

CHAPTER I

INTRODUCTION

At Chulalongkorn University, as well as at other educational institutions in Thailand, we have students who cannot do their best academically because of various motivational and personal problems. As reported by Pinyo Setorn, only 44.16% of students who are successful in the pre-university classes have chances to complete a degree program of the university without major academic problems.⁽¹⁾ In August 1964 (B.E. 2507), the Department of Psychology, Faculty of Education, established the University Counseling Center in an effort to assist students in finding solutions to their problems whether they be academic or personal.

In any counseling service, many evaluation instruments are needed to help the counselors in their assessment of students, and their problems. One of the most important kinds of measurements attempted is personality measurement. In counseling, a personality inventory is used to help the individual examine his own personality characteristics and to enable the counselor to compare the counselee with others.

Since Hathaway and McKinley published the first articles on the Minnesota Multiphasic Personality Inventory (MMPI) in 1940⁽²⁾ and the first test manual in 1943⁽³⁾, the instrument has stimulated a flood of research. It is the most frequently used personality test in many counseling centers in the United States and is today one of the most widely used and widely investigated personality inventory questionnaires having been translated into French, Spanish, Italian and other languages.

The instrument is composed of 550 statements covering a wide range of subject matter including the following: health, psychosomatic symptoms, neurological disorders, motor disturbances, sexual, religious, political and social attitudes, educational, occupational, family and marital questions.

Personality characteristics are assessed on the basis of scores on ten clinical scales originally developed for use with the inventory. These scales are hypochondriasis, depression, hysteria, psychopathic personality, masculinity-femininity, interests, paranoia, psychasthenia, schizophrenia, hypomania and social introversion. Although the scales are named according to the abnormal manifestation of each systematic complex and were empirically devised, they have all been shown to have meaning within the normal range. (4)

Although the MMPI was first published, a tremendous amount of work has been done to extend its usefulness in counseling with university students, adolescents and juvenile delinquents. (5)

A very important feature of the MMPI is its utilization of the so-called validity scales. Although these scales are not concerned with validity in the technical sense, they represent checks on the carelessness, misunderstanding, malingering and the operation of special response sets and test-taking attitudes of the subject.

The reputation of the inventory and its interesting features made the writer feel that it would be worthwhile to try to compare the response patterns of Thai university students with of American university students.

This the response patterns comparison, the writer believes, will provide some information and hypotheses for the future use of this test in

this country leading eventually to validation for Thai subjects.

The answer sheets received will be scored by keys validated in the United States, and the profiles will be drawn. Besides the comparison mentioned above, it was accepted that one's own background plays an important part in determining perhaps unconsciously, one's responses. Hence, another comparison will be between two groups of Thai students each of which come from different places. The third comparison is to be between a male and a female group thereby completing the procedure.