

ACCOMPLISHMENT AS INFLUENCED BY DIFFERENT FAMILY SOCIAL  
BACKGROUND OF VOCATIONAL AGRICULTURE STUDENTS  
OF MAE JOH COLLEGE OF AGRICULTURE

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1955

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Major Field: Agricultural Education

Scope and Method of Study: The purpose of this study was to compare the accomplishments of farm boys and non-farm boys in: classroom education -- academic and agricultural subjects, supervised farm training, behavior and leadership.

Findings and Conclusions: Studying from all classes of the three year Vocational Agriculture courses, farm boys showed very significant better accomplishment in supervised farm training whereas non-farm boys were better very significantly than farm boys in leadership.

Farm boys in the first year classes showed very significant better accomplishment in behavior and significant accomplishment in academic subjects and supervised farm training.

ADVISER'S APPROVAL \_\_\_\_\_

ACCOMPLISHMENT AS INFLUENCED BY DIFFERENT FAMILY SOCIAL  
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OF MAE JOH COLLEGE OF AGRICULTURE

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The study is chosen because of the awareness of different accomplishments of students in Vocational Agriculture schools as shown by different backgrounds of families and social environment of students.

Farmers are the lowest class of people in Thailand, because of the fact that they think they are, and other classes think of them the same. One reason to point out why farmers think so is that if they can, they would rather like to send their children to schools to become government officials, and not farmers.

There are four social status levels in Thailand, namely: Royal family, King, princes, people; and farmers. The tempting social ladder opens for everyone the most sure way by which to climb up the ladder is by schooling. They go up as high as the highest positions in government services available which the Thai society think as aristocratic or high society.

By generations, understanding and awareness of such social status, a farmboy always hesitates to show up in any gathering and express his ideas. He has born-in inferiority. He conforms more to the requirements that the teacher tells him to do. He supplements his weakness in group initiatives

by showing ability to fulfill a job assigned clearly and exactly to him, especially one requiring manual work.

It is a common experience for Vocational Agriculture teachers that boys from non-farm families or from government officials and business people are more initiative in group-action. They come from towns and cities. The means of communication in Thailand is in a developing stage that leaves a wide gap of general knowledge between farm boys and non-farm boys. In order to gain status, a non-farm boy tends to work with and impress others to sell his ideas.

The purpose of education is to combine the two assets together that is to teach a boy to work effectively for his occupation and to be a good democratic citizen, who by appropriate initiation can contribute more to that developing country.

#### Purpose of the Study

The purpose of this study is to determine the accomplishments of farm boys and non-farm boys in two major fields: Vocational and Leadership. To compare the accomplishments of farm boys and non-farm boys by the following existing measurements at the school:

1. Academic courses.
2. Agricultural courses. (Theory).
3. Supervised Farm Training. (Practices).
4. Behavior.
5. Leadership activities.



Contributory purposes are as follows:

1. To delineate guidance of Vocational Agriculture.
2. To suggest guidance toward Leadership.
3. To familiarize teachers with general characteristics in early adolescents of high school age.

#### Limitations of the Study

This study is limited to the Vocational Agriculture students at Mae Joh College of Agriculture. This is the only Vocational Agriculture school that has boys from all provinces of Thailand in proportion to the population of each province. There are five year courses for students to finish teacher training in Vocational Agriculture, the first three years of which are devoted for Vocational Agriculture. The students of the three year courses, 394 boys presently enrolled, are the media of the study.

#### Definition of Terms Used

1. Vocational Agriculture - a program of instruction in the secondary school, having its aim the training of present and prospective farmers for proficiency in farming.
2. Supervised Farm Training - a term applied to the farm practices assigned to the students, carried out under the supervision of the teacher on the school farm.
3. Individual Project - a unit of a supervised farming program which an individual student is required to carry out during his school years in Vocational Agriculture.

4. Group or cooperative project - a unit of a supervised farming program which involves group participation.
5. Teacher - refers to the teacher of Vocational Agriculture.
6. Student - refers to a boy that takes the three year courses of Vocational Agriculture, which is equivalent to years of schooling in the U.S.A. of Grades 11, 12 and 13.
7. Guidance program - that body of services organized to help pupils solve their problems and improve their planning.
8. Counseling - a process of helping a pupil through the interview or other individual relationships to solve his problems and improve his planning.
9. Counselor - a person delegated the responsibility for doing counseling.
10. Teacher-counselor - a staff member having delegated responsibility for both instruction and counseling.
11. Group guidance - an instructional activity built around the problems and needs of the pupils.
12. Occupational and Educational Information - a service to secure and make available to pupils and to teachers information essential to the making of wise educational and vocational plans.
13. Follow-up - a service intended to secure information from former pupils and to provide continuing assistance to pupils after they leave school.
14. Counseling Interview - a person to person relationship whereby

one person with problems and needs is helped to achieve more desirable goals.<sup>1</sup>

#### Methods of Procedure

The problem under consideration was reviewed with the staff of the Department of Agricultural Education, Oklahoma State University. In order to obtain the data needed for this study, the writer prepared a questionnaire with the assistance of the staff.

The questionnaire was translated into Thai language and sent to Thailand to be mimeographed. Mr. Surapol Sanguansri (M.S. - O.S.U., 1960), who is teaching in Mae Joh Agricultural College, assisted the students in filling out the questionnaires. The questionnaire provided data of family background and leadership activities.

Mr. Surapol Sanguansri sent all grades of academic subjects, agricultural subjects (theory), supervised farm training (practices), and behavior.

The writer had taught in this school before he came to the U.S.A. Mr. Sanguansri, and he knows the situation in the school well enough to work together to get the data nearest to perfect by designing the questionnaire so as to avoid bias.

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<sup>1</sup>Clifford E. Erickson, "A Practical Handbook for School Counselors," The Ronald Press Company, 1949, p. 9.

## CHAPTER II

### REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

#### Orientation

##### Goal in Education:

The first goal in education for democracy is the full, rounded, and continuing development of a person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory."<sup>1</sup>

##### Why Should We Study the Child's Background?

The school thrusts on every child a new view of the world and of himself, new feelings, motivations, values, patterns of behavior . . . Before he has come to feel at ease with the demands and expectations of his family a new set of learning tasks is by the new group situation of the school. He tries to learn simultaneously what is expected in this different group. What secures him approbation in one way draws censure in another; what was unknown in one is taken for granted in the other.

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<sup>1</sup>"A Report of the President's Commission on Higher Education." Government Printing Office, Dec., 1947, p. 9.

Children from lower income families (and most of the farm families in Thailand are in this group) face a more complicated task than other children. They may have difficulty in achieving status, and in affiliating with others. It is difficult for them to escape the stereotypes assigned them by others.

Even when we have assumed in general that social backgrounds make a difference, we have not sufficiently identified those differences which should be taken into account in school programs. We still continue to be unrealistic in what we expect of children and in what is presented to them. We proceed on the basis of stereotype.

"Parents of low status families wish their children to move upward socially and are shrewdly providing them with the means of such mobility, including urging them to 'do everything just like the teacher says and does.'

. . . Parents who are well-to-do and upper middle-class in status, are superficial social ambitions place undue emphasis on grades, and have rigid expectations of children.<sup>2</sup>

Rothney pointed out how important to know every individual student:

Students who are in training for high school teaching and counseling must realize that, regardless of the size of their classes, they will eventually be concerned with individual students.<sup>3</sup>

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<sup>2</sup>ASCD, "Fostering Mental Health in Our School," (Washington 6, D.C., 1950), pp. 19-20.

<sup>3</sup>John W.M. Rothney, "The High School Student," The Dryden Press, (New York, 1956), p. vii.

### Orientation to School:

Entering a new school, whether it be a high school or college, is a transitional experience for the individual, and he is likely to feel insecure.

Everything seems strange to him, embarrasses him, and he feels ridiculous.

Orientation consists of the following:

1. Helping the student become geographically secure, to know the location of the various rooms, centers, and buildings. Frequently, schools provide booklets, or mimeographed sheets which supply this information.
2. Acquainting and attracting the students to the available opportunities for self-development -- all the extra curricular resources, counseling, testing, health, and financial services.
3. Providing an all-school program of tests, lectures, and assembly designed to acquaint the student with his potentials, what is expected of him, and what the situation can offer.

### Orientation to Extra-curricular Activities:

Each student should know that in the broad range of existing extra-curricula activities, there are some activities particularly appropriate to him. Such activities which may furnish him recreation and friends, and give him an opportunity to grow in the area of his abilities and interests.

Various group methods are used to introduce students to extra

curricular activities. During orientation week, many groups hold open house. Sometimes these are sessions devoted to explanation of the various activities by the student leaders. Those connected with counseling will make certain that all factors which might make it difficult for new students to get into activities are removed.

#### Group Orientation to Services:

The better clients are those who volunteer by seeking services and earnestly wish to improve in adjustment. They have fulfilled the first important requirement of personal growth; they have converted a concern about themselves into a course of action toward self-improvement. This initial stage of quietly helping students to become aware of their deficiencies and the means of dealing with them is one of the most important phases of the entire counseling process. Particular is this true of counseling as viewed in an educational framework.

The counselor may also make himself available as a speaker or discussion leader at programs given by student organizations. It is assumed that the counselor is the kind of person who is attractive to students and will have many relationships with them. When a person is known to be a person of integrity who is respected and trusted by the students, the counseling services grows readily. Counselors who teach, coach, or sponsor extra-curricular activities can effectively show interest in the career of a student who he feels would profit by counseling. Such an interest in many cases will lead to requests for a counseling session. The student, to be sure, may not always be aware that he is being counseled

when the teacher or sponsor talks with him about some aspect of the activity or about his own interests and welfare.

#### Group Sessions and Counseling:

Much that takes place in an interview with one student -- if it concerns plans for a career, educational decisions, and school skills, could take place equally well in a small group. There is much information that can be given most effectively by the group method; information in the vocational area, on how to study and how to improve skill in supervised farm training.<sup>4</sup>

#### Student-centered facilities:

The people with whom the student lives and the atmosphere in his dormitory, are obviously very important to his personal development. The personal worker can help bring about a more effective social climate for growth by using his influence in creating a favorable environment. Students need to develop both friendships and the potentialities for their kind of leadership. They also want to learn to govern themselves. Under a highly authoritative and regimented management, poor morale may result.

#### Adolescents

The Association for Supervision and Curriculum Development delineated

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<sup>4</sup>Fred McKinney, "Counseling for Personal Adjustment," The Riverside Press (Cambridge, Massachusetts, 1958), pp. 437, 440.



the tasks adolescents develop in seven categories of behavior:

1. Dependence-Independence -- establishing one's independence from adults in all areas of behavior.
2. Giving-Receiving -- accepting one's self as a worthwhile person really worthy of love.
3. Relating to Changing Social Groups -- behaving according to peer code.
4. Learning One's Psycho-Socio-Biological Sex Role -- strong identification with one's own sex mates -- learning one's role in hetero sexual relationships.
5. Accepting and adjusting to a Changing Body -- recognizing one's thoughts and feelings about one's self in the face of significant bodily changes and their concomitants. Accepting the reality of one's appearance.
6. Managing a Changing Body and Learning New Motor Patterns -- controlling and using a "new" body.
7. Developing an Appropriate Symbol System and Conceptual Abilities -- using language to express and to clarify more complex concepts. Moving from the concrete to the abstract and applying general principles to the particular.

The third item has much to do with students who attend boarding school. The peer code undergoes some significant changes that require hard work. The boys or girls who fail at this task become socially isolated or the scapegoat.

According to the seventh item, early adolescents are learning new words rapidly. They also are becoming more adept at expressing their thoughts in writing. Their sentences become longer. Toward the end of the period their written sentences average fifteen to sixteen words.

Moving from concrete to the abstract -- the adolescent is now working on the job of understanding causal relations. He comprehends more fully those ideas in relations whose content is symbolized in abstract terms -- He is also improving his ability to apply general principles. He is approaching the point of being able to discuss such a general idea as, "What is a habit?"<sup>5</sup>

Phipps analyzed the undesirable behavior of boys:

Most boys desire to get along well . . . with all persons . . . a boy does many things unconsciously that prevent him from having friends . . . Often the undesirable behavior which a person exhibits to obtain the attention of others is really misguided behavior designed to obtain friends . . . It is very probable that the action which irritates you are their way of trying to offset some frustration or some lack of security. Perhaps if they had security or had their tensions released, they would not undertake these undesirable actions which are so irritating . . . He must learn to analyze why he behaves in ways that are annoying to his teacher or to others . . . It is believed that if a boy knows what causes him to have difficulty when working with others, he will be able to eliminate these causes. It is believed that no boy wants to misbehave in class . . . he may be a victim of his own lack of knowledge regarding socially accepted behavior or he may have problems which he does not understand . . . Boisterousness and excessive wrestling, however, are not socially accepted behavior. It relieves their frustrations or tensions temporarily,

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<sup>5</sup>ASCD, "Fostering Mental Health in Our Schools," Washington Education Association (Washington 6, D. C., 1951), pp. 86-122.

but in a long run it creates more problems for them.<sup>6</sup>

Phipps outlined some of the characteristics of farm boys:

The skill of ~~learning~~<sup>becoming</sup> acquainted with strangers is often poorly developed among farm boys. Many farm boys are shy among strangers and some feel very ill at ease. Often farm boys try to hide their feelings of uneasiness by being distrustful of those they do not know. Some boys try to compensate for their uneasiness by exhibiting many of the undesirable types of behavior . . .<sup>7</sup>

School Counselors and the Problem of Discipline:

One of the gravest problems for a counselor is his role in disciplinary actions. If he is asked to handle attendance, for instance, this usually involves disciplining the offender. How can he then be regarded as a friend of students? Sometimes too, teachers threaten the students by telling them if they continue to misbehave, they will be sent to the counselor.

Counselors in schools and colleges almost invariably find their work associated in one way or another with discipline. This is the case even when the counseling service is set up as independent. The counselor will usually find, for obvious reasons, that one of his clients is also a disciplinary case. He may find, as in the above incident, that faculty members sometimes threaten students with referral to him. In some schools too, the administrator, without thought of the implications, includes

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<sup>6</sup>Phipps, "Opportunities In Vocational Agriculture," Interstate Danville, Ill., 1957, pp. 71-72.

<sup>7</sup>Ibid., p. 83.

discipline in the counselor's duties. However, much is depended on the individual personality, respect, understanding, of counselors felt or perceived by councelees that can maintain friendliness while they exert authorities to force discipline.

#### The Problem of Non-conformity and Anti-social Behavior:

At all levels of development we find people who diviate from the average in behavior. If the non-conformity violates the rules in any way, most people in authority then feel fully justified in applying strong pressures and punishment. This method of handling undesirable or even a typical behavior has had strong popular support.

Individuals who persist in non-conformity are soon labeled "odd balls", "trouble makers". In the past, there has been no great popular tendency to understand them. Instead, they were "whipped into shape" by punishment or eliminated from school -- meaning, in the latter case, that the problem was passed on to someone else.

But the question of a typical behavior is not so readily disposed of as all that. To begin with, the various kinds of non-conformity cannot be equated. The history of intellectual ideas, of arts, of literature, and of politics is replete with the names of enemies of the Status Quo. When their atypical views finally are adopted, they become heroes.

It behooves us, then, to understand in each case why an individual deviates from social standards, often to his own detriment.

#### Discipline and the Security of the Administrator:

Disciplinary offenses, being vivid, can easily become a focus for

general dissatisfaction within or outside the institution. Some insecure administrators live in constant fear of criticism by patrons other students, teachers, or in the press. They punish severely any infringements of the code, just to demonstrate their strength and to prove their control of the situation.

There are other administrators who are not jeopardized personally by the inevitable number of misdemeanors and non-conformities. They first do all they can to prevent misbehavior; then they look upon the occasional lapse in terms of its causes. These administrators refuse to become hysterical over an offense which requires discipline. They try to study it and to understand how much of the cause lies in the institution and how much in the individual. To them offenses are incidents which may bring about reform in both directions. Problems can constitute a basis for personal or institutional growth.

#### Vocational Guidance

##### Occupational Information Class:

The teachers should prepare themselves to help guide their students in obtaining a knowledge of the different occupations.

To help pupils learn about themselves; to learn of the range and importance of individual differences; to learn of their interests, abilities, aptitudes; to learn techniques of personal development; to gain an overall picture of the employment scene; to study occupational trends; to study a few occupations intensively; to survey local opportunities; to gain some work skills; to locate sources of information; to learn the techniques of job getting; to learn of placement agencies and process; to learn about past school training and

educational facilities, and to learn the techniques of vocational and educational planning.<sup>8</sup>

#### Vocational Choices:

It is often said that adolescents need realistic vocational guidance because many of their choices are fanatic, because many are based on ignorance of job opportunities and their own capabilities, and because students lack information about the demands of occupational training . . . guidance will assist adolescents to become more realistic and conventional . . . teachers, however, find it necessary to work with specific students who want to ask personal questions about themselves and their opportunities. They will be required to help students to find answers to those questions and to get students to ask questions that they would not, themselves, have thought to ask.

The complete responsibilities of helping students to choose wisely among many possible post-high school activities cannot be delegated to any one teacher. Parents, peers, counselors, each will influence the process of making choices.

#### Guidance for Students of Vocational Agriculture:

It has been said that "A successful man is one who is doing the work he likes best - and is getting paid for it." The objective of Vocational Guidance can very well be to make all students successful in the sense of this remark.

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<sup>8</sup>Clifford E. Erickson, "A Practical Handbook for School Counselors," The Ronald Press Company, 1949, p. 95.

And also to make him to be a leader among his fellow citizen which is sorely needed in Thailand, the student should receive adequate guidance and experience from real practices in school settings. It is one of his ideal opportunities to adapt, to justify and to get along with oneself and others. The leadership training in school is a necessity.

The combination of the two -- making money and leadership -- are what we want to make our students well rounded.

### Purpose of Guidance

The purpose of guidance is to meet those needs of students not directly to the teaching of subject matter. Some instructors devote a good deal of time to students and counsel them in many ways; other instructors largely ignore students except in regard to class assignments. Students need counsel regarding many other topics than those provided by their instructors. What are such needs which students require from time to time?

1. Someone with whom they can talk things over.
2. Information about their environment.
3. Information about themselves.
4. Assistance with personality adjustment ranges from such simple matters as common courtesy and social skills to fundamental personality difficulties; it involves adjustment to others and within oneself.

One primary need of all of us is the opportunity to talk over our problems with someone who is genuinely interested in us as human beings. The first step in the interview is the establishment of rapport - the

counselor must come to appreciate that there is a person who is sympathetically interested in him, to whom he can tell what is on his mind and attempt to verbalize even what is only vaguely and confusingly comprehended by him.

A second need of students is for information about their environments. Many students are completely ignorant of the very existence of some occupations of well known fields, and often have biased information they have obtained from relatives and associates.

A third need, not always appreciated by the counselees, is for information about themselves. Here grades, test scores, and other interview devices may be used for the purpose of acquainting the student with himself. He needs information, facts, and they should be supplied as far as it is possible to do so. It is wrong for the counselor to withhold the facts and merely give the student a solution which seems appropriate to the counselor. In many cases, the student who has the facts can apply them to better advantage than the counselor. For his own development he should make his own decisions -- he has to live with them.

The fourth need is learning how to get along with oneself and others. Many exhibit at an early age lack of self-control and self-direction usually coupled with no awareness of how others react to them. Often much can be accomplished by changes by desirable and undesirable reaction one gets from fellow students and teachers in the real life settings in school. It is not enough for one to get along well with his associates, because thieves can do so as good. The important point is that under teachers' guidance students go along the tract of gentlemen



and that they are unaware too much that they are forced which would cause them to lessen sincerity and do bad things backdoor.

A fifth need is that of learning how to integrate facts about the outside world and about oneself, and to reach realistic and worthwhile personal goals.<sup>9</sup>

The instruction in Vocational schools in Thailand generally lacks the creation of "thinking." The teachers dictate from texts and students jot down materials in their notebooks. There are seldom "why" and "how" provided to initiate thinking. There should be planned units of teaching to consist a good number of questions of "why" and "how." The subject matter should serve as a guide or reference but not the end itself.

#### Characteristics of a Good Counselor:

Phipps and Cook stated in a short but meaningful characteristics of a good counselor:

If a teacher of Vocational Agriculture expects to be successful as a counselor, he must be approachable. One way of developing an approachable manner is by being consistently friendly. A teacher-counselor must be able to secure the confidence and respect of others. Emotional maturity is essential. Problems must be treated objectively but sympathetically. A teacher cannot allow himself to become emotionally in the solution of a problem.

A teacher-counselor must be interested in the welfare of the counsellee and respect his point of view.

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<sup>9</sup>Edward K. Strong, Jr., "Vocational Interests After Eighteen Years From College," pp. 183-185, The North Central Publishing Co., St. Paul, 1955.

One evidence of this respect and interest is a willingness to listen. Consistency of attitude and action is of considerable importance. Pleasing personal appearance is desirable. One of the most important characteristics needed for developing confidence and respect is the willingness to work unselfishly to assist others.<sup>10</sup>

#### Ten Interesting Factors Framing the Choice of Vocations:

We can find that out of some of the following ten interest factors, one will fit the aptitude of a student thereby determining what kind of work he is most likely to accomplish:

- |  |    |   |
|--|----|---|
| 1. Situations involving a preference for activities dealing with things and objects.   | VS | 6. Situations involving a preference for activities concerned with people and the communication of ideas.   |
| 2. Situations involving a preference for business contact with people.   | VS | 7. Situations involving a preference for activities of a scientific and technical nature.   |
| 3. Situations involving a preference for activities of a routine, concrete, organized nature.  | VS | 8. Situations involving a preference for activities of an abstract and creative nature.   |
| 4. Situations involving a preference for working for people for their presumed good as in the social welfare sense, or for dealing with people and languages in social situations. | VS | 9. Situations involving a preference for activities that are non-social in nature, and are carried on in relation to processes, machines, and techniques. |
| 5. Situations involving a preference for activities resulting in prestige or the esteem of others.   | VS | 10. Situations involving a preference for activities resulting in tangible, productive satisfaction. <sup>11</sup>  |

<sup>10</sup>Phipps and Cook, "Handbook on Teaching Vocational Agriculture," p. 728. The Interstate Danville, Ill., 1959.

<sup>11</sup>Max F. Bar and Edward C. Roeber, "Occupational Information," p. 84, Science Research Activities, Inc., Chicago, 1958.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

This chapter consists of the presentation and analysis of the data secured from the questionnaire, the students of Mae Joh College of Agriculture filled out, and final grades of the student secured from the school.

#### Information Concerning Mae Joh College of Agriculture

##### School Schedule:

School year: First semester, May 17 - September 30

First vacation, through the month of October.

Second semester, November 1 - March 17

Second vacation, two months, between March 18 - May 16.

There are altogether nine months for instructional period, and three months for vacation in a year. There are twelve national holidays to observe in a year.

School days: Only Saturday afternoon and all day Sunday are week holidays. There are six days for class sessions, each day beginning at 8:00 a.m. until noon. The afternoon of Monday, Tuesday, Thursday, and Friday, from 1:00 p.m. to 4:00 p.m. are devoted to

supervised farm training. The afternoon of Wednesday is for military reserve training, the same purpose of R.O.T.C. in the U.S.A.

#### Classroom Study:

Class Sessions of four hours in the morning are devoted to teaching academic subjects and agricultural subjects.

#### Group Projects:

Supervised farm training is divided into ten divisions, each assigned to a teacher. The nature of the training is designed so as to relate to what the students are learning from classes. The divisions are Nursery, Fish Culture, Pomology, Swine, Poultry, Ornamental Plants, Tobacco, Rice, Upland crops, Vegetable gardening. Within these divisions there might be smaller sub-divisions or there might be first, second, or third year work in the same perimeter but work requiring more techniques will be assigned to boys of more seniority.

#### Individual Projects:

Every boy is assigned an individual project. At least the first year boy must grow vegetables on five, four square meter plots, the second year student grows tobacco and other crops on 200 square meter plot, and the third year student will be granted to any division he likes to work and acquire skills. He may change his work to shift to other divisions at the appropriate time.

Any second year or third year student may be hand-picked or delegated to work with teachers as a foreman in a division depending on individual ability and responsibility. All students must devote part

of their free time after 4:00 p.m. or early in the morning to work on individual projects. The nature of supervised farming training is in itself well-rounded and requires hard work. Any special work from such requirement needs special interests and deserves praise.

#### Behavior and Discipline:

Early year each student has a 100% grade to start with. If he does not conform to general acceptable discipline the teacher might warn him or deduct 2% or 3% from that 100%, for petty wrong things he does. We suppose every student knows how to be a good member of a civilized society. There are no sets of lengthy rules printed and posted on the bulletin board. At least once every two weeks, at 11:00 to 12:00 a.m. on Saturday, the School invites a guest speaker or a Buddhist priest to lecture about discipline.

#### Evaluation:

A student is required to pass all four groups of school requirements -- to fail on one is to fail all. That is a first-year student who fails the examination on agricultural subjects, may repeat again all the requirements for a first-year student.

But to have the grade of behavior below 60% not only causes him to fail the final examination, but also he might be expired from school, depending on how serious was his offense.

Group A -- Academic subjects, average not less than 50%.

Group B -- Agricultural subjects, average not less than 60%.

Group C -- Supervised Farm Training, average of Group and Individual

Project not less than 60%.

Group D -- Behavior, all deductions not more than 40% (to leave for 60% passing grade.

#### Leadership Training:

The school urge students to participate in extracurricular, but at the same time see that some boys who are very good rugger and basketball players are very weak in classroom study.

There is a Student Body or Student Organization. They take care of almost all extra-curricular activities. They even go to market and do the food buying themselves. They plan for excursions, athletics, fairs, etc. There are many traditional activities in the school -- Welcome Freshie, Graduation Day, New Year celebrations, etc.

Students who have high responsibility are asked to help the faculty in governing. They are assigned to be leaders in nine dormitories, ten classes and to be foremen in divisions of Supervised Farm Training.

There are at the present, two professional organizations - Horticulture Club and Future Farmers of Thailand.

There are many Budhist religious activities - Budhist Lent, Loi Kra Tong, (floating) etc.

#### Other Informations About Mae Joh College of Agriculture:

1. Faculty: 9 teachers with M.S. degrees; seven full-time, two from nearby experiment stations.

7 teachers with B.S. degrees

10 teachers with associate degrees

16 teachers with high school diplomas

2. School ground - 500 acres with 350 acres for Supervised Farm Training.

TABLE I

## NUMBER OF ALL STUDENTS ENROLLED IN MAE JOH COLLEGE OF AGRICULTURE

Classes	Number Enrolled	Students Responded to Study			Students Not Responding
		Farm	Non-farm	Combination	
1 A	33	12	15	2	4
1 B	46	18	11	6	11
1 C	44	23	5	6	10
1 D	45	21	16	3	5
1 E	51	20	11	2	18
2 A	36	19	15	-	2
2 B	33	16	12	5	-
2 C	36	17	11	4	-
3 A	35	12	20	2	1
3 B	35	20	10	5	-
Total	394	178	126	35	55

Response percentage 86.04

Number of students responded are 339 students.

TABLE II

PROPORTION OF FARM, NON-FARM, AND COMBINATION OF  
OCCUPATIONS BACKGROUND

Students	Number	Percentage
Farm	178	52.52%
Non-farm	126	37.16%
Combination of occupations	35	10.32%
Total	339	100 %

Table II shows that there are 178 farm boys, 126 non-farm boys and 35 combination of farming with trade or with government service or others.

The proportion of farm and non-farm boys are 52.52% to 37.16%. The farm and non-farm students are used for comparison in the remainder of the study.



TABLE III

## AVERAGE GRADES FOR ACADEMIC SUBJECTS

Classes	Farm students	Non-farm students	t value
First year students	61.76%	56.76%	2.53*
Second year students	61.31%	61.63%	0.17
Third year students	66.28%	63.83%	1.26

\* significant of the five percent level.

Table III shows that farm boys of first year students had better grades in academic subjects than non-farm boys.

The average grades of farm boys and non-farm boys when they finished Grade Ten before they came to this school were 64.37% and 62.82%, which was not so different as that shown in the Table.

Non-farm boys are faced with a sudden heavy load, besides studying in class rooms, they have to work hard in the sun and rain three to four hours a day. But farm boys found it easier to cope with such a load.

After the non-farm boys have become accustomed to this, they do a better job.

TABLE IV

## AVERAGE GRADES FOR AGRICULTURAL SUBJECTS

Classes	Farm Students	Non-farm students	t value
First year students	69.87%	67.36%	1.55
Second year students	69.79%	68.90%	0.64
Third year students	72.30%	71.85%	0.29

Table IV shows no significant differences between grades of Agricultural subjects of farm boys and non-farm boys. The greatest difference here was found in the first year students, even though it was not significant.

TABLE V

## AVERAGE GRADES FOR SUPERVISED FARM TRAINING

Classes	Farm Students	Non-farm students	t value
First year students	74.78%	68.58%	2.43*
Second year students	80.42%	77.39%	1.31
Third year students	77.90%	73.30%	1.76

\*significant in five percent level.

Table V shows that grades of supervised farm training of farm boys of first year classes were significantly higher than those of non-farm boys. Farm boys had some experience and are accustomed to hard work. The non-farm students whether at home or not, are not used to hard work.

TABLE VI  
AVERAGE GRADES FOR GENERAL BEHAVIOR

Classes	Farm Students	Non-farm students	t value
First year students	88.81%	84.41%	3.09*
Second year students	88.21%	89.68%	0.68
Third year students	93.78%	92.00%	1.51

\*significant at one percent level.

Table VI shows that grades of Behavior or discipline of first year class farm boys were significantly better than those of non-farm boys.

The data shows that there were many more non-farm boys than farm boys who were deducted out down to 55% - 65%. The method of grading is, on the first day of the school year everyone has 100% on behavior or discipline. If one has done wrong, suppose being noisy and troublesome in the dormitory the 100% will be deducted 3% or 5% at that time. The passing grade is 60%. By this, at the end of the school year any one with 60% to 65% for behavior grade is supposed to be seriously bad.

The following are examples of case data as far as the writer can trace back to the family background of boys with 55% to 65% behavior grade.

1. First year student, non-farm boy, the only son of a high-ranking policeman. He has much money to spend freely because he said he had money for necessities, for tours or excursions, for even recreation (few boys admit such things).

He failed the examination and failed the assigned requirements in Supervised Farm Training, and had 57% behavior grade.

The data obtained from school records of his behavior:

3%, 3%, 3% deduction - cut class without cause.

5%, 5% absent from school at Supervised Farm Training

20% led the group to quarrel with a gang in town in front of a theater.

2%, 2% not properly dressed.

2. First year student, farm boy, financial condition did not show serious problem, has three younger brothers and four sisters.

The deduction of behavior grade:

2%, 2%, 2%, 2% not properly dressed.

10% stealing watermelons of school experiment plots.

5% absent from class without permission.

10% drinking liquor.

3%, 3% not present at dormitory on night checks.

3. First year student, non-farm boy, son of a hotel owner, one elder brother, two younger brothers.

20% deduct for leading a group to fight a gang in town.

10% destroying toilet.

3%, 3%, 3% not properly dressed.

2%, 2%, 2%, 2%, 2% cut classes.

4. First year student, non-farm boy, two brothers, father passed away, no financial problem.

10% deduct for drinking liquor.

10% for bad manners in cheering rigger.

5% not present on Monday dormitory checking.

3%, 3% cut classes.

5% quarrel in class.

5. Second year student, only child, no financial problem, farm boy.

10% deduct for bad manners in cheering rigger.

25% quarrel with people causing a casualty for his fellow student.

2%, 2%, 3% not dressed properly.

TABLE VII  
 COMPARISON OF ACCOMPLISHMENTS  
 OF FARM AND NON-FARM BOYS OF  
 THE ENTIRE SCHOOL IN FOUR  
 KINDS OF SCHOOL GRADES

	Farm boys' Average grade	Non-farm boys Average grade	t value
Academic subjects	62.44%	60.99%	1.20
Agricultural subjects	70.28%	68.90%	0.84
Supervised Farm Training	76.99%	72.33%	2.94*
Behavior	89.53%	87.78%	1.28

\*significant difference at 1% level.

More farm boys were assigned to help the teacher in each division of Supervised Farm Training. In all cases the grades of the farm boys were higher but was significantly so for only Supervised Farm Training.

Farm boys are far better than non-farm boys in Supervised Farm Training, when compared with the whole school.

TABLE VIII

## NUMBER OF STUDENTS WHO FAILED THE EXAMINATION

Classes	Farm Boys			Non-farm boys		
	Number Enrolled	Number Failed	Percent Failed	Number Enrolled	Number Failed	Percent Failed
First year students	94	12	12.76%	58	16	27.58%
Second year students	52	4	7.69%	38	4	10.5 %
Third year students	32	-	-----	30	-	-----
Total	178	16	8.98%	126	20	15.87%

Table VIII shows that 15.87% of the non-farm boys failed the final examination while 8.98% of the farm boys failed. More failed in academic subjects.

The table shows an apparent difference between farm and non-farm boys in the first year classes. The proportion was 12.76% per 27.58% of boys who failed.

The proportion of farm and non-farm boys in the second year classes is closer -- 7.69% per 10.52%.

No boys of farm families or non-farm families failed the examination in the third year.

TABLE IX

## NUMBER OF STUDENTS WHO HAD LEADERSHIP ACTIVITIES

Classes	Farm Students		Non-farm students	
	No.	%	No.	%
First year students	39	41.48%	32	55.17%
Second year students	23	44.23%	22	57.89%
Third year students	16	50.00%	16	53.33%
Total	78	43.82%	70	55.55%

Table IX shows that expressed by the whole school more non-farm boys showed activities of Leadership trend than farm boys. The proportion of which is 55.55% per 43.82%.

The proportion shows non-farm boys were better than farm boys in Leadership. The proportion by year of study is as follows:

First year                      55.17% per 41.48%

Second year                    57.89% per 44.23%

Third year                      53.33% per 50.00%

The proportion is closer in the final or third year.



TABLE X

## COMPARISON OF TYPES OF LEADERSHIP ACCOMPLISHMENTS BETWEEN FARM AND NON-FARM

## STUDENTS IN WHAT THEY HAD DONE FOR TEACHERS AND THE

## STUDENT BODY

Students	No. of Students	No. of Leaders	Help Teachers						Help Student Body					
			Dormitories		Classes		Supervised Farm Training		Officers		Athlete		Manual Help Musics	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
First year students:														
Farm boys	94	39	--	--	4	4.25	--	--	--	--	13	13.82	22	23.40
Non-farm boys	58	32	--	--	4	6.89	--	--	--	--	10	17.24	18	31.03
Second year students:														
Farm boys	52	23	4	7.69	5	9.61	6	11.53	2	3.84	4	7.69	2	3.84
Non-farm boys	38	22	3	7.89	6	7.89	3	7.89	3	7.89	7	8.42	-	----
Third year students:														
Farm boys	32	16	6	18.75	3	9.37	4	12.50	2	6.25	1	3.12	-	----
Non-farm boys	30	16	3	10.00	1	3.33	2	6.66	7	23.33	3	10.00	-	----

Table X shows different percentage of boys engaged in six different extra-curricular activities available at the school. These served as criteria for determining the trend toward leadership. There were four boys who reported that they were nominated to very high offices -- two offices at the same time. Those offices all required very high responsibility and ability, for instance to be the leader of the dormitory group to help the governing teacher and also being nominated by the student body to be its officer.

However, we had no grade for the Leadership. We counted a boy who had Leadership trends as one point or one unit.

The table shows in general, that farm boys showed abilities convincing teachers that they could be assigned to help working between their fellow students and teachers. They worked as foremen for the teachers.

Non-farm boys were more popular among their fellow students. More of them were selected to be leaders in the Student Body.

#### The Summary of the Data

1. In the first year of study in the Vocational Agriculture School, farm boys are better than non-farm boys in academic subjects, Supervised Farm Training and behavior.
2. In the second and third years no significant differences of accomplishments shown in the four kinds of school grades.
3. By overall measuring statistically of accomplishments of farm and non-farm boys shown in the four kinds of school grades of all three year courses, farm boys showed very significantly better accomplishment

than non-farm boys in Supervised Farm Training.

4. The leadership rating showed that non-farm boys are better than farm boys in all three classes - first, second, and third years.

But when classified into different kinds of services which served as Leadership trends, namely works done for teachers and works done for their fellow students, we saw some difference. More farm boys were assigned to help teachers and more non-farm boys were nominated to serve in many offices of the Student Body.

5. More non-farm boys failed the final examination than farm boys, especially in the first year of study. The conditions were better in the second and in the third years, and there was no difference in failing the examination - as no one failed.

## CHAPTER IV

### SUMMARY AND CONCLUSION

The purpose of this study is to determine the accomplishments of farm boys and non-farm boys in two major fields: vocational and leadership. Contributory purposes are to study guidance toward Vocational Agriculture, Leadership, and Adolescents.

The data obtained from Mae Joh College of Agriculture, Chiangmai, Thailand by the collaboration of Mr. Surapol Sanguansri (M.S. - O.S.U., 1960), who is teaching in that school. To get information about the family background of students, a questionnaire was prepared and reviewed by the staff. The writer translated into Thai. Mr. S. Sanguansri instructed the students how to fill it in. The writer had taught in the School before he came to the U.S.A. Mr. S. Sanguansri and he worked together to the nearest to perfect to get data by the questionnaire.

#### General Recommendations

1. First year students failed the final examination (farm boys - 12.76%, non-farm boys - 27.58%) by a good number. They came a long way to attend the school, spent lots of money their poor parents sent to them, only to fail the examination and

some of them went back home or started a new school again. We should do something to prevent so much failing:

- (a) There should be information about the school sent to Offices of Education in various provinces that one serious requirement of the course is intensive practices in Supervised Farm Training.
  - (b) The optimum amount of money stated clearly for what to spend, and that the money should be sent to the Principal of the School. This should be included in the information.
  - (c) To prevent students from cheating their parents, the parents should feel free and welcomed to write to the Principal checking with the information they get from their sons -- such as feigning sickness, feigning indebted, accusation against teachers, etc.
2. The capacity of Leadership of non-farm boys must be more recognized. The teachers should try to make use of such capacity to turn aggressiveness into cooperativeness.
  3. The School should give more personal contact, more individual treatment available to non-farm boys and urge them to more accomplishment in Supervised Farm Training. Appropriate work should be designed for them in order to kindle primary interests. The work program should be short-termed to see the quick result in time before their motivated interests expire.

Teachers should guard against the conceivable difference of treatment among students.

4. The capacity of "working hard as a farmer should do" of farm boys should be more recognized. Their accomplishment of Individual Project should be honored. The students should be urged to form up professional clubs such as they have at the present -- "Horticulture Club" and they should move on under teachers' guidance in the area of Leadership Training.
5. Teachers should listen attentively to what non-farm boys want them to hear.

Teachers should initiate conversation, ask questions to farm boys. They are comparatively more timid.

6. The study leads to appropriate considerations to deal with farm and non-farm boys, yet it is broad and general. The careful study and probing as far as possible into individual cases is inevitable. At least there should be a teacher-counselor to help the boys whose cases are serious.

The counseling interview should be planned, but the students should be contacted casually, not letting them become aware of any thing other than just talking with a teacher.

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A P P E N D I X



## QUESTIONNAIRE

Please fill in according to the facts you know. The document will carefully be processed as confidential.

1. Name \_\_\_\_\_ Class \_\_\_\_\_

Age \_\_\_\_\_ Born at \_\_\_\_\_

Permanent address \_\_\_\_\_

Finished grade 10 (Mathayom 6) at \_\_\_\_\_

Grade of Final examination of Grade 10 \_\_\_\_\_

2. Home Information:

	Address	Education	Occupation	Age
Father				
Mother				
Brothers or sisters or dependents				

3. Vocational Standing of the Family:

(1) Agriculture

Name the enterprise \_\_\_\_\_ Number of Animals \_\_\_\_\_

Kind of Animals \_\_\_\_\_ Number of Rai of farm land \_\_\_\_\_  
( $2\frac{1}{2}$  rai = 1 acre)

Name of crops \_\_\_\_\_ Area planted \_\_\_\_\_

Name of crops \_\_\_\_\_ Area planted \_\_\_\_\_

Name of crops \_\_\_\_\_ Area planted \_\_\_\_\_

(2) Government Official

Ministry \_\_\_\_\_

Position \_\_\_\_\_ Class \_\_\_\_\_

Salary \_\_\_\_\_

Give information of your mother, if she is a government official:

\_\_\_\_\_  
\_\_\_\_\_

(3) Private Enterprise

If he is the owner, how much is the capital \_\_\_\_\_

How much is the annual income \_\_\_\_\_

What is the enterprise \_\_\_\_\_

If he works for a salary with other people - how much is the salary \_\_\_\_\_

4. Write in the Blanks Number 1, 2, 3, 4 and so on according to your preference.

Schools that the student first thought to attend as you finished grade 10, and before you came to Mae Joh College of Agriculture:

- 1. College preparatory - senior high grade 11-12 ( )
- 2. Military Cadets preparation ( )
- 3. Secondary Military Officers ( )
- 4. Junior Teacher Training ( )
- 5. Trades schools ( )
- 6. Plumbing ( )
- 7. Engineer ( )
- 8. Mechanics ( )
- 9. Polytechnique ( )
- 10. Vocational Agriculture ( )
- 11. \_\_\_\_\_ (name the school) ( )
- 12. \_\_\_\_\_ (name the school) ( )

5. Records of your grades of Education in the previous year of Vocational Agriculture. If you know the grades of this year, please fill in:

Classes	Agriculture %	Academic %	Supervised	
			Farm Training %	Behavior %
1.				
2.				
3.				

The class you failed \_\_\_\_\_ Year \_\_\_\_\_

The class you failed \_\_\_\_\_ Year \_\_\_\_\_

The group subjects you failed \_\_\_\_\_ Agriculture

The group subjects you failed \_\_\_\_\_ Academic

The group subjects you failed \_\_\_\_\_ Supervised Farm Training

The group subjects you failed \_\_\_\_\_ Behavior

6. Financial Situation:

(1) Monthly allowance from home \_\_\_\_\_

(2) Get from other patrons \_\_\_\_\_

(3) Get government scholarship - Yes ( ), No ( ).

How many years - 1 ( ), 2 ( ), 3 ( ).

How much money allowed a year \_\_\_\_\_

- (4) Check the followings (x) where the condition fits you:

(a) You have just enough money for necessities such as books, clothes, fees, transportation and food ( )

(b) You have enough money for necessities and recreation too ( )

(c) You have to refrain to pay for something in order to pay for other things more critically needed ( )

(d) You have to work at school or at home or anywhere else to earn money for necessity things ( )

How much did you earn? \_\_\_\_\_

- (3) You have enough money for necessities but you like to earn more ( )

How much did you earn? \_\_\_\_\_

8. Extra curricular:

- (1) Officer of the Study Body, Name of Office \_\_\_\_\_ Year \_\_\_\_\_.

- (2) Help teachers;

President of a dormitory student group ( )

Vice president of a dormitory student group ( )

Leader of class ( )

Assistant leader of class ( )

Supervised Farm Training, a foreman ( )

- (3) Member of FFT ( )

Member of Horticulture Club ( )

Member of Cooperative ( )

Member of school band ( )

- (4) Athletes check (x)

Name of Game	Dormitory Team		School Team	
	1st	2nd	1st	2nd
Soccer				
Basketball				
Badminton				
Takraw				
Track				

- (5) Other works you have done for the Student Body or the school unclassified above, such as - Budhist Lent, Winter Fair, etc. State what you have done:

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- (6) You have projects of your own, extra from the requirement of Supervised Farm Training:

What do you grow or raise \_\_\_\_\_

How many heads of animals \_\_\_\_\_

How many square meters of land \_\_\_\_\_

How much did you earn \_\_\_\_\_

9. When you finish the Vocational Agriculture course of three years from this school, what would you like to do next. Fill in 1, 2, 3, 4 and so on, in the blanks according to your preference.

- ( ) 1. Vocational Agriculture Teacher Training at Bang Pra.
- ( ) 2. Study toward B.S. degree in the new established Agricultural College in Mae Joh.
- ( ) 3. Kasetsart University (Agriculture).
- ( ) 4. Other University (name it): \_\_\_\_\_
- ( ) 5. Work in the Ministry of Education.
- ( ) 6. Work in the Ministry of Agriculture.
- ( ) 7. Work in other ministry (name it): \_\_\_\_\_
- ( ) 8. Work with private enterprise.
- ( ) 9. Do your own farming.
- ( ) 10. (name the work): \_\_\_\_\_

With best regards, and thanks from your teachers.

Dharm Tesna

Surapol Sanguansri

VITA

Dharm Tom Tesna

Candidate for the Degree of

Master of Science

Report: ACCOMPLISHMENT AS INFLUENCED BY DIFFERENT FAMILY SOCIAL BACKGROUND OF VOCATIONAL AGRICULTURE STUDENTS OF MAE JOH COLLEGE OF AGRICULTURE

Major: Agricultural Education

Biographical Sketch:

Born: June 19, 1928 at Nakornayok, Thailand.

Education: Bachelor of Science in General Agriculture, Kasetsart University, Thailand, 1955.

Graduate Study: Oklahoma State University, 1961-1962

Professional Experience: Worked as a trainee with the Ministry of Agriculture, Department of Fisheries, 1952-1954. Taught English at Prince Royal's College, Chiangmai, 1954. Second Lieutenant, Royal Thai Airforce, 1955-1958. Instructor of Agriculture, Chiangmai College of Agriculture, 1959-1961.

Member: Teachers' Association, Thailand; Phi Delta Kappa, the U.S.A.