

## CHAPTER II

### METHOD AND PROCEDURE



#### Sample

The subjects in this study consist of 290 undergraduate university students in Bangkok (148 boys and 142 girls). The university students were used as subjects in this study because they are late adolescents who are studying in a co-educational school which allows more contact between boys and girls. It is assumed that they know more about relationships between boys and girls than younger students.

Their age range is from 17 to 27, the average age being 20 years and 4 months. (The average age for the boys is 20 years and 9 months and 19 years 9 months for the girls.) Of the total number of subjects 45.45% are studying in the first year, 27.45% in second year, 14.77% in third year and 12.12% in the fourth year. Also, 50.45% of the subjects were born in Bangkok and Thonaburi, 15.86% in Central Thailand, 10.70% in the North, 12.17% in the South, 4.05% in the North-East and 6.77% in the Eastern part of Thailand.

During their secondary school education (Matayom 1 - Matayom 6), 63.38% of the male subjects had studied at a boys' school, 17.61% had studied in a boys' school for several years then continued their studies at a coeducational school, and 19.01% had studied exclusively at a coeducational school. Of the female subjects, 71.81% had attended a girls' secondary

school, 6.10% studied in a girls' school for several years and in a coeducational school several years, and 22.13% had studied in a coeducational school. For pre-university training, 45.11% of the male subjects had studied in a boys' school, 0.76% had studied in boys' school for one year and in a coeducational school one year, and 54.13% had studied exclusively in a coeducational school. Of the female subjects, 53.03% had received pre-university training in a girls' school, 2.27% in a girls' school for one year and in a coeducational school for one year, and 44.70% in a coeducational school. Thus, we can state that Thai students usually go to school with members of their own sex at the secondary school level, but at the pre-university level coeducational schooling is more prevalent.

The subjects in this study live in a variety of places. However, as can be seen in the table below, over half of the girls and a substantial number of boys live with their parents. This is expected, since so many of the subjects come from the Bangkok-Theraburi area.



TABLE I

PERCENTAGE OF THE SUBJECTS GROUPED BY  
SEX AND BY PLACE WHERE THEY ARE LIVING.

Place where the subjects are living	Male	Female
stay with parents	35.13	51.40
with father	2.02	3.52
with mother	7.43	7.04
with elder brother or sister	15.54	3.52
with relatives	14.86	11.26
with a friend	3.37	0.70
in the dormitory	12.83	19.71
in a wai	3.37	-
rented house	-	0.70
other	0.67	-
No answer	4.72	2.11

### Nature of questions

When the questionnaire used in this study was given out, each person was asked to answer every question. Three types of questions were used in this study:

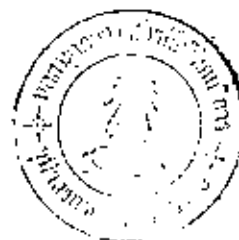
1. The Semantic Differential Test. In this technique developed by Osgood ( 1957 ), a series of paired opposites (or bi-polar adjectives) are used on a seven point rating scale. The respondent is asked to judge a particular concept on each scale by marking one of the seven points provided. A typical example of the semantic differential test is as follows:

#### SFX

good	=====	bad
clean	=====	dirty
cruel	=====	kind
dishonest	=====	honest
fair	=====	unfair
beautiful	=====	ugly
brave	=====	coward
hot	=====	cold
weak	=====	strong
passive	=====	active
intelligent	=====	unintelligent
friendly	=====	unfriendly
slow	=====	fast
generous	=====	selfish
believable	=====	unbelievable
reasonable	=====	unreasonable
good behavior	=====	bad behavior
lazy	=====	diligent

Each individual was asked to place a mark (X) over the line which he felt represented his judgement of the concept "sex" on each scale. In this research the subjects were asked to make judgements about the following concepts:

1. love
2. dating
3. boy friend and girl friend
4. sex
5. marriage



This technique was employed in order to investigate the manner in which the subjects perceive sex and the other concepts concerned with sex. In particular, in the judgement of "sex", it is felt that such a scale would be indicative of the individual's global conscious assessment. This scale provided a means of finding out about the subject's general perceptions of sex and the other concepts presented.

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2. The second type of question used was the multiple choice type. The questions may be divided into two types. The first type consisted of 25 four point scale questions. Each of these questions contained a statement which required a judgement on the part of the respondent; four choices were offered. These choices were: Strongly agree, agree, disagree and strongly disagree. There were 32 of the second type of question in which the number of possible responses varied with each question. These multiple choice questions were used to investigate the students' attitudes towards the role of the

male and the role of the female in four areas: friendship, dating, love and marriage.

Since all subjects are university students in a coeducational setting, they have had contact and have formed relationships with members of opposite sex. As was stated in Chapter I, the present time is a transitional period in which the standards of behavior regarding boy-girl relationships are changing. Thus investigation of the students' conceptions of their sex roles with regard to friendship with the opposite sex, dating, love and marriage was felt to be particularly important at this time.

The questions used in this study were obtained from many sources. Some questions were developed from other studies. One question was taken from Brown's study, four from the Cornell Value Study ( 3 ), and fourteen questions were from Guckin's study ( 4 ). The questions from Brown's study and the Cornell Value Study were in English and these questions were translated into Thai. In order to fit the Thai culture, the questions needed to be adapted but the main ideas were the same. The questions from Guckin's study were already in Thai, but most questions obtained from his study were changed a little to fit the particular needs of this study.

The other questions, aside from those stated above, were developed by the writer using the following procedure. First, about 30 boys and 30 girls were asked to write about their ideas concerning the characteristics of "a gentleman" and "a lady". These ideas were then adopted for use in the

questionnaire. Some ideas for further questions were obtained from term papers written for a course on Adolescence Psychology at the university. One aspect of behavior covered by the students in that course was the relationship of adolescents to the members of the opposite sex and to members of the same sex. Some other questions resulted from talking to and interviewing some university students and some ideas were suggested by both single and married instructors.

The ideas obtained from the above sources were developed into a draft questionnaire. Then a pretest was administered to 20 university students in order to improve the questions, the choices given the respondents, and to find out the time necessary to complete the questionnaire. Also, some of these students were asked to comment on the questions. A number of questions were changed in the final questionnaire following this pretest.

3. The third type of question consisted of 18 completion type questions. These questions were used to find out about the subjects' background. Questions, such as, sex....., age....., year of study....., etc. were used.

#### Procedure.

The subjects were asked to complete the questionnaire in the classroom. There were three classes in the Faculty of Science, two classes in the Faculty of Accountancy, two

classes in the Faculty of Education, one class in the Faculty of Political Science, one class from the Faculty of Architecture, and one class from the Faculty of Engineering. The size of these classes ranged from twenty to forty students each. All classes in this study, except the group of Engineering students, consisted of both boys and girls. The questionnaire was administered by the respective instructors and the subjects were not permitted to consult each other. The subjects while taking the questionnaire were asked to read the instructions first and, if anyone had a question, he could ask the instructor to explain further. It took on average of 40 minutes to complete the questionnaire.

*table.*

The tabulation of data.

About twenty questionnaires were incomplete, and therefore not included in the analysis.

The semantic differential test contained five concepts. Each concept was judged on 13 item seven point scale. The first column of each scale, from left to the right, was coded by the figure "1" second column "2", third column "3", etc., through column number seven. The data obtained from each scale was totaled and averaged, and the means were found separately. The 13 obtained means of each given concept were plotted on graph paper. In order to present the graphs clearly, the scales were arranged by scaling all positive adjectives at the left hand side.



Of the four point scale questions used in this study, the choices strongly agree and agree were collapsed to be the subjects' agreement, and by the same method, strongly disagree and disagree were collapsed to be the subjects' disagreement. Then the percentage of the subjects' agreement and disagreement was found. The number of male and female subjects who agreed and disagreed with a given statement were used to compute Chi Square in order to find out the significant difference between male subjects' answers and the female subjects' answers.

The other multiple choice questions were analyzed by sex and by every possible choice. The number of responses of the male and female subjects were used to compute the Chi Square in order to find out whether or not there was a significant difference between the male subjects' answers and the female subjects' answers.