0.01 level. It shows that there are significant differences between age-intervals. As the table indicates, students under 20 tend to fluctuate because they are more dependent on adults. Those in the category of 20-30 tend to stay no longer than 3 years (about 78 percent stay less than 3 years). It may be that they are young when they come to the United States to study and are eager to go back to Thailand to work. However, if they stay in America an additional one or two years, more exposure to American educational influences can change their minds and encourage them to stay in the United States longer. Many students from this age group expressed a desire to remain as long as possible. Of the 30-40 age group 50 percent stay less than

3 years and 50 percent stay more than 3 years. It may be that those who come to earn masters degrees and who want to go back home stay less than 3 years, and those who are working for doctorate or who wish to settle in America stay more than 3 years. Persons of ages 40-50 and over tend to stay more than 5 years. Forty-five percent of this age range stay longer than 4 years, 35 percent stay 3-4 years. According to Barry, when the age factor is controlled -- that is, to compare individuals of the same age who differ in length of stay in the United States, indeed, the age factor is only slightly related to the length of stay.⁴⁰ However, whether the age factor is slightly related to the length of stay or not, the present study still shows that almost 50 percent of the Thai students sample have been in the United States more than 3 years.

Problems of Thai Students

From surveys of students' adjustments, social scientists have discovered that in transplanting students from one culture to another the students undergo what is called culture shock. It is incurred by the impact of new ways of living and thinking. Culture shock disturbs one's mental health and is experienced to some degree by

40

Barry, Ibid.

almost every foreign student. The degree of shock varies in proportion to the gap between the cultures.

Thai students in the United States have been no exception to this. The students were asked if they have had personal, educational, emotional, or cultural adjustment problems. Two hundred nine reported that they had personal problems, 216 had educational problems, and 128 had cultural problems. One way analysis of variance was used to analyze each type of problems in terms of source of income, age, sex, time spent in the United States, highest level of education obtained in Thailand, and changes in career patterns. Tables 35, 36 and 37 present the analysis of variance data for factors involved in educational, emotional and cultural problems. The data are then analyzed on pages 148 - 151.

TABLE 35 Analysis of Variance of the Educational Problems of Thai Students Classified by:

a. Source of Income

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|---------|
| Between | 297.0308 | 6 | 49.5051 | 3.9789* |
| Within | 2886.5317 | 232 | 12.4419 | |
| Total | 3183.5625 | 238 | | |

*($p > .01$)

41

Cieslak, op. cit., p.121.

b. Age

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 28,2954 | 3 | 9.4318 | 0.7043 |
| Within | 3760.5171 | 236 | 13.3920 | |
| Total | 3188.8125 | 239 | | |
| (P < .05) | | | | |

c. Sex

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 0.0781 | 1 | 0.0781 | 0.0058 |
| Within | 3188.7344 | 238 | 13.3980 | |
| Total | 3188.8125 | 239 | | |
| (P < .05) | | | | |

d. Time Spent in the United States

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|---------|
| Between | 170.8398 | 3 | 56.9466 | 4.4480* |
| Within | 2983.0352 | 233 | 12.8027 | |
| Total | 3153.8750 | 236 | | |
| *(P > .01) | | | | |

e. Changes in Career Patterns

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 8.0313 | 1 | 8.0313 | 0.6124 |
| Within | 3094.9688 | 236 | 13.1143 | |
| Total | 3103.0000 | 237 | | |
| (P < .05) | | | | |

TABLE 36 Analysis of Variance of Cultural Problems
of Thai Students Classified by:

a. Source of Current Income

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|----------|
| Between | 299,4924 | 6 | 49.9154 | 2.7277** |
| Within | 3952.7485 | 216 | 18,2997 | |
| Total | 4252.2383 | 222 | | |

**($P > .05$)

b. Age

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 74.5508 | 3 | 24.8503 | 1.2900 |
| Within | 4237.1719 | 220 | 19.2634 | |
| Total | 4312.4961 | 223 | | |

($P < .05$)

c. Sex

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 70.3242 | 1 | 70.3242 | 3.6802 |
| Within | 4242.1719 | 222 | 19.1083 | |
| Total | 4312.4961 | 223 | | |

($P < .05$)

TABLE 37 Analysis of Variance of Emotional Problems
of Thai Students Classified by:

a. Source of Current Income

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|---------|
| Between | 437.9297 | 6 | 72.9883 | 3.1415* |
| Within | 6247.8828 | 269 | 23.2338 | |
| Total | 6687.8125 | 275 | | |

*($P > .01$)

b. Level of Study

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|---------|
| Between | 550.8047 | 7 | 78.6864 | 3.0435* |
| Within | 6057.1953 | 262 | 23.1191 | |
| Total | 6608.0000 | 269 | | |

*($P > .01$)

c. Age

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|----------|
| Between | 218.9609 | 3 | 72.8970 | 3.0797** |
| Within | 6469.8516 | 273 | 23.6991 | |
| Total | 6688.8125 | 276 | | |

**($P > .05$)

d. Sex

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 15.2109 | 1 | 15.2109 | 0.6268 |
| Within | 6673.6061 | 275 | 24.2676 | |
| Total | 6688.8125 | 276 | | |

($P < .05$)

e. Changes in Career Patterns

| Source of Variations | SS. | df. | MS. | F |
|----------------------|-----------|-----|---------|--------|
| Between | 56.8047 | 1 | 56.8047 | 2.4118 |
| Within | 6429.8203 | 273 | 23.5524 | |
| Total | 6489.6250 | 274 | | |

($P < .05$)

From tables 35, 36 and 37, it may be seen that there are significant differences among all of the problems mentioned above and sources of current income. Thus, students who have different sources of income have differing degrees of educational, cultural or personal problems. Since the coefficient of the product moment correlation between source of income and amount of income was -0.0085 and was not significant at the 0.05 level, amount of income has nothing to do with source of income. According to DuBois, "It must be recognized that awards cannot be equated with the students since one student may need more than one type of award to finance his study." Thus it may not be concluded that students sponsored by either government or private funds have fewer problems than self-supporting students, or vice versa. However, many students do have financial problems which affect their academic, emotional, and cultural adjustment.

TABLE 38 Financial Problems of the Thai Students by Degree of Disturbance.

| Problem | Degree of Disturbance | | | | | | | | Total | |
|-------------------|-----------------------|------|------|------|--------|------|------|------|-------|-------|
| | Great | | Some | | Little | | None | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Financial Problem | 44 | 14.5 | 43 | 14.1 | 95 | 31.3 | 122 | 40.1 | 304 | 100.0 |

42

Du Bois, Ibid., p.29.

Most of the students who study with family support or who are self-supporting held the notion that they could earn their way easily (because they had been told so by friends in America) and at the same time study in American institutions. Some thus come with just enough money to support themselves for their first year hoping to earn enough through part-time jobs to finance the rest of their stay. Some of them have been greatly inconvenienced in the United States due to the death of the earning member of the family or the termination of a scholarship or grant. "Unexpected high cost of rent, food, cleaning and laundry, clothing, books, medical care, and incidentals, often upset the financial plans of foreign students in the United States."⁴³

Many other factors affect the financial status of a foreign student. According to Theodore C. Blegen:

Among the causes of financial embarrassment--are (1) the dollar shortage and the consequent limitation of foreign governments of dollar purchases by students or their representatives; (2) incomplete and misleading budget information in college and university catalogues and bulletins; (3) national emergencies and catastrophes; (4) inflation of foreign currencies; (5) inflation of the dollar; (6) family emergencies affecting the sources of student's funds; and (7) personal emergencies such as illness, unexpected travel needs, and delay in authorization of foreign exchange.⁴⁴

43

Clark and Ozawa, Ibid., p.64.

44

Theodore C. Glegen, et al., Counseling Foreign Students (Washington: American Council on Education, 1950), p.19.

There is no doubt that Thai students who indicated financial handicaps also have emotional problems which may in turn create educational problems as well.

From the analysis of variance, (data in tables 35, 36 and 37) there are no significant differences between sex and educational problems, cultural problems, or personal problems in the same areas. This may be because both sexes come to the United States from the same background and culture. Everything in America has been new to them in the same way, and therefore, their reactions were almost the same. No other evidence can be raised to support this.

There are no significant differences between the three types of problems and changes in career patterns. On the contrary, the studies of Davis, Werts, Watley, and others indicated that changes in career patterns were caused by academic, cultural, and personal problems.

It cannot be concluded that older students have fewer educational or cultural problems. The F values of the analysis of variance of the two problems classified by age are not significant at the 0.05 level (see tables 35 and 36). It is possible this may be that cultural and educational problems have occurred as a result of culture shock. For example, the students are compelled to accommodate to new styles, to the professor's pronunciation, new methods of teaching, and the freedom of discussion and argumentation in the classroom, etc.

When asked if they have had academic problems while studying in America, 216 out of 314 students replied affirmatively. The basic problems that have affected the academic achievement of Thai students are those factors related to the curriculum, insufficient knowledge of the English Language, lack of money, lack of sufficient study time, absence of social life, source of income, and racial discrimination. All of these problems were cited by the students in response to question No. 24 (See Appendix) when they specified their problems.

A major problem for Thai students is an insufficient knowledge of the English language. Table 39 shows the degree of difficulty in each category:

TABLE 39 Degree of Difficulties of Language Problems of the Thai Students in Illinois by Source of Academic Problems.

| Source of Academic problems | Degree of difficulties | | | | | | | |
|---------------------------------------------------|------------------------|------------|------------|-------------|------------|--------------|------------|--------------|
| | Great | | Some | | Little | | None | |
| | No. | % | No. | % | No. | % | No. | % |
| Understanding lecture | 13 | 5.0 | 87 | 33.5 | 105 | 40.4 | 55 | 21.2 |
| Participating in Seminars/discussions | 4 | 1.5 | 67 | 25.2 | 124 | 46.6 | 71 | 26.7 |
| Expressing orally | 7 | 2.6 | 61 | 22.9 | 127 | 47.7 | 71 | 26.7 |
| Writing essays and papers | 4 | 1.5 | 77 | 29.1 | 120 | 45.3 | 64 | 24.2 |
| Understanding references/text books/journals/etc. | 11 | 4.2 | 102 | 38.5 | 115 | 43.4 | 37 | 14.0 |
| Practical works | 28 | 11.0 | 136 | 53.3 | 65 | 25.5 | 26 | 10.2 |
| Total | 67 | 4.3 | 530 | 33.7 | 656 | 41.48 | 324 | 25.16 |

According to the table, about 75 percent of the Thai students who have been in the United States for at least one year indicated that they had difficulty in all aspects of language proficiency. Approximately 41 percent had little difficulty, and, 20 percent reported no difficulty at all.

Porter stated in his survey of foreign students at the University of Washington that there is a significant relationship between academic success and proficiency in the use of English. ⁴⁶ Though the Thai students had studied English for at least 6 years as a second language in Thailand, they experienced difficulty in the rate of reading, in note taking, in writing papers, making reports, and in class discussion (question no. 24). Almost all of the instructors of English classes in Thailand are national Thais. The opportunity of conversing in English with a native English speaker is very rare, and the facilities or instructional aids in language are so expensive that only a few schools have them.

According to Sasnett most Thai students experience some academic problems by the middle of the first quarter or semester because of the dissimilarities between Thai and American routines. Thais must adjust to doing regular class assignments each week, and also become familiar with the different classroom management including conversing in English language discussions. ⁴⁷

46

Robert Dickey Porter, "A personal Survey of 1105 foreign Students at the University of Washington", Dissertation Abstract, 1962, p.164.

47

Martena Tenney Sasnett (edited), A Guide to the Admission and Placement of Foreign Students (New York: Institute of International Education, 1962), p.2.

A review of the literature showed that "... the first two terms of enrollment are critical to the success of foreign students as it is during this period that he tends to suffer from the greatest 'cultural shock'." ⁴⁸ For this reason Hemlin used the grade point average and the total number of credits earned during the first two terms as the two criterion measures of academic success.

Ronald B. Thomson of Ohio State University investigated academic performance of foreign students and learned that "... the foreign students' grade point average has been above 3.0 ('A' assessed at 5.0) ⁴⁹ each quarter". He said that the problems of the foreign students vary from student to student and depend largely upon their cultural backgrounds. But the one problem common to almost all foreign students is obviously lack of proficiency in the English language. Many foreign students do not make a satisfactory adjustment to academic work during the first two to three quarters or semesters because upon arrival they experience language difficulties in understanding class lectures, writing term papers and expressing ideas correctly. These difficulties are reported with significantly less frequency after one year.

48

Elizabeth Fishman Hemlin, "An Analysis of the Relationships between the English Language Proficiency Scores of Entering Foreign Graduate Students and their Academic Achievement in an Advanced Degree Program", Dissertations Abstract, 1972, p.2125.

49

Ronald B. Thompson, "Academic Records of Foreign Students", College and University, Vol. 27, No. 1 (October, 1951), p.33.

TABLE 40 Grade Point Average of Respondents (in Percentages.)

| Grade point average | Number | % |
|------------------------|--------|------|
| A | 35 | 11.6 |
| B | 126 | 41.7 |
| C | 43 | 14.2 |
| D | 5 | 1.7 |
| E | 2 | 0.7 |
| not working for credit | 91 | 30.1 |

Mean = 3.593, Standard deviation = 2.333

The grade point average of Thai students in this study is 3.593, or "B" average. Two-thirds of the students expressed satisfaction with their academic achievement and 15 percent felt dissatisfied with the education they received at American colleges. (See table 41) The reasons for dissatisfaction were attributed to curriculum and the limited choices of advanced courses. Students supported by scholarships earned higher mean grade point averages than did students who supported themselves by working. However, "when foreign students achieve proficiency in the use of English language their academic achievement generally compares well with that

of American students." ⁵⁰

TABLE 41 Degree of Academic Satisfaction of Thai Students in Illinois State.

| Degree of satisfaction | No. | % |
|------------------------|-----|------|
| Great | 51 | 18.9 |
| Moderate | 128 | 47.4 |
| Slight | 50 | 18.5 |
| Not at all | 41 | 15.2 |

There are no significant differences between male and female students in academic problems, and no significant differences between age intervals, highest level of education reached in Thailand, and changes in career patterns. (See Table 35, 36, and 37). Barry's study showed that 80.9 percent are satisfied and only 8 percent are dissatisfied with their academic achievement. Satisfaction is slightly greater with the older students and also with those who have been in the United States longer -- there is no relationship between national status and academic

51
satisfaction.

For personal problems other than source of current income there are significant differences between level of study, age-intervals, and

50

51

Barry, Ibid., p.41.

personal problems (See table 24 (c) and (b)). Students who are studying at higher levels and those in an older age interval have fewer personal problems than younger students and those who are studying at a lower level. This may be more a factor of maturity than level of graduate study. They may arrive with similar problems but older students are often better adjusted and, therefore, have fewer problems later.

Ninety-nine students responded that they have had personal problems which affected their academic success. The problems come mainly from a failure in social adjustment due to language difficulties, shyness - especially for female students, loneliness, home-sickness, a need for financial assistance, striving hard for academic success, and changes in work and study habits. A crucial problem for many students on the degree seeking level is worry about their families in Thailand. Many of them worry about their aged parents as it is a Thai custom that sons and daughters have the responsibility to take good care of their parents when they are old or retired. The younger students often have parents who will take care of them sometimes and support them while they are studying in the United States and hence do not have as strong an obligation to provide for their parents. Most of the younger students complained about homesickness, loneliness, missing close friends at home, and lack of a social life in the United States.

Because Thai students often come from similar cultural backgrounds the findings on cultural problems indicated no significant difference between age and sex. There is a significant difference between source of current income and cultural problems because students

with different sources spend their time differently in studying and working to support themselves. Those students who have to work in order to earn enough to live complained about the social milieu of the factories where they were employed. Most of the people they met at work were from lower classes, yet considered themselves as being superior to foreigners. They look down at foreigners, speak in their own dialect and slang, and tell "dirty jokes". Many students reported that they were very depressed but could do nothing but keep on working under such conditions for the sake of their livelihood and their education. Few students complained about changes in diet and weather.

All in all academic problems due to English language difficulties were considered by the respondents to be the greatest problem in acculturation. Students were well aware of the fact that their weakness in language skills handicapped their social relations. Further studies should be done to find out how well the Thai students in America can adjust themselves to the problems mentioned above and how long do they take to adjust themselves to 'culture shock'? Will the attitude curves of Thai students towards adjusting to America be "U" shaped like the attitude curves of the Indian students, Scandinavian students or the other foreign students in America?

52

52

Useem and Useem, Du Bois and Sewell and Davidson studied the adjustment period of the foreign students upon first six months of arrival, eighteen months, and after eighteen months. They found the same result that during the first period most of the foreign students had favorable attitudes toward America for everything is new to them and is very interesting to see. After that they realized the difficulties due to the difference of two cultures tend to create unfavorable attitudes. The attitudes return to favorable when the students become well adjusted and get used to their difficulties. Thus the U-curve of attitude show the stages of adjustment of the foreign students.

MAJOR FINDINGS

Freedom of career choice for a foreign student can exert considerable influence on his adaptation, and perhaps his entire adjustment to the new environment. DuBois stated that freedom of career choice depended upon the place of study, the subject studied, and the length of stay abroad. He cited as an example the Syrian student who was expected to study social relations at Harvard University, but whose formal qualifications suggested a different program. Factors that have caused career choice changes among foreign students include the students' own recognized abilities, the influence of American education and life style, and personal problems the student may have.

Before coming to the United States most students have made plans for such aspects of their educational future as field of study, length of stay in the United States, and the career field they intend to enter upon return to their homeland. Students who have received scholarships were selected from those applicants who expressed interest in a given field. If the scholarship students who come to the United States for a period of time change their field of study or their career plans, the sponsor, especially the country itself, may encounter

53

Du Bois, op. cit., p.9.

54

Du Bois, loc. cit..

an unexpected shortage of required qualified persons for professional areas in which scholarships are granted. It would be just as disconcerting to the families which provide support and to the native country, if students changed their plans and chose not to return to their homeland: the "brain drain" problem is particularly serious for a developing country such as Thailand. One purpose of this study is to find out about changes in the career plans or career choices among Thai students while they are studying in America.

According to Davis' theory ("birds of a feather") regarding the determinants of career changes during college, "deviants" in a given field tend to switch out, and students with traits that are characteristic of the field tend to switch in. In other words, a student who chooses a career in a field incompatible with his characteristics (his socio-economic class or his father's occupation or father's level of education) will tend to change his career field later on. That is, the socio-economic status of the student does affect his career preference.

56

A reanalysis by Werts supported Davis' theory that:

(1) Careers as engineers, teachers, chemists, accountants, clergymen, farmers, nurses, and laboratory technicians are over chosen by those

55

James A. Davis, Undergraduate Career Decisions (Chicago: Aldine Publishing Co., 1965).

56

Charles E. Werts, "Social Class and Initial Career Choice of College Freshmen," Sociology of Education, Vol. 39, No. 1 (Winter, 1966), pp.74-85.

from the highest socio-economic status; (2) Careers as physicians, lawyers, college professors, social workers, foreign service officers, psychologists, and housewives will be over chosen by those with the highest socio-economic status and underchosen by those with lowest socio-economic status; (3) father's occupation does influence career choice; and (4) the middle socio-economic status group will overchoose the following careers: physicist, dentist, mathematician, architect, businessman, foreign service officer, journalist, and speech therapist. An unexpected finding was that in every case where the son's career choice matched the father's occupation, a significant degree of overchoice was observed even if that particular career was generally underchosen or overchosen by persons from that socio-economic status group. The father-model effect is not, however, generally applicable to women.

Davis did his study on the theory of "birds of a feather" in 1965, and Werts did a reanalysis of it in 1966, and in 1967. In addition, Werts did another study on "Career Changes in College." The result still confirmed Davis' finding that "deviant" students tend to switch their preference to a career choice more compatible with their personal characteristics. Both Davis' and Werts' studies found this principle

valid for persons "deviant" in social class and in academic ability.

58

In a fourteen year follow-up of Harvard students, McArthur and Stevens found that children who chose their father's vocation or an acceptable equivalent were less likely to change their initially expressed career interest. In 1968 Werts and Watley studied "Determinants of Changes in Career Plans During College".⁵⁹ The results were not consistent with the "birds of a feather" model. They suggested that the students perception of his academic ability is modified in direct relationship to current academic performance and that changed perceptions result in "appropriate" career field changes. A student's characteristics may be modified during the college years due to changes in his perception, that is a "bird" may change its "feathers."

As mentioned before, changing career plans does affect Thailand which as a developing country needs specifically trained manpower very badly. This study has tried to discover the determinants of changes in career plans.

I. When asked to rank their family's status on a scale as they perceived their social position in Thailand, 68 percent of the total sample placed their families in the middle-class, 15 percent in

58

Charles McArthur and Lucia B. Stevens, "The Validation of Expressed Interests as Compared with Inventoried Interests: A Fourteen-Year Follow-Up," Journal of Applied Psychology, Vol. 39, 1955, pp.184-189.

59

Charles E. Werts and Donivan J. Watley, "Determinants of Changes in Career Plans During College," Sociology of Education, Vol. 41, No. 4 (Fall, 1968), p.401.

upper-middle class, 10 percent in the lower-middle class, and 3 percent in both upper class and the lower class.

TABLE 42 Distributions of the Socio-economic Status of the Thai Students in Illinois by Type of the Student.

| | Type of Student | | | | | | | |
|--------------|-----------------|-------|--------|-------|---------|------|-------|-------|
| | Non-medical | | Nurses | | Doctors | | Total | |
| | No. | % | No. | % | No. | % | No. | % |
| Upper | 9 | 2.87 | 1 | 0.32 | - | - | 10 | 3.18 |
| Upper-middle | 42 | 13.38 | 5 | 1.60 | 2 | 0.64 | 49 | 15.61 |
| Middle | 148 | 47.13 | 48 | 15.29 | 17 | 5.14 | 213 | 67.83 |
| Lower-middle | 18 | 5.73 | 8 | 2.55 | 6 | 1.91 | 32 | 10.19 |
| Lower | 8 | 2.55 | - | - | 1 | 0.32 | 9 | 2.87 |

The data in Table 42 agree with Nakajud's study on students' backgrounds among Kasetsart University students in Thailand in 1961:

While no socio-economic study of origins of university students in Bangkok has yet been carried out, it is estimated that almost half the students came from the provinces, most of them from the towns and from upper income groups. ... students from rural areas and lower income groups apparently have little opportunities to secure a university education. There are only a small number of scholarships offered, mainly financed by private donations⁶⁰

60

Howard Hayden, quoted from A Nakajud, A Study of Students Backgrounds in Relation to their Agricultural Experiences (Bangkok: Kasetsart, Bangkok, 1961).

Barry's study found that nearly three-fourths of the Thai students who were in the United States in 1965 came either from a wealthy family or from Bangkok and the Central Plains area.⁶¹

It may be concluded that Thai students studying in the United States came predominantly from urban areas, (See page 131) and from upper and middle class socio-economic backgrounds. This conclusion supports the first hypothesis of the present study.

II. In determining whether socio-economic status has anything to do with the career choice of the Thai students in the United States, a two-way contingency table was used to analyze the data. The contingency coefficient of .0477 was not significant at the .05 level. This means that there is no statistical relationship between the socio-economic backgrounds of the Thai students in the United States and their career choices. Thus, the second hypothesis may be accepted (See Table 43, page 168).

The results of this study do not totally agree with the studies by Davis, Werts and Watley. In Table 42, one sees that in almost every career field the majority of each group is comprised of people from a middle-class background. This is especially the case in Medical service, teaching, business and engineering: 23 percent of the students

61

Barry, Ibid., p.22.

TABLE 43 Two-way Contingency Table Between Career Choice and Socio-economic Background.

| Socio-economic Backgrounds | Career Choices. | | | | | | | | | | | | | | | | | | | | | | Total % |
|----------------------------|-----------------|--------------|----------|----------|----------|----------|-----------|------------|------------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| Upper Class | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | - | - | 1 | - | - | - | - | - | - | - | - | - | 10 (3.2) |
| Upper-middle Class | 7 | 4 | 1 | 1 | 3 | 1 | 2 | 17 | 5 | 2 | - | - | 1 | - | 2 | 1 | 1 | - | - | 1 | - | - | 49 (15.8) |
| Middle Class | 36 | 49 | 1 | 1 | 4 | 1 | 14 | 43 | 24 | 9 | 1 | 2 | 9 | 6 | 5 | 1 | 3 | 1 | 1 | - | - | - | 211 (67.8) |
| Lower-middle Class | 4 | 7 | - | 1 | - | - | 3 | 7 | 2 | 2 | - | - | 1 | 1 | - | - | - | - | - | 1 | 1 | 2 | 32 (10.3) |
| Lower Class | 5 | 1 | - | - | - | - | - | 2 | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 9 (2.9) |
| Total (%) | 56 (18.6) | 61 (19.6) | 2 0.6 | 3 1.0 | 7 2.3 | 2 0.6 | 19 6.1 | 73 23.5 | 31 10.0 | 14 4.5 | 1 0.3 | 2 0.6 | 12 3.9 | 7 2.3 | 7 2.3 | 3 1.0 | 4 1.3 | 1 0.3 | 1 0.3 | 2 0.6 | 1 0.3 | 2 0.6 | 311 (100.0) |

(C = .0478, p < .05, X² = 92.2656, df = 84)

- * 1. = Teacher 10 = Farmer 20 = Journalist
 2 = Artist 11 = Soldier 21 = Spokesman
 3 = Doctor of Nurse 12 = Policeman 22 = Researcher
 4 = Lawyer 13 = Accountant
 5 = Architect 14 = Economist
 6 = Salesman 15 = Foreign-Service
 7 = Scientist 16 = Secretary
 8 = Businessman 17 = Public Administrator
 9 = Engineer 18 = Own Career
 19 = Social Worker

807

from the middle class chose a medical service career, 20 percent a business career, 17 percent a teaching career, and 11 percent an engineering career.

The upper-middle class students overchose in business (34 percent); 14 percent chose teaching, 10 percent engineering, 8 percent medical service, and 6 percent arts. The lower-middle class students overchose in business (22 percent), sciences (22 percent), teaching (12 percent), sciences (9 percent), and engineering (6 percent). The upper class students overchose in teaching and business (40 percent in each career) while 56 percent of all of the lower class students are clustered in teaching, in business (22 percent), in medical service (11 percent), and in foreign service (11 percent).

The differences between Davis', Werts' and Watley's studies and the present study are: (1) business is overchosen by students in every socio-economic status group; (2) teaching is obviously overchosen by both the upper class and the lowest class; (3) foreign service is overchosen by the lower class rather than the upper class; and (4) medical service is overchosen by students from the upper-middle class to lower class. Many factors can be cited to explain the differences in career choice between Thai and American students. However, economic development and educational expansion are most important tools for a developing nation like Thailand. Emphasis has been placed on both of these areas by the Thai Government since it realized that agriculture alone could not develop the country. Making progress in business within the country and with other countries will be an important means to improve the economic conditions in Thailand.

Expanding academic institutions throughout the country will help to develop education, and this in turn will lead to demelopment in other areas. Therefore, people of every social class in Thailand tend to encourage their youngsters to seek careers in business or teaching.

According to Kraft, an extraordinary large number of students in Thai universities are Thai-Chinese. "The status for the chinese has been defined primarily in terms of wealth, whereas for the Thai it is found for the upper-class in relationship to royalty and landed wealth."⁶² This status can be fitted into the middle-class or upper-middle class of the present study. Jacobs stated that "Among the Chinese, most of those who do further their studies do so primarily to insure a proper Chinese education and often go abroad."⁶³ Skinner has shown that most businessmen in Thailand are Chinese or part-Chinese, and that throughout the history of the Chakkri dynasty there have been frequent infusions of Chinese blood through the female line. Chinese traders came to dominate most of the principal exporting and importing occupations.⁶⁴ The business professions are in the hand of the Chinese or the Thai-Chinese in Thailand: "... the Chinese dominated the economy in the first quarter of the twentieth century and earned

62

Kraft, Ibid., pp.14-15.

63

Norman Jacobs, Modernization without Development: Thailand as an Asian Case Study (New York: Praeger Publishers, 1971), p.186.

64

T. H. Silcock (edited), op. cit., p.92.

themselves the title of the "Jews of the East". It may be said that the majority of Thai students in America are from middle-class families, and they tend to be clustered in the business specialization which is similar to their father's occupation (supporting Werts' finding in 1966). However, the similarity with the father's occupation occurs only in the business field of study and does not overturn the previous finding of no significant relationship between a student chose field of study and occupation of his father. Because commerce and industry have been developing in Thailand in the last decade, the business field of study is becoming more popular with Thai students. The popularity of business studies has been achieved at the expense of scientific and research studies which have been experiencing budget reduction in recent years.

III. When the students were asked about the length of time they would be in the United States, 114 out of 314 (36 percent) indicated they would like to stay in the United States indefinitely. Table 43 and 44 present the length of time the students have been in the United States and expect to remain in the United States respectively.

TABLE 44 Distribution of Length of Time the Students Have been in United States by Type of Student.

| No. of Years | Type of Students | | | | | | Total |
|--------------|----------------------|-------|-----------|-------|-----------|-------|------------|
| | Non-medical Students | | Nurses | | Doctors | | |
| | No. | % | No. | % | No. | % | |
| 1-2 years | 96 | 42.78 | 5 | 8.06 | 2 | 7.69 | 103 |
| 2-3 years | 42 | 18.58 | 12 | 19.35 | 3 | 11.54 | 57 |
| 3-4 years | 40 | 17.70 | 13 | 20.97 | 2 | 7.69 | 55 |
| 4-5 years | 27 | 11.95 | 13 | 20.97 | 11 | 42.30 | 51 |
| 5 and up | 20 | 8.85 | 19 | 30.64 | 8 | 30.76 | 47 |
| Others | 1 | 0.44 | - | - | - | - | - |
| Total | 226 | | 62 | | 26 | | 314 |

TABLE 45 Distribution of Length of Time the Students Expect to Remain in the United States by Type of Student.

| No. of years | Type of Student | | | | | | Total |
|--------------|----------------------|-------|-----------|-------|-----------|-------|------------|
| | Non-medical Students | | Nurses | | Doctors | | |
| | No. | % | No. | % | No. | % | |
| 1-2 years | 84 | 37.17 | 2 | 3.22 | 3 | 11.54 | 89 |
| 2-3 years | 45 | 19.91 | 1 | 1.61 | 5 | 19.23 | 51 |
| 3-4 years | 25 | 11.06 | 8 | 12.90 | 2 | 7.69 | 35 |
| 4-5 years | 18 | 7.96 | 5 | 8.06 | 2 | 7.69 | 25 |
| 5 and up | 27 | 11.95 | 19 | 30.64 | 8 | 30.76 | 53 |
| Unlimited | 27 | 11.95 | 27 | 43.55 | 6 | 23.07 | 61 |
| Total | 226 | | 62 | | 26 | | 314 |

Twenty-seven (12 percent) students, 27 nurses (44 percent) and 7 doctors (23 percent) indicated that they would stay in the United States as long as they could. When students were asked about the length of the time they think they should stay in the United States after graduation, only 10 percent of them expressed a wish to stay in the United States for more than 5 years after they finish their program. Barry notes that "This pattern of attitudes varies slightly over the years of studies abroad. Those who have been four years or more in the United States are more tempted to remain in the country." ⁶⁶ Seventeen students did not answer the question. It is possible that a number of these might have been afraid to report that they were thinking of not returning to their own country.

TABLE 46 Distribution of Length of the Time the Students Think that They Should Stay in the United States after Graduation

| Length of time in U.S. after graduation | No. | % |
|-----------------------------------------|-----|-------|
| Return to Thailand as soon as possible | 90 | 29.3 |
| Within one year | 92 | 30.0 |
| Within 5 years | 93 | 30.3 |
| More than 5 years | 32 | 10.4 |
| Total | 297 | 100.0 |

66

Barry, op. cit., p.69.

It is not necessary that the ideal behavior and the actual behavior of the individual must be the same. He may think that he should do something in a particular way but other reasons may prevent him from doing so. Among those students who expressed a wish to stay in the United States for as long as possible, 18.8 percent of all the sample stated that they want to become American citizens.

TABLE 47 Distribution of the number of Thai students who would like to be nationalized in the United States.

| Desire to be Nationalized | No. | % |
|---------------------------|-----|-------|
| Yes | 59 | 18.8 |
| No | 253 | 81.2 |
| Total | 312 | 100.0 |

It is not only Thai students who want to remain in the United States. "Foreign students who have studied in the United States for years or more and are over 25 years are less likely to return to their home. ... about one-fourth of them do not want to return home on completion of their studies in the United States." ⁶⁷ Another study done

67

Du Bois, op. cit., p.88.

of foreign students who earned Ph.D.'s during the period from 1941-1961 revealed that, upon receiving their degrees, 52.2 percent of the students remained in the United States and 47.3 percent returned to their native country.
68

Of the Thai students 14 out of 27 indicated that they were engaged in or intended to engage in commerce in America, and 4 were teaching in American nursing schools. All of the doctors who indicated they would not go home within the given period of time will practice in American hospitals, private clinics, and even their own clinics, and three of them reported having some business connection in America (one imports food from Thailand for the Chinese food-stores in Chinatown in Chicago). Twenty-nine students who replied that they did not know when they would return to Thailand indicated their career choices as follows: one student in teaching, one in public administration, one in architecture, one in economics, two in arts, two in agriculture, three in accounting, three in science, six in engineering and seven in business.

TABLE 48 Two-way Contingency Table between Career Choice and Desire to Remain in the United States upon Graduation.

| Desire to Remain in the U.S. | Career Choices | | | | | | | | | | | | Total | |
|------------------------------|----------------|-------------|-------------|------------|------------|------------|-------------|-------------|-------------|-------------|------------|-----------------------|-------------|--------------|
| | Nurses | Doctors | Teachers | Architects | Artists | Scientists | Businessmen | Engineers | Farmers | Accountants | Economists | Public-Administrators | | Other |
| Remain in U.S.A. | 27 43.55 | 7 26.92 | 1 1.79 | 1 33.33 | 2 28.57 | 3 15.0 | 24 82.88 | 6 19.35 | 2 14.29 | 3 25.0 | 1 14.29 | 1 25.00 | - - | 78 24.84 |
| Return | 35 56.45 | 19 73.08 | 55 98.21 | 2 66.67 | 5 71.43 | 17 85.0 | 49 67.12 | 25 80.65 | 12 85.71 | 9 75.0 | 6 85.71 | 3 75.00 | 87 100.0 | 236 75.16 |
| Total | 62 | 26 | 56 | 3 | 7 | 20 | 73 | 31 | 14 | 12 | 7 | 4 | 87 | 314 |

(C = 0.4839m p > .01)

From the table 48, there are significant relationship between indicated career choice and desire to remain in the United States. The contingency coefficient value was .9839 and was significant at the .01 level. Thus, hypothesis 3 of this study is rejected. From the data above, we see that 43.55 percent of the nurses, 26.92 percent of the doctors, 32.88 percent of the businessmen, 19 percent of the engineers, etc., will remain in the United States for an unlimited time. In other words, about 25 percent of all the sample will remain in the United States. If the number of the Thai students who indicated that they will be in the United States 5 years and longer are included, thirty-six percent or more than one-third of all the sample will remain in the United States more than 5 years (by the time they replied to the questionnaires they had been here at least 1 year). In 1965 only 7 percent of the Thai students in the United States expressed a wish to remain abroad. Barry cited that in his study, business and engineering students were interested in professional opportunities outside their homeland. ... seventeen percent of Humanities students would prefer to remain abroad. This is quite an increase in the amount of students staying in the United States especially when Thailand needs them for the critical years ahead.

69

Barry, op. cit., p.24.

70

Ibid., p.69.

Thailand will have manpower problems in the future if the rate of Thai students who wish to remain abroad after graduation continues to increase this rapidly.

Why would Thai students like to stay in the United States after completing their initial programs? The answers may be revealed in their attitudes toward their career choice and their country.

TABLE 49 Distribution of the Attitudes of the Thai Students towards Finding Jobs in Thailand.

| Finding job in Thailand | No. | % |
|-------------------------|-----|-------|
| Very difficult | 34 | 11.0 |
| Difficult | 66 | 21.3 |
| Not so difficult | 144 | 46.5 |
| Easy | 27 | 8.7 |
| Very easy | 39 | 12.6 |
| Total | 310 | 100.0 |

The number of students who indicated that it is difficult to find a job in Thailand is as high as the number of the students who wish to remain in the United States (32.3 percent or one-third of the sample). It is difficult for them to find jobs in Thailand because most would like government employment. The civil service is a high-status occupation in Thailand, and many persons seek government positions even though the salaries there may be lower than for positions in the private employment. The table below shows that the majority of Thai students

in America desire government employment.

TABLE 50 Distribution of Institutions in which Thai Students Would Like to Work in Thailand.

| Institution prefer to work in Thailand | No. | % |
|--------------------------------------------|-----|-------|
| Government service | 112 | 36.40 |
| Private offices or some other organization | 94 | 30.5 |
| Pursue your own career | 96 | 31.2 |
| Others | 6 | 1.9 |
| Total | 298 | 100.0 |

It has already been mentioned that most Thai students in the United States are Thai-Chinese and that a large number of them desire government employment. Jacobs wrote that among the Chinese, it is not unusual for individuals, especially those born in Thailand, to leave their father's occupation for government service upon graduation. They compete with ethnic Thais by using their advanced education for a political occupational advantage. ⁷¹ Though the Thai civil service

71

Norman Jacobs, Modernization without Development: Thailand as an Asian Case Study (New York: Praeger, 1971), p.186.

salaries have not kept pace with increases in the cost of living, and large numbers of government employees must supplement their incomes by moonlighting, the majority of Thai graduate students appear to prefer civil service employment.⁷²

For the Thai people, there is a proverb which says "To be educated and not to be an official is like receiving a Pali (i.e., sacred, religious) education and not becoming a monk."⁷³ Government service is the only means of social mobility to those not of noble birth, and thus continues to exert a special attraction for most Thais. In Bangkok over 25 percent of the employed labour force is engaged in government service at various levels, including appointments at universities and schools.⁷⁴ This fact is true of Thai society at present, and many students expect either to teach or to become civil servants after graduation. The schools and the government are still the two major outlets for universities.⁷⁵

Barry's study recognized that, "A large number of Thai students come from region outside Bangkok, however, most of them wish they could work in Bangkok itself upon their return."⁷⁶ This study supports Barry's finding: Forty-three percent of the Thai students in Illinois stated that they prefer to work in Bangkok-Thonburi in Thailand; 9

72

Fred W. Riggs, Thailand: The Modernization of a Bureaucratic Policy (Honolulu: East-West Center Press, 1966), p.388.

73

Jacobs, op. cit., p.171.

74

Hayden, op. cit., p.97.

75

Barry, op. cit., p.26.

76

Barry, Ibid., p.69.

percent wish to work in other urban areas; 24 percent in a rural areas; and 23 percent in a foreign country which is assumed to be the United States.

TABLE 51 Distribution of the Places the Thai Students Prefer to Work After Graduation

| Preference place to work after graduation | No. | % |
|-------------------------------------------|-----|-------|
| Bangkok-Thonburi | 134 | 43.2 |
| Urban area | 29 | 9.4 |
| Rural area | 75 | 24.2 |
| Abroad | 72 | 23.2 |
| Total | 310 | 100.0 |

IV. It would be helpful to Thailand to have more research data to cope with the "brain drain" problem. This study has provided some information on changes in career plans of Thai students studying in America.

Table 52 relates the career plans to the level of education of Thai students.

| Changes in Career Plans | Level of Education | | | | | | | | Total |
|----------------------------|--------------------|------------------|-----------------|---------------|-----------------|---------------------|-------------|--------------|-----------------|
| | Certificate | Associate Degree | Bachelor Degree | Master Degree | Doctoral Degree | Vocational Training | High School | Others | |
| No | 42 (70) | 12 (50) | 32 (74.4) | 59 (64.1) | 30 (75.0) | 16 (69.5) | 1 (33.3) | 9 (39.1) | 201 (65.26) |
| Yes | 18 (30) | 12 (50) | 11 (25.6) | 33 (35.9) | 10 (25.0) | 7 (30.4) | 2 (66.7) | 14 (60.9) | 107 (34.26) |
| Total | 60 (19.9) | 24 (7.9) | 43 (14.2) | 92 (30.2) | 40 (13.2) | 23 (7.5) | 3 (1.0) | 23 (7.6) | 308 (100.00) |

(C = .2218, P > .05, $X^2 = 15.6462$, df = 7)

TABLE 52 Two-way Contingency Table between Changes in Career Plans and Level of Education the Thai Students are Presently Studying in the United States.

It was discovered that there is a significant relationship between changes in career patterns and level of degree sought. Hypothesis 4 is rejected at the .05 level. The percentage of students who are working for their bachelor's and doctoral degrees are the same; that is about 25 percent of each changed their career field choice. Thirty-six percent of the students who are working for their master's degree indicated intentions to change their career pattern, 67 percent of the high-school students, and 61 percent of those who did not report the level of study also changed their plans. The latter may be those who were not attending an educational institution at the time they answered the questionnaires), and 50 percent of the students who are working for an associate degree reported that they changed their career patterns. In other words, the students at the lower level, rather than those at the higher levels or degree level.

V. In investigating the relationship of career change to major field of study, the contingency coefficient was .3471 and was significant at the .01 level.

| Changes in Career Pattern | Major Field of Study | | | | | | | | | |
|------------------------------|----------------------|-----------------|---------------------|-------------------|--------------|--------------|------------------|---------------------|--------------|---------------|
| | Humanities | Social Sciences | Biological Sciences | Physical Sciences | Education | Engineer | Medical Services | Vocational Training | Others | Total |
| No | 5 (35.7) | 59 (63.4) | 8 (100) | 6 (66.7) | 28 (71.8) | 33 (84.6) | 50 (73.5) | 8 (57.1) | 4 (17.4) | 201 (65.3) |
| Yes | 9 (64.3) | 34 (36.6) | - - | 3 (33.3) | 11 (38.2) | 6 (15.4) | 19 (27.5) | 6 (42.9) | 19 (82.6) | 107 (34.7) |
| Total | 14 (4.5) | 93 (30.2) | 8 (2.6) | 9 (2.9) | 39 (12.7) | 39 (12.7) | 67 (22.4) | 14 (4.5) | 23 (7.5) | 308 (100) |

(C = .3471, P > .01, X² = 42.2044, df = 8)

TABLE 53 Two-way Contingency Table between Intended Changes in Career Pattern and Major Field of Study.

Therefore, hypothesis 5 is rejected at the .01 level. Sixty-four percent of the students in Humanities changed their career patterns, as did 83 percent of those who did not indicate their field of study. Forty-three percent of the students in vocational training also changed their career patterns. None in the biological sciences reported a change in career patterns. The remainder of students in other areas changed their patterns ranging from 15-36 percent. An obvious explanation of the desire to move out of the humanities is that Thailand's developing economy needs manpower most badly in medical services, economics, accountancy, agricultural research, engineering, teaching, extension agencies, and the social sciences. There will probably be positions available in these areas when students return, while those in humanities have a very limited opportunity for employment except for those in teaching careers.

It is worthwhile to determine if Thai students who come to study in the United States are studying in the field which they intended to choose as their future career. (See table 54, page 186).

Not all Thai students choose careers in Thailand from the field in which they studied while in the United States. In Table 53 the

77

Educational Planning Office, Current and Projected Secondary Education Program for Thailand: A Manpower and Educational Development Planning Project, Publication No. 9 (Bangkok, Thailand: Ministry of Education, 1966), p.40.

TABLE 54 Two-way Contingency Table Between Major Field of Study and Desired Profession.

| | Education | Medical Service | Lawyer | Architect | Artist | Salesman | Scientist | Businessman | Engineer | Farmer | Soldier | Policeman | Accountant | Economist | Foreign Service | Secretary | Public Administrator | Own Career | Social Worker | Journalist | Spokesman | Researcher | Total |
|---------------------|------------|-----------------|----------|-----------|-----------|-----------|------------|-------------|------------|-----------|----------|-----------|------------|-----------|-----------------|-----------|----------------------|------------|---------------|------------|-----------|------------|--------------|
| Humanities | 2 14.3 | - | - | 3 21.4 | 3 21.4 | 2 14.3 | - | 1 7.1 | - | - | - | - | - | - | 1 7.1 | 1 7.1 | - | - | - | - | 1 7.1 | - | 14 4.6 |
| Social Science | 13 14.0 | 1 1.1 | 1 1.1 | - | 2 2.2 | - | 5 5.4 | 37 39.8 | 4 4.3 | 2 2.2 | 1 1.1 | 2 2.2 | 8 8.6 | 6 6.5 | 5 5.4 | - | 4 4.3 | - | - | 2 2.2 | - | - | 93 30.3 |
| Biological Science | 2 2.2 | - | - | - | - | - | 6 66.7 | - | - | 1 11.1 | - | - | - | - | - | - | - | - | - | - | - | - | 9 2.9 |
| Physical Science | 4 44.4 | - | - | - | - | - | 2 22.2 | 1 11.1 | 1 11.1 | - | - | - | - | - | - | - | - | 1 11.1 | - | - | - | - | 9 2.9 |
| Education | 28 71.8 | - | - | - | 1 2.6 | - | 2 5.1 | 4 10.3 | - | 1 2.6 | - | - | 1 2.6 | - | - | 1 2.6 | - | - | 1 2.6 | - | - | - | 39 12.7 |
| Engineering | 4 10.5 | - | - | - | - | - | 1 2.6 | 4 10.5 | 26 68.4 | 2 5.3 | - | - | - | 1 2.6 | - | - | - | - | - | - | - | - | 38 12.4 |
| Medical Service | 1 1.4 | 48 69.6 | 1 1.4 | - | - | - | 1 1.4 | 11 15.7 | - | 4 5.8 | - | - | 1 1.4 | - | - | - | - | - | - | - | - | 2 2.9 | 69 22.5 |
| Vocational Training | - | 4 30.8 | - | - | - | 2 15.4 | 3 23.1 | - | 2 15.4 | - | - | 1 7.7 | - | - | 1 7.7 | - | - | - | - | - | - | - | 13 4.2 |
| Others | - | 8 34.8 | - | 1 4.3 | - | 1 4.3 | 10 43.5 | - | 1 4.3 | - | - | 1 4.3 | - | 1 4.3 | - | - | - | - | - | - | - | - | 23 7.5 |
| Total | 54 17.6 | 61 19.9 | 2 0.7 | 4 1.3 | 7 2.3 | 2 0.7 | 20 6.5 | 71 23.1 | 31 10.1 | 13 4.2 | 1 0.3 | 2 0.7 | 12 3.9 | 7 2.3 | 7 1.0 | 2 0.7 | 4 1.3 | 1 0.3 | 1 0.3 | 2 0.7 | 1 0.3 | 2 0.7 | 307 100.0 |

981

(C = .8377, p > .01, $\chi^2 = 723.0893$, df = 168)

contingency coefficient value was .8377 and was significant at the .01 level. It indicates that there is a significant relationship between the field of study pursued in the United States and career choices made in Thailand. In other words, not all of Thai students pursue their career choice in the United States. Hypothesis 6 is rejected. Thirty-seven percent of the sample who are training in the social sciences would like to go into business field in Thailand while 1.8 percent of the engineering students would like to be engineers in Thailand. It is interesting that many students are training or studying in a field they do not want to enter professionally. Seven and one half percent indicate they do not know what lies ahead professionally. This study partially supports Hayden's conclusion that many foreign graduates do not serve their country in the field of their choice, but more than half of them serve as administrators in Thailand. Barry's study had similar finding. According to Barry, "in each field of study the majority of respondents chose a profession consistent with their education. But beyond this, there is a wide scattering of choices where there is hardly any relationship between field of study and occupation."

78

Hayden, Ibid., p.211.

79

Barry, Ibid., p.67.

VI. Student perceived educational and personal problems are possible additional factors which influence career changes. A one-way analysis of variance was used to analyze all the data concerning these factors. The basic data on educational, emotional and cultural problems were presented on page 154 of this chapter.

TABLE 55 Perceived Educational Problems by Changes in Career Plans.

| Source of Variations | SS. | df. | MS. | F |
|----------------------|------------|-----|---------|--------|
| Between groups | 3.2109 | 1 | 3.2109 | 0.0634 |
| Within groups | 15640.9141 | 309 | 50.6178 | |
| Total | 15644.1250 | 310 | | |

(P < .05)

TABLE 56 Perceived Personal Problem by Changes in Career Plans.

| Source of Variations | SS. | df. | MS. | F |
|----------------------|------------|-----|---------|--------|
| Between groups | 25.0 | 1 | 25.0 | 0.4294 |
| Within groups | 17991.6875 | 309 | 58.2255 | |
| Total | 18016.6875 | 310 | | |

(P < .05)

Tables 55 and 56 indicate that there are no significant differences between career changes and perceived personal or educational problems. Hypothesis 7 is accepted. The tables indicate that educational and personal problems are not the factors that caused the students to change their career patterns. Previously (Table 35e, 37c) the analysis of variance performed on problems and selected personal characteristics included changes in career patterns.

VII. There is no significant relationship between the students' intended career choice and their fathers' occupation (See Table 57 page 190). The contingency coefficient = .4319, and was not significant at the .05 level. Hypothesis 8 is accepted. According to the table students occasionally chose careers which differ from their fathers' occupations, e.g., 6 percent of the students from lower-social class occupation backgrounds (5 percent in farmers and one percent in secretary) chose careers in the lower-social class while the rest overchose professional and semi-professional occupations. These results do not agree with Davis' and Werts' who maintain that students tend to choose their careers in the same occupational class as their fathers. This may be explained by the fact that most Thai students come from middle-class families from large cities, and from the wealthier families. Their parents aspire to provide them with many educational opportunities and as Cohen has pointed out such families, able to afford a higher-class style of life, develop

TABLE 57 Two-way Contingency Table between Career Choice and Fathers' Occupation

| | Education | Medical Services | Lawyer | Architect | Artist | Salesman | Scientist | Businessman | Engineer | Farmer | Soldier | Policeman | Accountant | Economist | Foreign Service | Secretary | Public-Administrator | Own Career | Social Worker | Journalist | Spokesman | Researcher | Total |
|------------------------|------------|------------------|----------|-----------|----------|----------|-----------|-------------|------------|-----------|----------|-----------|------------|-----------|-----------------|-----------|----------------------|------------|---------------|------------|-----------|------------|--------------|
| Intellectual (1) | - | - | - | - | - | - | - | - | 1 100 | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 3.0 |
| Professional (2) | 4 15.4 | 5 19.2 | - | - | 1 3.8 | - | 2 7.7 | 9 34.6 | 3 11.5 | - | - | - | - | - | - | 1 3.8 | - | - | - | - | 1 3.8 | - | 26 8.6 |
| Semi-Professional (3) | 36 16.0 | 48 21.3 | 1 0.4 | 2 0.9 | 6 2.7 | 2 0.9 | 13 5.8 | 54 24.0 | 25 11.1 | 10 4.4 | - | 1 0.4 | 6 2.7 | 6 2.7 | 7 3.1 | 1 0.4 | 3 1.3 | 1 0.4 | 1 0.4 | 2 0.9 | - | - | 205 74.3 |
| Lower-social Class (4) | 13 25.5 | 7 13.7 | 1 2.0 | 1 2.0 | - | - | 4 7.8 | 9 17.6 | 1 2.0 | 4 7.8 | 1 2.0 | 1 2.0 | 5 9.8 | - | - | 1 2.0 | 1 2.0 | - | - | - | - | 2 3.9 | 51 16.8 |
| Total | 53 17.5 | 60 19.8 | 2 0.7 | 3 1.0 | 7 2.3 | 2 0.7 | 19 6.3 | 72 23.8 | 30 9.9 | 14 4.6 | 1 0.3 | 2 0.7 | 11 3.6 | 6 2.0 | 7 2.3 | 3 1.0 | 4 1.3 | 1 0.3 | 1 0.3 | 2 0.7 | 1 0.3 | 2 0.7 | 303 100.0 |

(C = .4319, p < .05, $\chi^2 = 69.2972$, df = 63)

- * (1) = Intellectual
- (2) = Professional
- (3) = Semi-professional
- (4) = Lower-social class

higher class aspirations in their children. and as Cohen further states the lower classes also aspire to higher educational values that, "... research in the area of subjective social-class identification indicates that many people with a working-class occupation consider themselves to be 'middle class'; thus an obvious source of parental ambition ... is the taking on of the middle-class emphasis on good school performance and the importance of college education."⁸¹

The result of this study agrees with Cohen's theory rather than Davis'. Further study might be done in order to determine whose theory is more applicable to the Thai society.

Influences of American Education upon Thai Students' Attitudes

One purpose of this study was to explore the influences of American education upon the attitudes of Thai students. Attitudes may vary greatly during a student's stay abroad. Du Bois formulated her theory from her experience that a pattern may be discerned in the attitudes shown by students at different periods during their stay. Though the time dimensions vary from person to person and from culture to culture the adjustment stages remain the same. These adjustment phases are: (1) the spectator phase, (2) the adaptive phase, (3) the coming to terms phase, and (4) the pre-departure phase.⁸²

80

Elizabeth Cohen, "Parental Factors in Educational Mobility", Sociology of Education, Vol. 38, No. 5 (1965), p.406.

81

Ibid.

82

Du Bois, Ibid., p.6.

According to Useem and Useem the changes in an individual after his foreign-education results from a matrix of factors. "What the foreign-educated are like thereafter is affected by what they were before they went, by what they experienced overseas, and by what happens to them in the subsequent years." ⁸³ That duration of stay is another important factor which influences the changes in attitudes of foreign-students has been shown by several studies (e.g., Coelho's, Du Bois', Singh's, and Sewell's studies). The attitudes of foreign students toward the host country were found to follow a 'U-shaped' curve, being favorable during the first and the last phases with a 'crisis' in the middle.

The present study began with the problem of whether or not Thai students who are studying in the United States will be beneficial to the socio-economic growth of Thailand. Trends in changing attitudes toward working in Thailand might be an indicator of the possible contribution of an academic experience abroad to social change and economic development at home. More detailed information on occupational values and general attitudes may help explain the character and outlook of the students.

The influences of American education on Thai students were explored through questions concerning their reasons for coming to the United States, their goals, their attitudinal changes. Some questions were open ended and many students volunteered detailed answers to them.

When the students were asked to rank in order of importance their reasons for coming to study in the United States (Table 57), 80 percent reported that all reasons except for financial grants, were important to them. Fifty percent indicated that they came here because of the grant they received. The most important reason for Thai students coming to the United States is to improve their future prospects. This may be because of the importance attached to foreign degree holders in Thailand in both social life and in the professional fields, as was mentioned before.

TABLE 58 Reasons for Coming to the United States
Degree of Importance (in percent).

| Reasons | Degree of Importance | | | |
|-----------------------------------------------------|----------------------|-------|-------|-------|
| | (4) | (3) | (2) | (1) |
| Personal ambition | 29.90 | 20.96 | 30.58 | 18.56 |
| Wish of my family | 19.01 | 23.59 | 34.50 | 22.88 |
| Financial grant | 22.02 | 12.33 | 18.50 | 47.13 |
| To gain advanced training in my subject | 29.06 | 31.39 | 25.97 | 13.56 |
| To earn greater status and prestige in Thai society | 17.19 | 27.01 | 36.49 | 19.29 |
| To get to know other countries | 36.45 | 23.07 | 20.73 | 19.73 |
| To better my future prospects | 22.88 | 29.93 | 28.52 | 18.66 |

Regarding their academic goals, 225 students stated that they are seeking more knowledge, 162 desire training in their field, 152 are working for degrees, 137 are looking for competency in solving problems, and 108 want a good job. Most of the students said their reason for furthering their studies in America was to gain more knowledge, while the doctors and nurses indicated advanced training and knowledge in their specific field as their goals.

(From Table 59 one may conclude that the majority of Thai students have favorable attitudes toward American education.)

TABLE 59 Attitudes toward American Education

| | Yes | No |
|---------------------------------------------------|-----|-----|
| 1 In regard to quality of academic achievement. | 216 | 83 |
| 2 Quality of vocational and technical preparation | 216 | 88 |
| 3 Leadership training and responsibility | 196 | 112 |
| 4 In understanding democracy and government | 154 | 150 |
| 5 In securing a definite philosophy of life | 159 | 152 |

But some of its outcomes are not always well received (securing a definite philosophy of life, understanding democracy and government).

Some statements made by Thai students are as follows:

I regard America as a fascinating place to study, learn and experience things that cannot be experienced in most places in the world (respondent is in agriculture major).

The education here is more efficient and more practical and up-to-date than at home. You learn what is necessary, and I think you become a better

staff in your field here because you learn how to tackle the problems you will meet when you go out and start working (respondent is in engineering major).

I've gotten a lot out of my stay here much more than I expected. I am very satisfied. I think I've learned a lot (respondent is in education).

My career opportunities have definitely been improved as a result of my stay here. It has been a wonderful experience in every way (respondent is a doctor).

Very few students expressed unfavorable attitudes toward the American education they received while staying in America.

I'm thoroughly dissatisfied with my educational experience here. I'm even dissatisfied with myself. I feel like throwing all my work in the waste basket (respondent is in public administration major).

The university here reminds me of secondary school at home in Thailand. Students in America are forced to study. The way they check on you - it isn't free. It is supposed to be free and democratic in America (respondent is in linguistics major).

Some students, who desired to remain in the United States evaluated their American experience by comparing economic and vocational opportunities in Thailand with those in America.

84

1. 76.8 percent of the students indicated that standard of living in Thailand is lower than America's.

2. Only 37.6 percent of the students indicated that their income in Thailand upon returning after graduation would be enough to support their families, while 50 percent were not certain. There is little evidence that salary incentives are likely to exercise a major influence on occupation choice, and in any case such a policy might well snowball in terms of occupations not so favored. ⁸⁵ The net salaries which trained persons can earn in Thailand are below the level of those earned in the United States where salaries are determined by supply and demand.

3. A large number of students, doctors, and nurses stated that there is a tendency among the "foreign-returned" to become depressed and feel hopeless. They said that if they return home they must contend with the resentment of an older generation toward the more energetic and creative characteristics of the younger generation. Bureaucratic administration procedures, red-tape, the kinship-system, an excessive hierarchical departmental pattern, heavy working schedules, etc. all work against the motives and values of the returning student. The most significant things are the kinship-system and corruption in the administrative area. Silcock says that "one is difference in promotion rates between civil servant's sons and others; ... sons of

civil servants reached these senior ranks in an average period of ten years from recruitment, while sons of others, on average, took thirty years to rise so far,"⁸⁶ This kind of bureaucratic system is not unusual in Thailand or in other countries of Southeast Asia.

4. Many students stated that they do not desire to return and work in a field not of their choice. It is useless to go back and simply be a teacher in a school or an instructor in a college or university, neglecting whatever they have learned in America, and eventually forgetting all they know. As Hayden pointed out, "In Thailand a survey made of 125 chemists of whom 85 had foreign degrees indicated that slightly more than half were serving as administrators in positions totally removed from chemistry."⁸⁷

5. Many doctors indicated they do not wish to return to work in Thailand because of both economic and non-economic factors. The average monthly salary earned in the United States, in dollar terms, is 5 times higher than that earned in Thailand. Adjusting this for the cost of living differences, Thai doctors are still better off in the United States. They can afford things that make life more enjoyable and comfortable like cars, stereos, color televisions, and so forth. Non-economic factors are reflected in the -- rigidity of (Thailand's)

86

Silcock (edited), op. cit., p.89.

87

Hayden, op. cit., p.211.

government employment system..., extreme inertia of (Thailand's) institutions, lack of research funds, and use of relatives and friends to secure jobs. They said that these factors are more important than "money". William Maxwell stated that:

... The Thai doctors who returned in the past were usually doctors who were somewhat older already government officials with a good position and possibly a dependent family in Thailand, and who were not facing the greater competition now existing among young doctors due to the ... increasing number of medical graduates....⁸⁸

6. Nurses indicated that in Thai society nursing is not considered a professional career. Nurses are viewed as skilled-workers, and their salaries are small compared with whatever they get in America (\$40-\$50 a month and \$700 (and upwards) per month respectively). They rarely go back and work for so small a salary after staying in the United States where they are considered professionals. In the United States they can have everything they want, and can even save some of the money they earn to send home to support their families.

There are many other reasons why students who desire to remain in the United States rise up to protect themselves from being called "selfish", and recognize no responsibility to their country.

Those who do not desire to stay in the United States reported their unfavorable attitudes toward the United States and the American

people by adding their own comments to these answers that:

1. Many students expressed that they do not like being labeled as "third" or "fourth" class citizens in America. Thais are very proud of their nationality and the fact that their country is the only one in Southeast Asia which never been occupied by any other country. They desire to be treated in the same way Americans themselves are treated. It seems to the Thai students that the American people know very little about other countries and perhaps think that foreign students who come to further their studies in the United States from the underdeveloped countries, are barbarians compared to Americans.

In applying for a job with many openings, an American student gets \$3.00 an hour, an American negro got the same rate but foreign students got \$2.75 an hour for the same kind of jobs (respondent is in economics major).

I defend the Thai more than I have done all my life. I often defend Thailand against statements which are made without knowledge or justification (respondent is a psychology major).

In Thailand, I never think of myself as "Thai" I am a Thai-Chinese but in America I often feel the part of the Thai. I often defend Thai to Americans. (Respondent is a nurse).

American people often think that we "Thai" in Thailand are uncivilized and backward. One of them even asked whether we have electricity in Thailand. (Respondent is a nurse).

I had not realized what I would find in U. S. Everything I encountered makes me feel like a stranger, a "third or fourth" class people among American people. I don't seem fit into this strange society. (Respondent is an engineering major).

I do not regard America as home or even a country of my choice if I have to stay abroad I would like

to go home as soon as possible (respondent is an accounting major).

2. A number of Thai students, especially female complained about crime and rape, about which "authorities estimate that three to five times as many rapes actually take place as are reported - which means that in 1972 there may have been as many as 230,000 rapes in this country."

89

Some statements made by Thai students are as follows:

It seems to me that I am being punished for all the sins I've done in my life. I work very hard to earn the money for school and I have to spend the rest of my life in my apartment. No activities outside the apartment. I live in a neighborhood which raping is not an unusual event at all. I wish I could move out and find a better place to live, but every place in the big city like Chicago is just the same (respondent is in Education).

I hate black Americans. I hate them because it seems to me that they are the people who usually commit crimes. I hate them because one of my girl friends was raped by them. I know that not all of them are alike, but I can't help thinking like that (Respondent is a secretarial major).

3. Some of the students indicated that they do not want to remain in America for the rest of their lives because they are afraid that their children will be Americanized and leave them alone when they are old. In Thailand the people are taught to respect their parents and their ancestors, and they have the responsibility of taking good care of them when they are old. Thai society will not sanction

89

Carl T. Rowan and David M. Mazie, "The Terrible of Trauma of Rape", Reader's Digest, March, 1974, p.198.

those who neglect to take care of their parents.

The following quotes illustrate the fear of having children that will be Americanized:

I don't like to be an unwanted generation in America when I am old. I certainly have to go back to Thailand as soon as possible (Respondent is a doctor).

I don't like to be old and lonesome like the American in the nursing home. I know how they treat the people in the nursing home. I worked there for three months. I think I will go to Thailand next year if I finish my program. (Respondent is in a business field).

American youngsters can afford to have one or two dogs in their houses but they can't afford to have their parents with them. I am sure that I can't prevent my child from becoming Americanized if I will settle down in America and I cannot stand to be neglected by my son as a useless old person waiting for the last day in the nursing home (Respondent is a nurse).

The students were asked to state the major problems that they expected to encounter upon returning to Thailand. Their responses could be placed into five different categories:

1. Political and economic conditions in Thailand. Many students reported that they are worried about economic conditions in Thailand: the cost of living is going up rapidly while the amount of income is almost at the same level it was about 5 years ago. Corruption has been spreading throughout the country. They are afraid that the Communists will take advantage of these conditions and invade.

2. Intellectual loneliness. Some of the students said that the seniority system and the aristocracy will deprive them of their ability and their intention to work for Thailand. They are afraid that they will not be able to do what they think would be best for the

country if such things have never been done before. This is because most of the "old hands" believe in seniority, and feel that they should be the ones to give orders. The student wrote:

The main problem I anticipate has to do with the possibility of "intellectual loneliness". I am afraid that my "unorthodox" views and my concern for the poor and the wretched of the land might lead to some misunderstandings and unnecessary conflicts, particularly with the powers that be 'God forbid' (Respondent is in philosophy major).

Most of the old government officers always think that they have experience for they have been working more than 10-20 years. They do not even want to listen to the new graduates especially from foreign countries (Respondent is in education).

Almost all of the old men in the offices are afraid that the young ones will beat them with new techniques and new ideas. They protect themselves by trying to find our weakness and dig it out. What's the use of working in such conditions in which you have to be careful and always have to be in the right ones otherwise you will be torn to pieces. Who in the world likes this kind of situation! (Respondent is a political science major).

3. Quite a few students are afraid of being placed in a field for which they are not trained and do not like:

I like the subject I am studying I learned and I enjoyed it very much. I don't know whether I will be able to find the job in the field of my choice. I'm afraid I have to get one which is not in the field I like (Respondent is a science major).

I don't like to be an administrator. I like to do research. But my boss told me that he had a position in an administration area for me (Respondent is an educational research major).

4. Almost every student complained about corruption. The following are a few of the attitudes expressed:

American education taught me democracy. I know that I am crazy about it. I would like to go back home and dig out the biggest root of corruption tree in my country and destroy it (Respondent is in a public administration field).

I don't want to be corrupted or even to corrupt anyone. It seems to me that every place in Thailand is corrupt especially in the government offices. I wonder whether I will be happy among them and be myself or I have to join their club in order to save my life and my position (Respondent is in a Science area).

I feel that my throat get sour every time I think about the government, corruption, and the poor people in my country. I don't understand what they've done to my country, the land which my ancestors bought with their lives and had protected more than they could take care anything in the world... (Respondent is in education field).

I wish I were a witch, I would use my witchcraft to get rid of the scandals from my country (Respondent is in education field).

I hate to see my country in such a condition as it is at the present. Thai culture and morality are being destroyed by the greedy persons who corrupt anything they can, just to earn more and more. I think they are crazy and idiots (Respondent is a political science major).

There were many more complaints about the corruption in Thailand.

At the time the respondents had completed the questionnaires, the Thai government was under the control of military men: Field Marshall Thanom Kittikachorn, Field Marshall Prapas Jaru-sathien and Captain Narong Kittikachorn. The students generally believe that these men corrupted their country as well as the Thai people. They further believe that corruption has been spreading throughout the country. The conditions in Thailand have been getting worse: the poor became poorer and a large number of them did not even have enough food to eat.

Newscasts frequently indicate that Communists outside the country are trying to advance their cause by taking advantage of the poverty by offering food and propagandizing. Crime has increased and has become almost routine. The Thai people have tried to be patient; but, finally, the students from all over the country led the people in a bloody demonstration (on October 14, 1973) which forced the three military men to leave the country. At present Thailand has a new government, not military but civil.

5. Attitudes toward American politics in Thailand. Attitudes are both favorable and unfavorable. Typical expressions of Thai students are:

I know that Thailand needs educational and technological help from America but not that kind of help America is giving us. I think America gets involved in Thai political policy too much for the good of Thailand (Respondent is in the educational field).

I think that C.I.A. is a big organization that causes the government to corrupt Thai people. C.I.A. has given substantial amounts of money to persons in the governmental party, to get the information it needs (Respondent is in the economics field).

If we consider every critical condition around the world, we will find that America keeps getting involved everywhere, as in Korea, Vietnam, Israel, and in African countries (Respondent is in the journalist field).

I think America is trying to protect us from the communists surrounding our country. I appreciate very much its help (Respondent is an undergraduate student).

I know that Americans gave a lot of assistance in almost every field to Thailand (Respondent is an undergraduate student).

I know quite a number of American people. All of them are nice and are very understanding people. They know that Thailand needs help for developing the country (Respondent is in the education field).

I don't think Americans think independently about politics. What really annoys me is that they don't know where Thailand is, they think that she is a part of China, they often talk about the waste of sending aid to other countries, when, in effect, it is very beneficial to themselves as well. They gave us used war equipment which they have used for 8 years. For example, and they know that it can be used about 10 years. After 2 years we shall have to buy parts for this equipment from them. It is quite a technique to sell parts for the aid they give (Respondent is in political science).

When the students were asked about American educational influence upon their general attitudes, many profound (usually favorable) effects were acknowledged. The results were as follows: ninety percent of the students reported an enhancement of their self-reliance; eighty-one percent a stiffening of their courage; eighty-five percent development of a spirit of initiative; forty-eight percent a spirit of helping to attain better international relationships and fifty-seven percent a spirit of working for the common good of mankind. The students added that:

I become more of what I wanted to be (Respondent is an undergraduate student).

I do not have to rely on (Phung) other people to do my thinking (Respondent is in an educational field).

I learn to be pushing and forward, to take initiative, to be independent and to be aggressive. Anyway, I miss myself, my real me before I came here (Respondent is in the accounting field).

I gain self-confidence and enthusiasm. I know that my eyes have been opened, I had a vision of the world and felt that I would make a real contribution to an important area of life (Respondent is a nurse).

I saw a new standard of life, I learned something that Thai people do not even know what they are missing (Respondent is in the political science field).

I wish I could spend the rest of my life working for better international understanding. I would like to work for UNO or ECAFE or another international association (Respondent is in a psychological area).

Numerous favorable comments were made about the friendly informality of student-teacher relations on American campuses.

In America, the professors leave their doors open and you can just walk in. They really show a lot of interest in their students and spend a lot of time with them (Respondent is in the psychological field).

Respondents indicated an enlarged vision of political and social life (48%); a better understanding of human relationships (32%); and a better understanding of America's national and international problems (25%). Twenty-three percent mentioned that they received insight into the means by which Thailand might improve her technical, social, educational conditions.

I will return home as soon as possible and do my best to serve Thailand and help other of problems in education (it is in my field) as best I can. . . I think I know her problems and know how to solve them (Respondent is in Tests and Measurements field).

All in all both favorable and unfavorable attitudes toward America, American education, and the American people were indicated. They realize it is an advantage to foreign students to further their education in the United States. At least, they achieved what they had in mind before they came. They know and understand America and the

American people. They have seen another part of the world which is totally different from their own country. They have gained an understanding of the other nations and their people from their foreign neighbors -- classmates, roommates, etc., while staying in the United States.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Purpose and Importance of the Study

The foreign educated students have become an active force in the developmental process of Thailand. For, in Thailand, the role played by the foreign-trained elite is most important, given the particular makeup of the Thai society.

An analysis of trends in their occupational choices and values should help to foresee the direction of influence after their return home. Upon arrival in the United States, Thai students, especially scholarship students, have established their educational and occupational goals, i.e., field of study, level of study, and career choice upon their return home. According to Davis' theory of "birds of a feather" students may change their field of study to match their fathers' occupation or their socio-economic background or the students may change their career-patterns if their characteristics have changed. While in the United States Thai students may change their plans to fit the "birds of a feather" theory or they may change their plans because of American educational influences. Nevertheless, the changing of career plans or career patterns by the Thai students, particularly by the sponsored students, is bound to have an effect upon the developmental programs in Thailand.

Thailand is a developing country in Southeast Asia. Manpower, especially foreign-trained manpower, is a most important tool to help develop the country. Students are usually selected for study abroad because their sponsors (either the government or a private organization)

have specialized needs which can be met most effectively through foreign training, of the persons selected. If the selected students were to change their career plans while abroad, the sponsors would have difficulty in finding replacements and this would hinder their development projects.

This study was designed to investigate changes in career plans and to search for determinants of those changes. In fulfilling this purpose the study surveyed empirically the characteristics and academic adjustment of a representative group of Thai students, those in Illinois institutions.

The hypotheses of this study are as follows:

1. Thai students studying in the United States are from predominantly urban centers and from upper and middle-class socio-economic backgrounds.
2. There is no significant relationship between the Thai students' socio-economic backgrounds and their career choices.
3. There is no significant relationship between the Thai students' indicated career choices and their desire to remain in the United States (or return home).
4. There is no significant relationship between changes in career patterns and level of degree sought (i.e., those seeking B.A. vs Ph.D.).
5. There is no significant relationship between type of career field choices and changes in career patterns (i.e., physicians vs teachers).

6. There is no significant relationship between type of training received in the U.S. and career choice.

7. There is no significant difference between perceived personal and educational problems and career changes.

8. There is no significant relationship between the students' intended career choices and their fathers' occupations.

Methodology and Instruments

This study began with a pilot project using 87 Thai students in the Chicago area. A questionnaire was developed. The pilot questionnaire was then analyzed, revised and expanded to gain additional information which seemed relevant to the problem. Then, the revised questionnaires were distributed to 788 Thai students in Illinois through friends, foreign student advisors, deans of the institutions and by the author herself. Forty-seven percent of the hand-out questionnaires, i.e., 371 of them, were returned to the investigator. Only 314 cases were retained for coding and analysis after elimination of incomplete questionnaires. The returned questionnaires were tabulated for verbatim extraction and categorization of subject matter and numerically coded; finally the data were transferred to punch cards for quantitative analysis. In the empirical part of the study, it was decided to use descriptive statistics, two-way contingency tables, and one-way analysis of variance for analyzing and interpreting the data collected. In the survey part, a historical research was used as the best way to derive detailed information on the higher educational expectations of Thai students.

GENERAL FINDINGS

In the survey portion of this study, a broad history of previous Thai students in Thailand and in the United States was prepared. Thai students first came to the United States after World War I in 1921. Many reasons account for their coming.

1. The advanced educational system and long tradition and prestige of some universities in the United States attracted great numbers of Thai students.

2. Their main purpose was to receive education and training and to return to work for the Thai government. Thailand has placed a great social value on higher education abroad.

3. The students who desired to be government officials came to the United States to prepare themselves for the very competitive examination of the Thai Civil Service. Foreign degrees, especially from American institutions were preferred by the Civil Service Commission, over Thai or Asian degrees.

4. Because of many organizational and curricular similarities in Thailand and America, there was no major problem for Thai students to continue their education in America.

5. The foreign educated Thais constituted an intellectual elite in Thailand and were rewarded with better jobs, higher pay and more rapid promotions compared with those educated in Thailand.

6. There were not enough institutions of higher education in Thailand nor enough student "places". The university entrance examinations have been very competitive and socially and academically selection

of persevering students especially those with economic means. Those who did not gain admission were compelled to enroll in the West or in neighboring countries such as India, and the Philippines.

7. Because job opportunities were more available in the United States than elsewhere, students from less wealthy families have been able to come to the United States and support themselves through part-time or full-time employment.

A combination of these historical factors has increased rapidly the number of Thai students studying in America since World War II. The latest figure which is available from the Immigration and Naturalization Service of the Department of Justice is that there were 10,784 Thai students in the United States in June, 1972.

According to the United States Immigration Law, there are four types of visas by which the students may gain entry into the United States: Student visa (F), exchange student visa (J), Immigrant visa, and Tourist visa (B). The majority of students enter via student visas. Some of them later alter their visa for immigrant status. As an immigrant, the Thai student can work full-time and earn enough money to manage his expenses while staying in the United States. Moreover, as state residents they can reduce their tuition payments to public institutions to one-third of the normal tuition. Some enter as tourists and secure a student visa after entering an educational institution.

In 1965 in a comprehensive study of Thai students by Barry there were twice as many male as female students, whereas today, the number of Thai students in the United States of both sexes is

equal. This probably is due to rapid social changes in Thailand which have been the consequences of progressive developments in education, improved world communication, the impact of Western cultural patterns, and the breakdown of rigid status groupings.

Thai students in the United States come primarily from wealthier and more commercial wealthy areas such as, Bangkok-Thornburi, the Central Plains, and the big cities. Students from rural areas or small cities have a smaller chance of getting into an institution of higher education. The traditionalism of the people in rural areas is one of the many factors that deprive their children of higher education. The purpose of education for Thais in rural areas is simply to be able to read, to write, and to understand the basic mathematics for daily living. These things, they believe, a fourth grade education can provide. Besides the restriction of traditional values, rural education suffers from inadequate equipment, poor buildings, and poorly trained teachers. These factors cause the students from small cities to be less prepared to compete for entry into higher education. In addition, the majority of Thai students in America come from middle-class families. Very few of them come from the lower classes. Most come from families where fathers are merchants (Chinese or Thai-Chinese) or government officials who mostly live in Bangkok-Thornburi, the Central Plains, or in the big cities. While the level of their fathers' education is under the college level, it is significantly higher than the level of education attained by the fathers of lower class students (usually the primary school level). Moreover, the higher the level of fathers' education the more favorable is the socio-economic background

of the student. Fathers of students in more favored socio-economic classes also tend to have higher vocational and professional status. Contingency coefficients indicate that these characteristics are significantly related.

The major fields of study which Thai students pursue in America have been constant for a long time. These are medical, social science, education, and engineering. The majority of Thai students who come to the United States have finished undergraduate work in Thailand. They are working for master degrees or they are in advanced training. The students who are working for undergraduate degrees or lower are those of the wealthy families and of families stationed in America.

Only one-fifth of the Thai students studied were supported by scholarships. The rest of them were supported by their families or were self-supporting. A large number of Thai students came to the United States with the information from their compatriots that students in America can support themselves by working part-time or full-time. One-fourth reported that they were in full time study and were not employed at all. The rest, 23 percent, worked part-time and studied full-time, 17 percent worked full-time and studied part-time, 15 percent worked full-time and did not go to school.

The intended length of their stay in the United States varied according to the major fields and according to the time the students have been in the United States. Most of the students tend to stay in the United States for the period of time needed to finish their programs especially scholarship students. But one-fourth of the students stated that they will be in the United States for more than 5 years, among

Forty-three percent of the nurses and 23 percent of the doctors indicated no time limit for staying in the United States.

Almost all of the Thai students in the United States have some academic problems, personal problems, or cultural problems. The greatest difficulty insofar as academic problems are concerned is that created by a lack of proficiency in the use of the English language. The personal problems which the Thai students are facing are not always very serious on the surface. The most serious ones are loneliness and homesickness, which are strongest during the earliest months of residence. The cultural problems that the Thai students complained about were those cited by students working in factories. That is, that they are forced into labor contact with Americans from the lowest classes who regard them as third or fourth class persons. Adaptations to diet and weather created only minor problems for them.

MAJOR FINDINGS

Two-way contingency tables, one-way analyses of variance, and Pearson product-moment correlation were used to analyze the data in order to be able to accept or reject the hypotheses.

Hypothesis No. 1 Thai students studying in the United States come from predominantly urban centers and from upper and middle-class socio-economic backgrounds. This hypothesis is accepted. Eighty-three percent of the sample came from middle- and upper-middle class backgrounds and 64 percent of the students came from Bangkok-Thornburi and the Central Plains and these are the largest cities. A similar result was found by Barry in 1965. This indicates that the system of selecting urban, wealthy, favored socio-economic classes of students for higher

grounds and 64 percent of the students came from Bangkok-Thornburi and the Central Plains and these are the largest cities. A similar result was found by Barry in 1965. This indicates that the system of selecting urban, wealthy, favored socio-economic classes of students for higher education with fewer opportunities available for rural and lower socio-economic classes of students has not been changing in the last ten years. The Thai government must make greater effort to encourage the disadvantaged students to enter higher education and help them to prepare properly for it.

Hypothesis No. 2 There is no significant relationship between the Thai students' socio-economic backgrounds and their career choices. This hypothesis is accepted. The contingency co-efficient value for the variables was .0477 and was not significant at the .05 level. The results indicated that the middle-class students, the majority of the sample, enrolled in every career field and especially overchose in medical-service, teaching, business, and engineering. The upper-middle class students overchose in business while the highest class overchose in teaching and business. The lower-middle class students overchose in business and medical-service, and the lower class students overchose in teaching and business.

The results did not support Davis' and Werts' findings on changing career plans. The differences are that a business career is overchosen by Thai students in every socio-economic background rather than by the middle-class students alone, and that teaching is overchosen by both the highest class and the lowest class. Possibly this is because the students from the lowest class are trying to push themselves into a

higher class through professions in college and univeristy teaching which are highly respected in Thailand. It may come from the motivation of the family. According to Thai customs, children often reflect the wishes and aspirations of their parents for prestigious vocations in education, foreign services, etc. Foreign-service is overchosen by the lower-class instead of the highest class, and medical service is overchosen by the students from the upper-middle class to the lower-middle class. An indepth study should be done to determine the rationale behind the differences between the present study and the studies done by Davis and Werts and their colleagues. Are cultural differences responsible with these differences?

Hypothesis No. 3 There is a significant relationship between Thai students' indicated career choices and their desire to remain in the United States. The contingency co-efficient value for the variables was .9839. This was significant at the .01 level. The hypothesis is rejected. About 25 percent of the sample indicated that they would like to remain in the United States after their graduation. One-third of the sample mentioned that they will stay in America for longer than 5 years. Nurses, doctors, architects, businessmen and engineers are those students who intend to remain in the United States. Only one percent of those in teaching careers reported an intention to remain in American.

Most of the students who desired to return reported that they would like to work in Bangkok-Thornburi, in suburbs of Bangkok, or in other urban areas. They complained of the difficulty of obtaining satisfactory government positions. The overwhelming desire of trained persons to serve only in Bangkok creates serious problems for a

-developing country. Very few people like to work in rural areas -- how can these areas be developed without manpower? The Thai government should take measures to encourage some trained persons to serve in rural areas. As long as Thai society still recognizes government service as an outstanding career, the government does not have to worry about having a lack of people to work for it.

Those students who reported that they would like to remain in the United States are in career fields critical to Thailand's development. These students gave many reasons for not returning to Thailand. Job opportunities in those areas are available to them in the United States. It is not impossible for Thai doctors, nurses, engineers and architects to alter their visa status and remain longer in America. American income, luxuries which they cannot afford in Thailand, personal freedom in the American way of life tend to discourage them from returning home.

It may be regarded as unfair to the Thai government if students who have been educated at Thai government expense were to choose not to make their critical skills and knowledge available to the Thai people. Some students after five years of training abroad are still trying to remain abroad employing one excuse after another. The patent explanation for their refusal to return is often that the technological gap, bureaucratic administration, and the prospect of low salaries make it less worthwhile for them to return and under handicapped conditions. They are quick to blame economic and political conditions in Thailand for their dislike. They are quick to forget that their families have made many sacrifices for them, that the Thai people in the past and in

the present have endured many hardships in order for them to have educational opportunities. There is an obligation on their part to make restitution with public service. The Thai government expends large sums of money to educate doctors and other professionals. After graduation instead of working for the Thai people -- Mr. Dum, Miss Dang, Baby Lek choose to remain in the United States and use their knowledge for Mr. Smith, Miss Brown and Baby Judy.

In Thailand medicine is a most honored profession. A doctor enjoys prestige and, comparatively, a good income. Most doctors in Thailand work part-time in their own clinics and full-time in the hospitals which are usually government hospitals. Doctors are among the socially elite. Many Thais are enraged at the refusal of doctors to return to serve in Thailand under the excuse that they can earn more money in America.

One may have a little more sympathy for the Thai nurses who choose to remain in America because of an inferior position which Thai society gives them. In Thailand nurses are not recognized as professionals. They work very hard in the hospital for very little money. Their earnings are comparable to those of lower-level government employees. A nursing career in Thailand seems to be a lower-class career. It is not surprising for many of them to come to America and remain as long as they can or until they have enough money to be able to establish some business in Thailand.

The excuses of those students in all other fields who try to stay in the United States are similar to those of medical personnel. And in the same way they are quick to forget their obligation to serve

their mother country. Thailand needs their help badly at present and the Thai government should do something to make them return to Thailand as soon as possible after they finish their programs.

Hypothesis No. 4 There is significant relationship between changes in career patterns and level of degree sought. The contingency coefficient value for the variables was .2218 and was significant at the .05 level. The hypothesis was rejected. The results revealed that the students who changed their career patterns tend to be those who are studying in the lower level of education rather than in higher level or degree level. This may be because the students in lower levels were younger and just beginning their programs. It is not difficult for them to switch from one field into another field. Davis' theory of "birds of a feather" does not apply here—that "deviants" in a given field tend to switch out, and students with traits characteristics of the field tend to switch, for there is no significant difference between students' career choices and fathers' occupations. Therefore, we are not certain that those who switch out tend to switch into the fields which fit their characteristics or not. Further research should be done to find out whether or not the students who switch out of the field tend to switch into the fields that fit their fathers' occupations or into the fields that fit their own traits and characteristics. What are the reasons that make the students in lower-levels of education change their career patterns more than the students in higher education? Are changing career patterns affected by Thailand's changing economical and development plans?

Hypothesis No. 5 There is a significant relationship between type of career field choices and changes in career patterns. The contingency coefficient value for the variables was .3471 and was significant at the .01 level. The hypothesis is rejected. Students who are in humanities, vocational training, and those who did not indicate their career choices reported that they had changed their career patterns whereas none of the students in biological science indicated this. One explanation is the students in humanities expect difficulty in finding vocational placement in their areas of specialization upon returning to Thailand. Further research is in order to determine more specific reasons why the students chose their fields of study in the first place and why they changed their plans? The results may support the present study and previous studies conducted in this area.

Hypothesis No. 6 There is a significant relationship between type of training received in the United States and career choice. The contingency coefficient value for the variables was .8377. It was significant at the .01 level. Not all of the Thai students in American intend to work in the fields for which they received training in the United States. One third of the students in social science would like to engage in business in Thailand and one-fifth of the students in engineering intend to be engineers in Thailand. The same result was found by Barry in 1965.

Hypothesis No. 7 There is no significant difference between perceived personal and educational problems and career choices. One-way analyses of variances were used and the F values for the variables were .0634 and .4294 respectively and were not significant at the .05 levels.

Hypothesis No. 8 There is no significant relationship between the students' intended career choice and their fathers' occupations. The contingency coefficient value for the variables was .2768. It was not significant at the .05 level. Thai students in the United States are primarily from middle-class families and their fathers' occupations mostly in business and government administration. Their chosen careers cover almost every field of study. Career selection is probably more influenced by Thailand's manpower needs than by parental occupation. This finding does not support the previous studies of Davis, Werts and Watley. Perhaps, the most interesting finding of this study is that changes in the career patterns of Thai students in America do not support the Davis theory of "birds of the feather". The students who changed their career patterns did not "switch in" or "switch out" to fit their fathers' occupations. There appears to be no relationship between career choice and students career changes.

This study also indicates that problems in personal finance and mastery of the English language and study skills are the problems most frequently expressed by nearly all Thai students in America. Most of the students had been informed by friends that they can expect to work part-time and earn full-time in America to support their graduate study. Some have found this impossible and others have discovered that working while studying hampers their academic progress particularly their opportunity to overcome the language handicap. Some with fewer language handicaps are able to enter the United States through lesser known institutions in America hoping to transfer to another institution later.

handicaps are able to enter the United States through lesser known institutions in America hoping to transfer to another institution later. But their hopes and plans often end up in disappointment. Many end up by dropping out or not going to school at all. The findings indicate that most of the students with adjustment problems are the students who are young and are in the lower levels of education. Similar results have been found in studies of other national groups. It has been recommended that foreign students contemplating study abroad should come after they graduate from the university at which time they should be more mature and better able to adjust to the newer academic environment and culture.

A large number of students changed their career patterns during their foreign residence. These changes especially in case of sponsored scholarship students is bound to have an effect on Thailand's manpower plus some students have even had second thoughts of returning to Thailand and they will contribute to the "brain drain" problem.

Thai students have both favorable and unfavorable attitudes toward America, American education, and the American people. Almost all of them expressed many unfavourable attitudes toward the Thai government, the bureaucratic system, the economic conditions, and the political situation in Thailand. Their responses indicate that American education does influence deeply their attitudes and insights and their views of others. Most of them appeared to develop a better understanding of people all over the world. These students may return to Thailand feeling that they have grown socially and philosophically, that they have gained in knowledge and strength, and that they have new

Recommendations

A number of problems meriting further study have been mentioned throughout this study. These need not be repeated here in detail. But four challenging, substantive and methodological problems which have emerged from the analysis and which need further testing will be mentioned briefly:

1. Another study of career changes should be done in Thailand with first year students in the university by using exactly the same procedure that Davis did in his studies in order to find out whether the differences between the results of this study and those of Davis', Werts' and Watley's are due to the different methodology in getting information on changing career patterns or due to culture differences. Such an indepth study will also provide a chance to compare Thai students in America and in Thailand.

2. Further research should be done to discover in more detail the reasons Thai students change their career plans. Do they change their career plans because of the academic problems, language problems or do social and economic factors structure these changes?

3. Thailand cannot solve the "brain drain" problem by itself. Thailand is merely one country in this situation. Cooperative international action is necessary to relieve this problem. It would be helpful too, if the more developed countries would take greater responsibility for solving their own problem of the shortage of trained manpower because they are better equipped with resources and technology to do

this. To at least try to reduce the tendency of increased permanent migration the more developed countries must try to increase their own supply of professionals so that the need to employ skilled foreigners will be reduced. Only cooperation among the countries involved, large and small, developed and under-developed, will solve this problem.

In Thailand an extraordinary large portion of the public budget goes for national defense. This is ostensibly to counteract terrorist activities. If the government were able to apportion its scarce economic resources with different priorities and use the aid funds from developed countries more to build schools, colleges, hospitals and research centers it may eventually be able to cope better with its social problems and at the same time reduce the number of unqualified students sent abroad. For those university graduates who want to further their studies abroad the government should enforce its policy of requiring students to make appropriate restitution of the resources the government provided to enable them to study abroad. And the government should strive to make it more attractive with rewards and incentives for students abroad to return to serve in Thailand particularly in the geographic areas of greatest need.

4. Authorities in Thailand should strive to improve the guidance procedures not only for sponsored students but also for students intending to study with their own resources. The guidance should also be extended to the students through Thai consulates while the students are studying in the United States. Some orientation has been provided for many years for sponsored students before they leave Thailand but

it has not always been effective. The guidance should cover information about finding a job, meeting expenses in the United States, knowledge of the immigration laws. In addition the guidance should assist the students in determining for himself whether or not he is mature to leave his family and country, whether he is emotionally and academically prepared to study in the country selected, and whether the study opportunity fits it with the students' career plans. While this guidance may not eliminate the main causes of failure in foreign study, at least the government can caution, "forewarned is forearmed."

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APPENDIX

January 29, 1973

Dear Friend,

I am a graduate student in the Department of Foundations at Loyola University. I am conducting an investigation of the problems and the attitudes of Thai students in this country. It is regret that there is no definite and correct information about the conditions of Thai students in the United States. Most of the people in Thailand and in the United States think that the conditions are quite satisfactory. The aim of this research is to find out some facts which may help in improving the facilities for coming generations of students, and students who have already been here.

You are one of the persons selected from the entire population of Thai students in this state, for I cannot collect the view of all. The sample of which you are a member would not be properly representative unless all the questionnaires were returned. Would you, therefore, please answer the questionnaire and send it back in the enclosed envelope, as soon as possible? Your answer will be treated entirely, CONFIDENTIAL. So please answer ALL the questions frankly and honestly.

With many thanks for your help and cooperation.

Sincerely yours,

(Swana Pornputtkul)

QUESTIONNAIRE

INSTRUCTION: Indicate your answer to the following questions by circling the number in front of the appropriate answer or by writing in the desired information. The questionnaire is anonymous; do not sign your name.

1. Name of your school
2. Marital status:MarriedSingle.
3. Sex:MaleFemale.
4. Type of visa
5. Your age:YearsMonths.
6. What is your father's principal occupation? (If he is retired or not living, what was his occupation?)
7. Highest academic level completed in Thailand
8. Field of study you intended to enter before you came here
....., you are now studying
9. How long have you been in the United States?YearsMonths.
10. How long will you be here?YearsMonths.
11. Your father's level of education (circle the highest one)
Primary school 1 2 3 4
Secondary school 1 2 3 4 5 6
High school 1 2
College 1 2 3 4
Did he get a degree?YesNo.
Graduate study M.A. M.S. Ph.D. Ed.D. Other.....
Post graduate study Type
12. Socio-economic class of the family in which you were reared (circle one.)
 1. Upper class
 2. Upper-middle class
 3. Middle class
 4. Lower-middle class
 5. Lower class

13. Place of origin in Thailand (circle one.)
1. Central
 2. Northern
 3. North-eastern
 4. Southern
 5. Bangkok-Thornburi
14. Level of education for which you are studying (circle one.)
1. Certificate
 2. Associate degree
 3. Bachelor's degree
 4. Master's degree
 5. Doctoral degree
 6. Other (specify.)
15. Source of financial support (circle one.)
1. Your own money
 2. Your salary from Thailand
 3. Your salary from where you are working now
 4. Your family
 5. Thai Government scholarship
 6. U.S. Government scholarship
 7. Other (specify.)
16. The amount of the money you get is (circle one.)
1. Enough but not always
 2. Not enough
 3. Enough and have some in the saving account
17. While in the United States, do you spend most of your time (circle one.)
1. Studying only
 2. Studying and working part time in the evening
 3. Working and studying part time in the evening
 4. Working only
18. Some reasons why Thai students come to this country are listed below. Please indicate how important each reason has been to you.

| | Of very great impor- tance (4) | Of great impor- tance (3) | Of some impor- tance (2) | Of no impor- tance at all (1) |
|-----------------------------------------------------------|--------------------------------------------|------------------------------------|-----------------------------------|-------------------------------------------|
| 1. Personal ambition | = | _____ | _____ | _____ |
| 2. Wish of my family | _____ | _____ | _____ | _____ |
| 3. Financial grant | _____ | _____ | _____ | _____ |
| 4. To gain advanced training | _____ | _____ | _____ | _____ |
| 5. To earn greater status and prestige in Thai society | _____ | _____ | _____ | _____ |
| 6. To better my future pros- pects | _____ | _____ | _____ | _____ |
| 7. To get to know other country | _____ | _____ | _____ | _____ |
| 8. Other(specify.)..... | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

19. Your educational goal of studying in U.S. should be to:(rank three of the following in order of importance and place the number in the space provided.)
1. Provide training directly to your career.
 2. Develop the ability to solve the problems that will arise in life.
 3. Provide knowledge and develop interests.
 4. Obtain a degree.
 5. Help in getting privileges and authority when you return home.
 6. Get a good job when you return to Thailand.
 7. Help in attaining social recognition when you return to Thailand.
- 1st.
- 2nd.
- 3rd.
20. Have your goals changed? Yes..... No.....
- How has your goal(s) changed?
-
21. What do you think affected the change?
-
22. The school or college you are now attending is your(circle one.)
1. 1st. school
 2. 2nd. school
 3. 3rd. school
 4. More than three.
23. What are the major problems you have or have had while studying in the United States (rank and explain three of the following in order of importance.)
1. Personal problems
 2. Academic problems
 3. Emotional problems
 4. Cultural problems
 5. Other(specify)
- 1st.
-
- 2nd.
-
- 3rd.
-

24. As you have been in this country for some time, do you find any problems in the following areas disturb you and how much?

| | Great (4) | Some (3) | Little (2) | None (1) |
|-------------------------------------------------------------------|--------------|-------------|---------------|-------------|
| 1. Behavior of the people | _____ | _____ | _____ | _____ |
| 2. Weather | _____ | _____ | _____ | _____ |
| 3. Academic conditions | _____ | _____ | _____ | _____ |
| 4. Colour discrimination | _____ | _____ | _____ | _____ |
| 5. Food | _____ | _____ | _____ | _____ |
| 6. Financial situation(cost of living/getting suitable job/ etc.) | _____ | _____ | _____ | _____ |
| 7. Social life | _____ | _____ | _____ | _____ |
| 8. Psychological adaptation (loneliness/strain/etc.) | _____ | _____ | _____ | _____ |
| 9. Other (specify)..... | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

25. The following are some of the things which usually worry Thai students in this country. How important is each for you?

| | Of very great impor- tance (4) | Of very impor- tance (3) | Of some impor- tance (2) | Of none impor- tance at all (1) |
|---------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------------|
| 1. Worries about domestic problems back at home. | _____ | _____ | _____ | _____ |
| 2. Unsatisfactory progress of study | _____ | _____ | _____ | _____ |
| 3. Lack of money | _____ | _____ | _____ | _____ |
| 4. Fear of academic failure | _____ | _____ | _____ | _____ |
| 5. Uncertainty of time to return to Thailand | _____ | _____ | _____ | _____ |
| 6. Lack of interest and encouragement by tutor, supervisor, or boss(if working) | _____ | _____ | _____ | _____ |
| 7. Health | _____ | _____ | _____ | _____ |
| 8. Climate | _____ | _____ | _____ | _____ |
| 9. Other(specify)..... | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

26. Your average grade last semester or last quarter was:(circle one.)
A, B, C, D, E, F, Other(specify).....

27. How would you rate your satisfaction with your academic progress in this country?(circle one)

1. Great
2. Moderate
3. Slight
4. Not at all

28. Do you have any difficulties with your studies in this country?
 Yes..... No.....
 If 'Yes', please indicate the degree of your difficulties in the following spheres:

| | Great (4) | Some (3) | Little (2) | None (1) |
|---------------------------------------------------------|--------------|-------------|---------------|-------------|
| 1. Understanding lectures | _____ | _____ | _____ | _____ |
| 2. Participating in seminars/ discussions | _____ | _____ | _____ | _____ |
| 3. Expressing myself orally | _____ | _____ | _____ | _____ |
| 4. Writing essays and papers | _____ | _____ | _____ | _____ |
| 5. Understanding reference/text books/ journals/etc. | _____ | _____ | _____ | _____ |
| 6. Practical works | _____ | _____ | _____ | _____ |
| 7. Other (specify) | _____ | _____ | _____ | _____ |

29. Here are some reasons Thai students give for dissatisfaction with their conditions in this country. Please indicate how important each has been for you?

| | Of very great impor- tance (4) | Of very impor- tance (3) | Of some impor- tance (2) | Of none impor- tance at all (1) |
|----------------------------------------------------|--------------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------------|
| 1. Absence of parents/family | _____ | _____ | _____ | _____ |
| 2. Absence of close friends | _____ | _____ | _____ | _____ |
| 3. Separate from wife/husband/ children | _____ | _____ | _____ | _____ |
| 4. Long period of absence from home | _____ | _____ | _____ | _____ |
| 5. Loses of individuality and sense of futility | _____ | _____ | _____ | _____ |
| 6. Boredom and monotony of present life | _____ | _____ | _____ | _____ |
| 7. General sense of Psycholo- gical depression | _____ | _____ | _____ | _____ |
| 8. Other(specify)..... | _____ | _____ | _____ | _____ |

30. Do you think that it is very important for the Thai students to return to Thailand after they finish their programs?(circle one)

1. As soon as possible
2. Within a year
3. Between 1-5 years
4. Over 5 years

31. Do you wish to become a U.S. citizen and stay here?

Yes..... No.....

32. If you wish to go back to Thailand, please state your reasons. (rank three of the following in order of importance)
1. To serve my country and my people
 2. To be near my parents and relatives
 3. I am more accustomed to the life at home
 4. I probably can get a better social position back home.
 - 1st.
 - 2nd.
 - 3rd.
33. Finding job in Thailand for you after completing your training will probably be: (circle one)
1. Very difficult
 2. Difficult
 3. Not so difficult
 4. Easy
 5. Very easy
34. If you go back to Thailand would you like to work in: (circle one)
1. Government service
 2. Private offices or some other organization
 3. Pursue your own career
 4. Other (specify).....
35. Which of the following occupations would you like to enter if you had a choice, specify the three most likely
- | | | |
|--------------------|---------------------|--------------------------|
| 1. Teacher | 9. Engineer | 17. Public administrator |
| 2. Artist | 10. Farmer | 18. Own career |
| 3. Doctor or nurse | 11. Soldier | 19. Social worker |
| 4. Lawyer | 12. Policeman | 20. Journalist |
| 5. Architect | 13. Accountant | 21. Spokeman |
| 6. Sales man | 14. Economist | 22. Researcher |
| 7. Scientist | 15. Foreign-service | 23. Other..... |
| 8. Business man | 16. Secretary | |
36. Would you like to work: (circle one)
1. In Bangkok-Thornburi
 2. Up Country
 3. In the suburbs
 4. Abroad
37. In choosing your career would you prefer: (circle One)
1. A career that gives little money but you can have forever
 2. A career that gives good salary but one that have fifty-fifty chance of losing.
 3. A career that gives very high salary but easy to lose.
 4. One that gives personal satisfaction.

38. The job that would satisfy you most would have to:(rank three of the following in order of importance)
1. Have the opportunity to use your own aptitude.
 2. Offer security and stability for the future.
 3. Have the opportunity to be creative and original.
 4. Give the opportunity to be helpful to others.
 5. Have a chance to earn a lot of money.
 6. Have a chance to be a leader.
 7. Provide for work free of supervision.
 8. Have high social status and prestige.
- 1st.
- 2nd.
- 3rd.
39. While you are in the United States do you:(circle one)
1. Have your own house.
 2. Have your own apartment.
 3. Live with somebody.
 4. Other (specify).....
40. At the end of your training if you want to stay here in the U.S., what will be most likely for you? (circle one)
1. Have your own house.
 2. Have your own apartment.
 3. Live with some body.
 4. Other (specify).....
41. If you go back to Thailand you will probably:(circle one)
1. Have your own house.
 2. Have hour own apartment.
 3. Live with somebody.
 4. Other (specify)
42. Your income in Thailand will:(circle one)
1. Surely be enough for your family
 2. Probably be enough for your family
 3. Not enough.
 4. You are not certain at this time.
43. You can consider the standard of living in Thailand vs. U.S.:(circle one)
1. Lower.
 2. The same.
 3. Higher.

44. Do you believe that American living and education has helped to develop in you the following?

| | Much (4) | Some (3) | Little (2) | None (1) |
|----------------------------------------------------------------------------------|-------------|-------------|---------------|-------------|
| 1. Self reliance | _____ | _____ | _____ | _____ |
| 2. Courage | _____ | _____ | _____ | _____ |
| 3. A spirit of initiative | _____ | _____ | _____ | _____ |
| 4. A spirit of working for the common good of man kind | _____ | _____ | _____ | _____ |
| 5. A spirit of helping to better international relationships | _____ | _____ | _____ | _____ |
| 6. A better understanding of human relationships | _____ | _____ | _____ | _____ |
| 7. A better understanding of Thailand--her problems and needs | _____ | _____ | _____ | _____ |
| 8. A device to help Thailand improve her technical, social, education conditions | _____ | _____ | _____ | _____ |
| 9. A better understanding of America's national and international problems | _____ | _____ | _____ | _____ |
| 10. Other (specify)..... | _____ | _____ | _____ | _____ |

45. Do you believe that your education in the United States gives you a definite advantage in the following fields over your friends who attended college back in Thailand only?

- 1. In regard to quality of academic achievement?YesNo
- 2. Quality of vocational and technical preparation?YesNo
- 3. Leadership training and responsibility?YesNo
- 4. In understanding democracy and government?YesNo
- 5. In securing a definite philosophy of life?YesNo.

46. What is your main interest in Thailand's development during your stay in United States? (circle one)

- 1. Education
- 2. Politics
- 3. Social
- 4. Economic
- 5. Medical

Please explain:.....
.....
.....
.....

47. What do you think will be your greatest problem in Thailand when you return? (please explain)

Thank you very much for your willingness and cooperation. Please feel free to write any other suggestions below or on the other side of this paper if necessary. THANK YOU.

APPROVAL SHEET

The dissertation submitted by Swana Pornputtkul has been read and approved by the following Committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

May 20, 1974

Director's Signature

