

CHAPTER II
METHODS AND PROCEDURES



SAMPLE

The sample of this study was drawn from a school the population of which is middle class. The total sample consists of 95 males and 53 females who are studying in Matayom Suksa 1, 2, 3 (8th, 9th, and 10th grades). The average age of males and females is 14.4 years. The school has a total enrollment of 551 males, 310 females, distributed from Prathom 1 (1st grade) through Matayom Suksa 3 (10th grade). The socio-economic background of the subjects' families, such as their parents' occupations, educational level, and income, is presented in Tables 1, 2 and 3.

The school is one of the few co-educational schools in Bangkok which held classes from Prathom 1 through Matayom Suksa 3 in 1963 (1st grade through 10th grade). The enrollment of this school is 861 students, 551 males and 310 females.

The principal of this school is interested in research; She is willing to make her school available to any student from the Faculty of Education who is engaged in research project. The students in this school, therefore, are requested to be co-operative with anyone who is at the school for gathering data. The writer had her practice teaching in the school; she knows most of the teachers there. All subjects who are studying in Matayom Suksa 2 were her students when she had her practice teaching. The writer is happy to say that she received wonderful co-operation as far as data collecting is concern.

TABLE 1
 PERCENTAGE OF SUBJECTS CLASSIFIED
 BY LEVEL OF EDUCATION OF THEIR FATHERS AND MOTHERS

	Father		Mother	
	Male N=95	Female N=51	Male N=95	Female N=51
1. Finished Prathom 4	2.1	1.9	10.5	9.8
2. Studied Mathayom 6, but did not finish	7.3	7.8	16.8	9.8
3. Finished Mathayom 6	11.5	7.8	15.7	23.5
4. Studied in Pre-university, but did not finish	1.0	-	1.0	-
5. Finished Pre-university	8.4	11.7	11.5	13.7
6. Studied in a vocational school, but did not finish	1.0	-	1.0	-
7. Finished vocational school	4.2	5.8	14.7	7.8
8. Studied in the university, but did not finish	5.2	9.8	4.2	3.9
9. Finished University in Thailand	28.4	29.4	16.8	73.7
10. Finished University in a foreign country	26.3	17.6	4.2	9.8
11. Finished military school	6.3	3.9	-	-

TABLE 2
 PERCENTAGE OF SUBJECTS CLASSIFIED
 BY THEIR FATHERS' AND MOTHERS' OCCUPATION

Occupation	Father		Mother	
	Male N=95	Female N=51	Male N=95	Female N=51
1. Business person	21.1	17.6	44.2	35.2
2. Official third class or less	4.2	5.8	3.1	1.9
3. Farmer, gardener, or fisherman	4.2	5.8	2.1	-
4. Teacher	2.1	15.6	3.1	-
5. Teacher in the university or college	4.2	3.9	1.0	-
6. Doctor	3.1	3.9	5.2	9.8
7. Lawyer	2.1	5.8	-	-
8. Engineer	2.1	-	1.0	-
9. Pensioned official	5.2	-	1.0	1.9
10. Official second class or higher	43.1	29.4	8.4	7.8
11. Helping father in his business	-	1.9	1.0	3.9
12. Housewife	-	-	26.3	35.2
13. Combination of official and business person	1.0	-	1.0	1.9
14. Others	7.3	15.6	3.1	1.9

TABLE 3
 PERCENTAGE OF SUBJECTS CLASSIFIED
 BY THEIR PARENTS' INCOME PER MONTH

Income	Parents	
	Male N=95	Female N=51
1. 1000- 2000	2.1	3.9
2. 2000 - 3000	6.3	7.0
3. 3000 - 4000	9.4	15.6
4. 4000 - 5000	5.2	5.8
5. 5000 - 6000	13.6	1.9
6. 6000 - 7000	13.6	7.0
7. 7000 - 10000	20.0	13.7
8. More than 10000	33.6	25.4
9. No response	3.1	15.6



Method of gathering Data

The instruments which were employed in this study are divided into two different kinds:

1. A questionnaire on child rearing practices parents expectations, and subjects anxiety about the school achievement.
2. Semantic Differential Scales.

The questionnaire

The questionnaire consists of 32 items. The first 20 items are translated from the study of American and West German Children by Devereux, Brofenbrenner and Suci. This questionnaire covered 9 factors: nurturance, instrumental companionship, principled discipline, prescription of responsibility, power, physical punishment, achievement pressure, deprivation of privileges, and expressive rejection.

The writer has added 12 newly constructed items which attempt to measure the adolescents' perception of their parents' expectations, and their reward and punishment behaviors toward school achievement. Some of these items are based on questions originally used by Rosen (13) in his study of American and Brazilian Children. Out of these 12 items, 5 questions attempt to measure adolescent males' and females' anxieties and fantasies about school achievement. (See Appendixes A & B).

On the questionnaire forms, the items appeared in random order. The questions concerning the mother were placed first on half of the questionnaires, while on the other half the children were asked first about the father. The rationale for this arrangement is that of balancing the effects of response "set" as stated by Devereux and his

associates (1 p. 491).

Semantic Differential Scales

Semantic Differential Scales (3) are used to investigate the manner in which the child perceived himself and others. In particular, in the judgment of himself it is felt that such a scale would be an individual's global conscious assessment of himself. For judgments of mother and father, the same scale is used. While there are a great number of questions throughout the questionnaire which deal with the individual's perception of his parents, nowhere do we ask the student to make a global judgment of his parents. This scale fulfills this role. An example of the scale follows:

The semantic differential test is a group of paired-opposites (or bi-polar adjectives) each of which is on a seven point scale. The respondent is asked to judge a particular concept on each of these scales by choosing one of the seven points on the scale (See Appendix C & D).

Each individual is asked to place a check (✓) in the box which he/she feels represents his (her) judgment of the concept on each scale.

In this research we have used the following concepts on which we asked the students to make judgments: (1) "Myself", (2) "My mother" and (3) "My father".

Osgood's (10) original instructions for the administration of these scales were translated directly into Thai and pre-tested. They were found to be inadequate for use in our sample. Therefore, new instructions were written which were more suitable for our sample (see Appendixes C & D).

As mentioned previously most of the scale used in the present study were originally in English, translations, therefore, were required. The process of translation was as follows:-

1. Two individuals separately translated all the questions into Thai.

2. After the first translation was completed, these two individuals met and discussed any differences and attempted to resolve them to the satisfaction of both translators.

3. The entire questionnaire was independently translated back into English by a third person who was not familiar with this project and then checked with the original copy by a native speaker of English. If there were any differences between the original English and the translation of Thai copy, the third translator met with the first two and together they made the appropriate changes.

4. The final version of the Thai questionnaire was reviewed by a Thai language specialist and a Thai psychologist, both of whom are fluent in English. Corrections were made following their criticism.

The administration procedures consisted of two sessions. The subjects were first asked to respond to questions on child rearing practices, and the expectations of their parents. Although there was no time limitation, they all finished within half an hour. Then, Semantic Differential Scales on self and other evaluations and some sentence completion questions were administered again they were allowed to take as much time as they wanted. The researcher told them to do it independently and not to discuss the questions with their friends. The latter session took about forty minutes to finish.

Definitions of Terminologies:

Adolescents: Boys and girls who are studying in Matayom Suksa 1, 2 and 3 (grade 8th, 9th and 10th) and whose average age is over 14 years old.

The Middle Class Families: Any family, from which subjects of this study are, whose income is over 1,000 baht per month or whose a subject's father is a college graduate.

Behaviorial Categories

Parents' "Nurturance" behaviors include 3 items:

- I can talk with her (him) about everything.
- Comforts me and help me when I have troubles.
- Is there for me when I need her (him).

Parents' "Instrumental Companionship" behaviors include 2 items:

- Teaches me things which I want to learn.
- Helps me with school work when I don't understand something.

Parents' "Principled Discipline" behaviors include 2 items:

- When I must do something explains why.
- When punishing me, explains why.

Parents' "Prescription of Responsibility" behaviors include 2 items:

- Expect me to help around the house.
- Expect me to keep my own thing in good order.

Parents' "Power" behaviors include 2 items:

- Insists I get permission first before I to to a cinema, carnival or some other entertainment.
- Wants to know exactly how I spend my money when I want to buy some little things for myself.

Parents' "Physical Punishment" behaviors include 3 items:

- Slaps me.
- Spanks me.
- Threatens to spank me.

Parents' "Achievement Pressure" behaviors include 2 items:

- Demands that I do better than other children.
- Insists that I get particularly good marks in school.

Parents' "Deprivation of Privileges" behaviors include 2 items:

- As punishment forbids me to play with other children.
- As punishment, takes my favorite things away.

Parents' "Expressive Rejection" behaviors include 2 items:

- Nags at me.
- Scolds me and yells at me.