

CHAPTER III

METHODS AND PROCEDURES

This research studied the values held by Thai college and university students by sampling students who were officially enrolled at one of eight participating institutions in Thailand during the months of November, December and January, 1978-1979. The values of Thai students were determined by their responses to a translated version of Roscoe's Polyphasic Values Inventory. The translated version of Roscoe's instrument is referred to as the Thailand Polyphasic Values Inventory (TPVI). In the appendix section of the dissertation, the following items are presented:

1. Permission request to utilize and translate selected items of the PVI.
2. Copy of the 20-item PVI.
3. Copy of the translated version of the PVI, the TPVI.
4. Letter from Dr. Houston, major adviser and research director of the study, to Thailand school officials requesting their participation in the study.

The research investigation is essentially an empirical one, concerned with determining the value position on each of the 18 translated items in the inventory. Each item in TPVI is considered as a separate dimension, and the information for each item is analyzed independently of the other items. For each of the variables studied, the percentage of students giving each response is presented.

Sampling Procedure

The institutions selected for participation in this study are eight of the major institutions in Thailand. Five of the institutions are public, two are private, one is military, and all are spread out geographically throughout Thailand. A judgmental stratified sampling selection procedure was employed in the identification of institution for this study.

A short description of the participating institutions should be helpful at this point in understanding the composition of the Thailand sample.

Royal Military Academy. This academy is located in Bangkok and is a military institution for males only. The primary thrust of their educational programs is scientific in nature, leading to a Bachelor of Science degree. Entrance requirements are stringent and their graduates are often found in high government positions.

Chulalongkorn University. This public university is situated in the urban atmosphere of Bangkok. An environment of scholarship is evidenced by abundant library facilities and many research institutes. Founded in 1916 and located at Payathai Road, it offers a variety of undergraduate and graduate degree programs.

Khon Kaen University. Founded in 1965, this university is located at Khon Kaen, a rural community in the northeast part of Thailand. As an emerging public university, it is comprised of eight faculties (departments), with about 3,000 students. Its buildings, facilities, and equipment are modern.

Thammasart University. This is a public institution located near the Choa Phaya River in Bangkok. With an enrollment of about 9,000, Thammasart University has highly developed programs in political science and law. Degrees are awarded at both the graduate and undergraduate levels.

Chiangmai University. Located 750 kilometers north of Bangkok in Chiangmai, this university has a student body enrollment of about 7,500 students. Founded in 1964, the school offers eleven undergraduate majors. Anthropology, agriculture, and medical science are found among the undergraduate programs.

Prince of Songkla University. This university has two campuses, both located in the southern part of Thailand. The campus at Pattanee has a strong emphasis in the field of education, while the campus at Songkla has developed programs primarily in scientific fields such as engineering, chemistry, physics, etc.

College of Commerce. This is a private college, founded by a group of businessmen. It is located in the suburban area outside Bangkok. Undergraduate degree programs are restricted to the business-related disciplines.

Assumption Business Administration College. A private religious (Catholic) college, this school is located in Bangkok. Instruction is primarily in English and the undergraduate degree programs are in business fields. The curriculum at Assumption Business Administration College is patterned after programs at Santa Clara University, a Catholic Jesuit college in California.

The investigator contacted appropriate administrators and chairmen at each of the participating institutions for permission to conduct the

study. The administration of the TPVI instrument was done in a class setting. Each student was allowed 30 minutes to complete the 18-item TPVI.

Treatment of the Data

The sample was stratified for data analysis in three ways: first, by institution; second, by sex; and third, by grade level. All data were gathered from the responses on the answer sheets to the TPVI and placed in bivariate frequency distribution tables for analysis purposes. In all cases, the column variable in the bivariate frequency distributions are the five possible responses to the TPVI. The row variables are the classification variables of sex, institution, or grade level. Three main types of analyses were carried out, as follows:

1. Sample responses for each item were recorded in percentages, according to sex of the respondents; chi-square tests of independence were calculated to detect any relationship between the responses provided by the students and their sex status.
2. Sample responses for each item were recorded as percentages and classified by institution of origin; a comparison was made to the total sample norms by using a chi-square test for goodness-of-fit to detect any differences in student values by institution of origin from the total sample norms.
3. Sample responses for each item were recorded as percentages and classified by grade level of respondent; a comparison was made to the total sample norms by using a chi-square test for goodness-of-fit to detect any differences in student values by grade level of the respondent from the total sample norms.

The hypothesis tested in each analysis is the null hypothesis; that is, the hypothesis tested is as follows for each of the two types of chi-square tests:

1. The hypothesis for chi-square tests of independence; the responses to an item are identical for the row classification variable (sex status of the respondent).
2. The hypothesis for chi-square tests of goodness-of-fit; the distribution of responses for each item are identical to the normative distribution of responses for that item (i.e., institution or origin or grade level of respondent).

The probability level used for statistical tests of significance in this study is set at the 0.01 level. This is consistent with other studies which have utilized the PVI and was deemed appropriate because of the large size of the sample.

