

THE IMPACT OF THE AMERICAN EXPERIENCE ON THAI
STUDENTS' ATTITUDES: CASE STUDY IN TEN
AMERICAN ACADEMIC INSTITUTIONS

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by

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**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH MULTIPLE
PENCIL AND/OR
PEN MARKS
THROUGHOUT THE
TEXT.**

**THIS IS THE BEST
IMAGE AVAILABLE.**

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CHAPTER I

INTRODUCTION

NEED FOR THE STUDY

Well, what do you think of America? This is a very common question that most foreign students have been asked. Generally speaking, it is usual for American people to be curious concerning how other people think of America. Furthermore, it is intriguing to see how much adjustment and attitude change each individual experiences since entering American society. Ralph L. Beals, Chairman of Committee on Cross-Cultural Education, says that "visitors in foreign lands have always been agents of cultural contact and transmission."¹ This is especially true in the case of students who are recognized as a highly mobile section of society. Lambert and Bressler, in their book, Indian Students on an American Campus, found that each student concentrated upon three roles which he consciously and actively worked to create: he was to be a student, a tourist and an unofficial ambassador. However, the impact of the American experience on a foreign student is far stronger than the impact he or she makes on the host country.

After World War II the academic institutions in the United States attracted more foreign students than ever before. According to the report of the Institute of International Education, there were 34,232 foreign students in

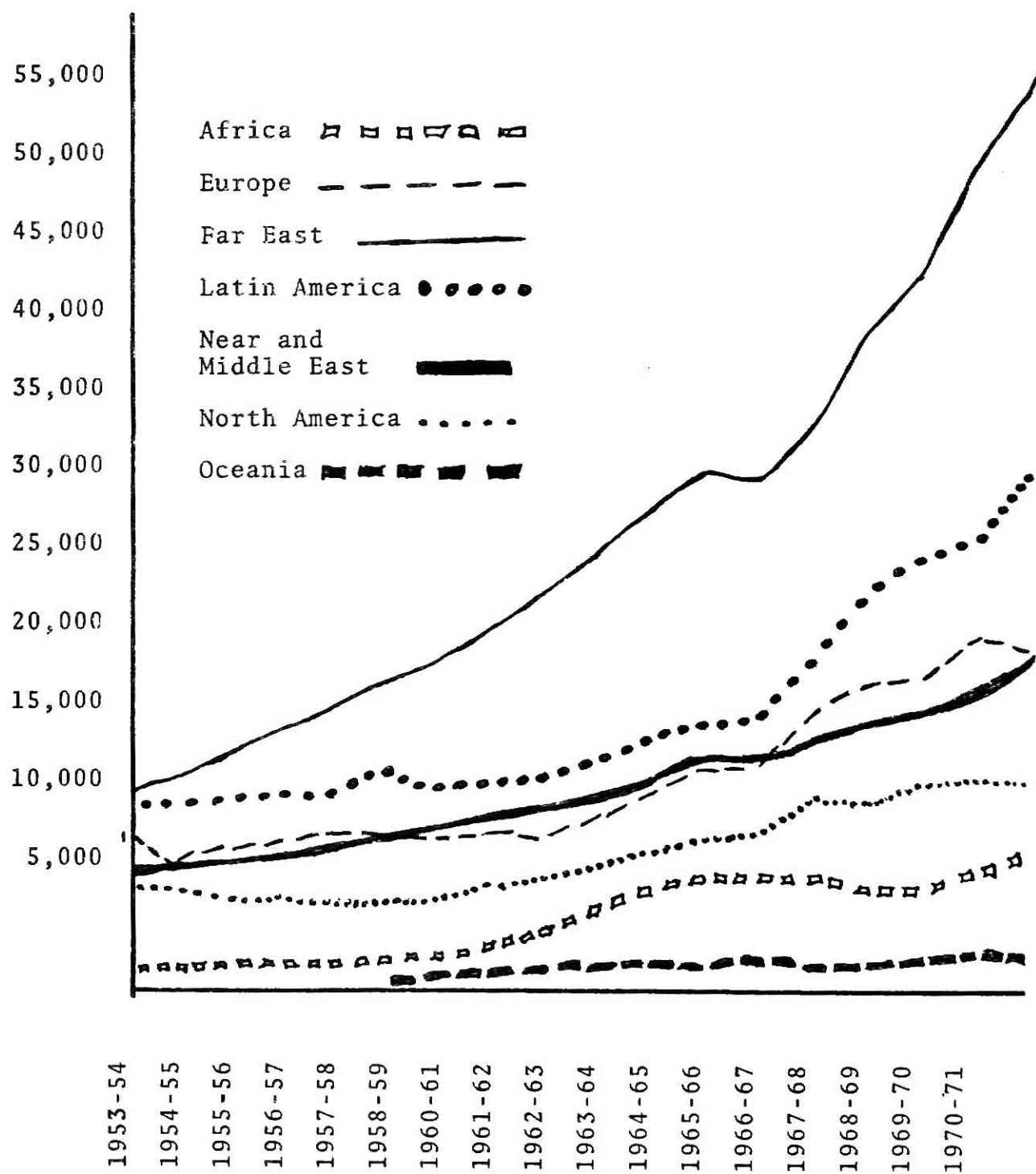
the U.S. in 1955. The number rose to 64,000 in 1963, and this number has increased even more rapidly, especially during the last decade. In 1971 there were 144,708 foreign students. They came from various parts of the world (see Figure 1). Evidently, the largest increase was from the Far East. This change is due primarily to the increased prestige and power of the United States, and young foreign people now want not only to study but some also want to live here, because of the power and wealth of the United States acting as an irresistible magnet. As a Japanese university dean put it: "It is clear to me that America is now taking over the place in the world held by England in the nineteenth century. Therefore, whether you like it or not you have to know about America and its methods."² However, from U.S. standpoint, the major concern is that the international student be introduced to the mainstream of American life and culture. There have been several major attempts at evaluating what factors, and especially what conditions, influence the development or frustration of social and academic matters of foreign students in this country. And what effects does this development or frustration have on foreign student attitudes toward the host country and its people.

Dr. Brewster Smith, the coordinator of the cross-cultural education council, concluded that the adjustment of foreign students might be categorized as follows:³

- 1) Foreign students as sojourners are unavoidably of dual

FIGURE 1

Foreign Students in the United States 1953-1971



Source: Institute of International Education. Report on International Exchange, Open Door. New York: 1974, p. 11.

membership. The complicated roles as a member of two societies make the sojourners solve the problem by escaping into one or the other membership; 2) For sojourners who have an explicit educational purpose, their involvement in the host culture is important in order that they may achieve their educational goal. To this extent, sojourners must try to involve themselves in the host situation rather than becoming isolated, and 3) For foreign students who are from a society with a distinctly different and contrasting culture, the greater the contrast, the more serious the obstacles to the adjustment.

Although there has been research done with students from Asian nations such as India and Japan, its results may not be applicable to the Thai. The culture traits of Thai society, even though they are Asian, differ from those of the Japanese and Indians. Their responses to particular situations are, of course, different in particular ways. Consequently, it is felt that Thai students' attitudes toward the U.S. should be investigated for the benefits of the international coordinators, foreign policy makers, and of some other Thai students who will or probably will come to study in the United States. Besides, this also helps other foreign students to understand Thai students' attitudes and behavior. Most importantly, Thai students are part of the future elite of Thailand. Their training abroad marks them as privileged experts whose service will be highly sought in many positions of influence. Through the

occupations Thai students enter, they will more or less become an active factor in the developmental process of their countries. Besides, Thai students will also have an opportunity to play considerable roles in Thai politics. From past experience, the flow of social and political influence in Thailand has always been a one-way street -- from top to bottom with little feedback in the upward direction. "Evidently, the 1932 revolution was in no way a popular movement but the achievement of a small European trained elite who had been influenced by the political thinking of Paris in the 1920s."⁴ Most of the political and socio-economic modernization of Thailand has almost always been introduced by the foreign-trained students. Moreover, their attitudes and influence will also affect the Thai foreign policy toward the U.S. This might determine whether or not the relations between the two countries would have mutual trust; stay close, friendly and peaceful together; or fade away according to the pressure of the time. Specifically, both countries are undergoing a drastic change in their foreign policies. That is why this study is needed to explore Thai students' attitudes toward the U.S.

BRIEF REVIEW OF PREVIOUS RELATED RESEARCH

Much of the research in this area has been concerned with the adjustment of foreign students and scholars in the United States. Every year the number of foreign students

coming to this country is increasing. Some of them arrive with considerable enthusiasm and more or less favorable feelings toward the United States, while others arrive with apprehension and uncertainty. Yet all of them experience the stresses and strains of adjustment to a new setting. They find themselves immediately faced with new customs, new ways of behavior, and new modes of evaluating experiences. The difficulty the foreign student faces in adjusting himself to the new country has been described by J.W. Gardner as follows:

The foreign students almost always experience a diminished sense of personal worth. An individual's self-esteem is rarely a wholly portable asset; it is rooted in his social context and in his sense of belonging there. He is introduced into a strange new world in which his own status is ambiguous and difficult to establish. The position which he had at home means nothing here. He comes naked to the new experience. Small wonder he shakes a bit.⁵

However, some adjust rather easily while others do not. These differences in adjustment have been investigated in numerous empirical studies.⁶

Most research concerning foreign student adjustment has emphasized (1) the amount of time spent in the United States and (2) the number of contacts made with Americans. Several studies that have investigated the effects of contact have found a positive relationship between adjustment and frequency of contact.⁷ However, not all of the findings have been positive. Selltiz, Hopson and Cook found no

difference in attitude change between foreign students who score high and those who score low on the interaction with Americans.⁸ This is probably because the respondents' culture, background and experience are different in each study.

However, as far as the research studies regarding foreign students are concerned, more and more investigations are being conducted by either individual persons or groups such as the Cross-Cultural Education Committee. To the best of the writer's knowledge, there have been only three studies directly conducted to learn about Thai students in American colleges and universities. Two of these studies found that certain changes in the values of Thai students have taken place with the passage of time.⁹ The third study was mainly concerned with the problems of adjustment of Thai students in this country.¹⁰ Nevertheless, there has not been any study dealing with the attitudes of Thai students toward the United States. Therefore, it is essential to investigate how Thai students feel toward the host country.

PURPOSE OF THE STUDY

Over the past twenty years an ever-increasing number of Thai students have come to the United States. There were 586 Thai students in 1955; the number increased to 990 in 1962. In 1971 this number jumped to 5,627 (see Table 1).

TABLE 1

Thai Students in the United States during
1962-1971 by Sex and Financial Support

Year	Total	Sex		Financial Support		
		male	female	self & family	scholarship & other agency	no answer on support
1962	990	691	299	178	688	124
1965	1630	1168	462	825	667	138
1968	2629	1820	809	1434	846	349
1971	5627	3912	1487	3165	1087	1375

Source: Institute of International Education. Report on International Exchange, Open Door. New York: 1962-1971.

The trend seemed unbroken. This large number of Thai students means more intimate relationship between the U.S. and Thailand. Therefore, it is interesting to see the roles of Thai students as culture carriers or links between cultures. Even though the main purpose of Thai students who come to the United States is to study, they also act as unofficial ambassadors from Thailand to create more understanding between the two countries as Lambert and Bressler have emphasized. By the same token, when they return home, they might diffuse the American culture and experience to their homeland. However, it is generally accepted that educated students are national assets.

In a country where the academic life enjoys high

status as it does in Thailand, it is natural that the attitude toward foreign study should be favorable. Generally speaking, the stimulus of contact with a foreign culture is universally regarded as valuable, and European foreign study used to be practiced on a large scale. But it is declining, while foreign study in America is rising. One of the main characteristics of the Thais is their attitude of readiness to learn things from others which has contributed to the modernization of Thailand. Thai students come to the United States not just to broaden their understanding of the world, but to better their own positions and to serve their country. Therefore, what the Thai students experience and what they bring back with them probably will enhance and create international friendship and understanding which will advance world cooperation and human benefit. As the preamble to the Constitution of UNESCO declares: *

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;...

That the wide diffusion of culture, and the education of humanity...constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fall, upon the intellectual and moral solidarity of mankind.¹¹

Most of the Thai students who enroll today in institutions in the United States will have potentials to be the social leaders of their country tomorrow. As the number of Thai students studying in the United States increased, the Thai people became increasingly aware of the value of American education to Thailand. This has been well stated by Prasert Yamklinfuang in his essay entitled The Roles of The American-Trained in The Development of Thailand as follows:

...In Thailand today, the number of returned American-trained Thai must be in the thousands. They perform a great variety of roles in the day to day life of the Thai people as public administrators, educators, military men, businessmen, engineers, doctors, scientists and technicians. They occupy the key positions in the Armed Forces, the civil services, business and industrial undertakings, and in various civic and cultural organizations. They are men and women of higher calibre, of promising future and can be said to form a vanguard of an intellectual and educated class by virtue of their training, experiences, and enthusiasm. As a new blood injected into Thailand, they keep revitalizing and stimulating the present leadership and motivate a new hope for people to make greater efforts toward the realization of national goals involving social and economic development.¹²

Consequently, it is fascinating to know what kind of leaders with what kind of attitudes toward the United States are returning to Thailand. This is the starting point of this research which will investigate and analyze the impact of American experience in Thai students' attitude toward the United States in order to better understanding between the sojourners and the host country.

CHAPTER II

METHODOLOGY AND PROCEDURES

STATEMENT OF THE PROBLEM

This study was conducted in order to investigate whether or not personal experiences (i.e., length of stay in the U.S., satisfaction with stay in the U.S. and the amount of contact with Americans) and personal background characteristics (i.e., language facility, financial security and foreign travel prior to coming to the U.S.) have any influence upon Thai students' attitudes toward the United States, and if any, to what degree? And what is the most important determinant? In addition, the writer also analyzes the over-all Thai students' attitudes whether they have a favorable, unfavorable or indifferent attitudes toward the United States and its people.

DEFINITION

The term "ATTITUDE" does have a slightly different meaning to different writers. Coelho stated that "Attitude is a predisposition to a favorable or unfavorable orientation regarding a whole nation or some part or aspect of a nation or cultural group."¹³ However, for the purpose of this study, the writer is using "ATTITUDE" to refer to students' statements of favorableness, feelings and evaluations as being defined by Coelho.

THEORETICAL MODEL

In this study, Thai students' attitudes toward the U.S. were considered as a dependent variable which was determined by personal experiences (i.e., length of stay in the U.S., satisfaction with stay in the U.S., amount of contact with Americans), and by personal background characteristics (i.e., language facility, financial position and foreign travel prior to coming to the U.S.) which are thus independent variables in this model. During their stay in the U.S., the experience of Thai students in the host country may vary widely. A Thai student may gain impressions by his own experiences which are presented to him in many different aspects. However, not only personal experiences but personal background characteristics from Thailand may also have some influence upon his evaluations. Therefore, it is believed that personal experiences and personal background characteristics will influence whether Thai students' attitudes are favorable, unfavorable, or indifferent toward the host country (see Figure 2).

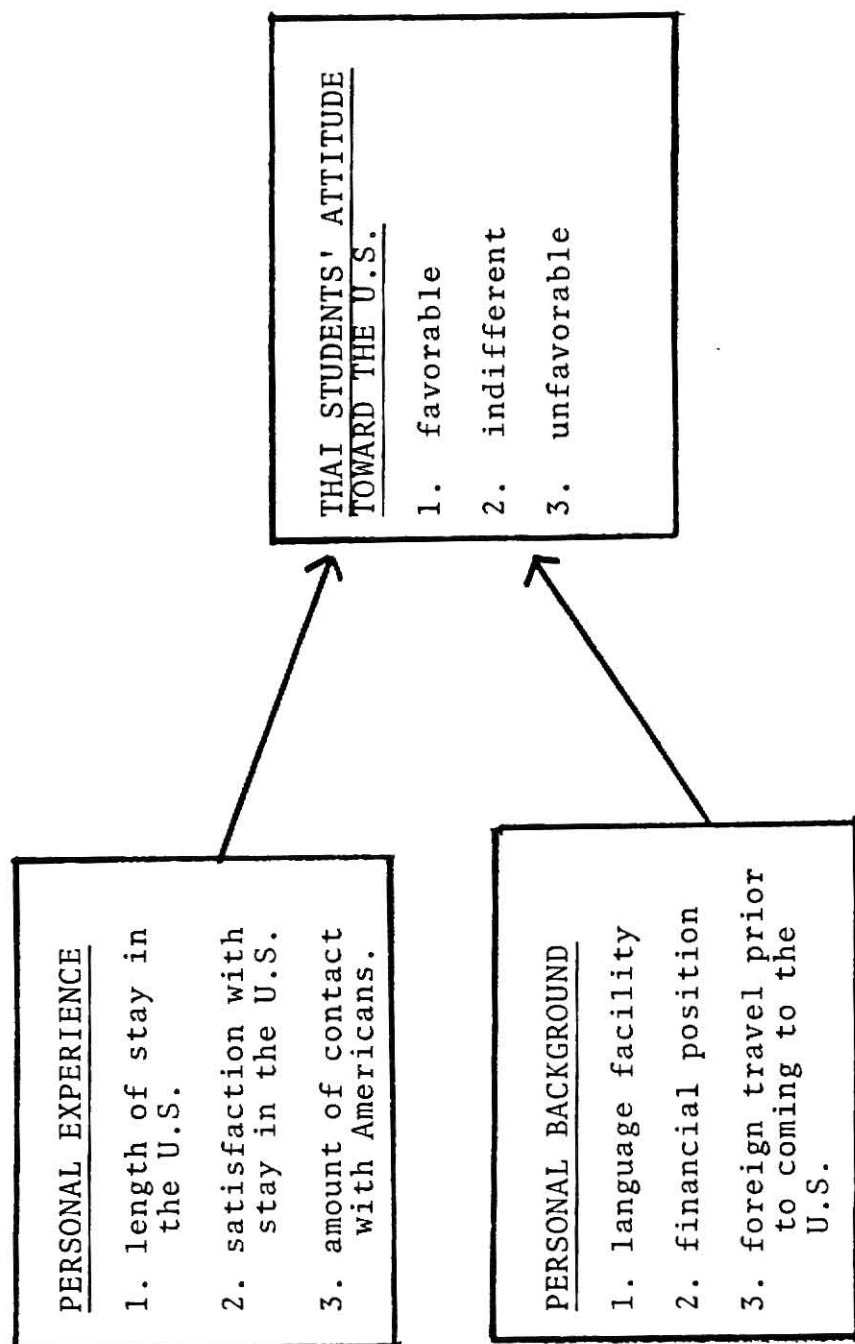
HYPOTHESES

Hypotheses One

The longer the length of stay in this country, the more favorable the attitudes will be toward the U.S. It might be expected that students who reside in this country for quite some time will be satisfied with their stay and

FIGURE 2

The Impact of American Experience on Thai Students' Attitudes:
Case Study in Ten American Academic Institutions



will have a favorable attitude toward the host country. Moreover, they will also have some emotional ties with the U.S., especially, with what they have experienced and what they have been through exposure to the American culture.

Hypothesis Two

The higher satisfaction with stay in this country, the more positive the attitudes of the Thai students will be toward the U.S. It is not surprising that students should generalize their satisfaction to have positive attitudes toward the U.S. or conversely, to transfer dissatisfaction into more negative attitudes toward the U.S.

Hypothesis Three

The more their contact with Americans, the more favorable the attitudes of Thai students will be toward the U.S. It assumes that the amount of contact and close association with Americans will create and enrich more understandings of American societies which will lead to a favorable attitude toward the U.S. Conversely, those who are isolated will have unfavorable attitudes.

Hypothesis Four

The greater the command of English, the more positive the attitudes of Thai students will be toward the U.S. It is supposed that students who have language difficulties might isolate themselves while students, who feel at ease

with their ability in using English, mingle more with American people which lead to a favorable attitude toward the U.S.

Hypothesis Five

The more secure the financial position, the more favorable the attitudes of Thai students will be toward the United States. It is believed that Thai students who are adequately financed by their families, Thai or U.S. Government, will more easily adjust to life in America and will have more favorable attitude toward the U.S.

Hypothesis Six

The more foreign travel prior to coming to the U.S., the more positive the attitudes of Thai students will be toward the U.S. It is based on the assumption that certain kinds of foreign students are more apt to make an easy transition to another culture than others. Students, who have traveled widely before their visit to this country, will make social and educational adjustments to life in America more easily than students from a more narrow and parochial environment.

METHOD

Procedure

In order to measure the attitudes of Thai students toward the U.S., a questionnaire was designed and mailed

to Thai students in Ten American colleges and universities known to have students from Thailand (see Table 2). Each questionnaire contained an informal letter in the Thai language seeking their cooperation (see Appendix I). A questionnaire written in English (see Appendix II), and a self-addressed return envelope. Questionnaires were mailed to 256 Thai students. The response was 86% resulting in a return of 220. Of the 220 sets of answers processed, the total number of usable questionnaires was 202.

The instrument consisted of two sections. The first dealt with general information such as sex, academic classifications, major field of study, and general living conditions. The second part the respondent was asked about length of stay in the U.S., satisfaction with stay in the U.S., the amount of contact with Americans, language facility, financial position, foreign travel prior to coming to the U.S. and his attitude toward the U.S.

Treatment of Data

1) The first step involved in construction of scales is to measure the relevant variables. In this analysis, Gamma was used to measure the association among questions. It turned out that four questions about satisfaction with present housing arrangement (question no. 6), frequency of participation in Thai student association (question no. 15), comparison of personal freedom in the U.S. and Thailand (question no. 26), and the opinion toward American political

TABLE 2

Number and Percentage of Thai Students Receiving
and Returning Questionnaires from Each
Institution Used in Study

American Academic Institutions	Mailed	Return	Relative Percent of Respondents from Each Institutions
Northern Illinois University	16	15	6.8
University of Illinois at Urbana-Champaign	39	35	15.9
University of Colorado	11	11	5.0
University of Missouri	45	36	16.4
Neosho County Community Junior College	4	4	1.8
Fort Hays Kansas State College	3	3	1.4
Kansas State College of Pittsburg	39	33	15.0
Kansas State Teachers College of Emporia	34	30	13.6
University of Kansas	47	38	17.3
Kansas State University	18	15	6.8
Total	256	220	100.0

system (question no. 27) were eliminated because they were not correlated with others questions (Gamma is less than 0.14). The scale score pooled responses were grouped and ranged according to variables. The items used in the analysis were ranked as in the final scale and marginal numbers indicate position in original questionnaire (see Appendix II-B).

2) Spearman correlation coefficients were used as a tool for testing the hypotheses. The writer allowed the .05 level of significance as a critical point to accept the hypotheses.

3) Separate analysis was conducted controlling for sex and academic institutions.

4) Attitudes toward the U.S. will be analyzed using specific questions: 6 questions (question nos. 26-31) will be used. Then frequency distributions are presented to describe the Thai students' attitudes.

CHAPTER III

FINDINGS

In order to determine whether or not the hypotheses are supported, the Spearman correlation coefficient technique is applied to the answers of the respondents. The matrix of Spearman correlation coefficients is reported in Table 3.

HYPOTHESIS ONE

The first hypothesis in this study is that the longer the length of stay in the U.S., the more positive attitudes of Thai students will be toward the U.S. From the distribution of Thai students according to length of stay in U.S. (see Table 4), the respondents ranged in length of temporary stay in the U.S. from one month to 122 months, and 50% of them have stayed in the U.S. more than 18 months (long stay).

Table 3 shows hypothesis one to be invalid. Length of stay does not have any effect upon Thai students' attitudes. The Spearman correlation coefficient is not significant ($r_s = 0.0041$ and significant at the .477 level). On further thought, this is not a surprise. Even though the majority of Thai students in this study have been in this country for long period, it is likely that most Thai students come from Bangkok, the capital of Thailand and have

TABLE 3

Matrix of Spearman Correlation Coefficients
for Thai Students*

variable	length of stay in U.S.	satisfac- tion with stay in the U.S.	amount of contact with Americans	langu- age facility	finan- cial posi- tion	foreign travel
attitude toward U.S.	0.0041 N(202) sig .477	0.3750 N(202) sig .001	0.2402 N(202) sig .001	0.0614 N(202) sig .193	0.1554 N(202) sig .014	-0.0270 N(202) sig .351
length of stay in U.S.		0.1045 N(202) sig .419	0.4512 N(202) sig .001	0.0667 N(202) sig .173	0.0417 N(202) sig .278	0.0158 N(202) sig .412
satisfac- tion with stay in the U.S.			0.2996 N(202) sig .001	0.1667 N(202) sig .009	0.2811 N(202) sig .001	-0.0443 N(202) sig .265
amount of contact with Americans				0.2962 N(202) sig .001	0.1507 N(202) sig .016	0.2078 (N202) sig .001
language facility					0.0652 N(202) sig .178	0.3151 N(202) sig .001
financial position						0.0639 N(202) sig .183

*Entries in the Table are Spearman correlation coefficients. For example, 0.0041 is the correlation between length of stay in the U.S. and attitude toward U.S. N(202) is the number of respondents and sig .477 is the level of significance at 47.7%. In other words, there is a 47.7% of probability that the indicated relationship will occur by chance.

TABLE 4

Distribution of Thai Students According
to Length of Stay in U.S.

Length of Stay in U.S.	Frequency	Relative Frequency (percent)
short stay (1-9 months)	61	27.7
moderate stay (10-18 months)	47	21.4
long stay (over 18 months)	110	50.0
no answer	2	0.9
Total	220	100.0

been exposed to the U.S. This is probably because of the similarities between Bangkok and the U.S. That is why Thai students are pretty well-adjusted to the American society. Therefore, length of stay in the U.S. does not have any effect upon their attitudes toward this country. However, the finding is contrary to Sewell and Davidson's statement that length of stay and communication skills are necessary preconditions to a successful adjustment and to a favorable attitude toward the host country.¹⁴ But this result is consistent with Morris's finding. He states that students who see large differences between the home country and the United States lead to dissatisfaction with stay here, and also lead to unfavorableness toward the country.¹⁵

HYPOTHESIS TWO

The second hypothesis states that the higher the satisfaction with stay in this country, the more positive the attitudes of the Thai students will be toward the U.S. The results from Table 3 leads to a decisive conclusion: Hypothesis two is valid. The Spearman correlation coefficient is significant ($r_s = 0.3750$ and significant at .001 level). It is not surprising that the finding turns out to be as one would expect. Satisfaction with stay in the U.S., as measured by satisfaction with educational facilities, performance in academic matters, relationship with professors and general satisfaction with life and experience here compared to Thailand, is moderately and positively related to Thai students' attitudes toward the host country.

From the scale score of assessment of attitude with respect to satisfaction with stay in U.S. as shown in Table 5, the highest percentage of Thai students who are satisfied with their stay here are also favorable to the U.S. On the contrary, those in the lowest percentage who are dissatisfied are unfavorable. Generally speaking, it is true to say that personal satisfaction with stay leads to favorableness toward this country.

HYPOTHESIS THREE

The third hypothesis stipulates that the more contacts made with Americans, the more favorable the attitudes of Thai students will be toward the U.S. The result from Table

TABLE 5

Assessment of Attitude with Respect to Satisfaction
with Stay in the U.S. for Thai Students

Attitude toward U.S. (scale score)	satisfaction with stay in the U.S.			Total
	unsatisfied 8-13	undecided 14-15	satisfied 16-20	
unfavorable 4-9	15 34.1	14 18.4	9 11.0	38 18.8
indifferent 10-12	25 56.8	37 48.7	39 47.6	101 50.0
favorable 13-20	4 9.1	25 32.9	34 41.5	63 31.2
Total	44 21.8	76 37.6	82 40.6	202 100.0

3 leads to the conclusion that hypothesis three is valid. The Spearman correlation coefficient is significant ($r_s = 0.2404$ and significant at .001 level). However, the relationship is still low. This finding is consistent with the writer's expectation. The amount of contact made with Americans is positively related to Thai students' attitudes toward the host country. It is probably because frequent and intimate association with Americans enriches more understanding of American society and therefore leads to favorable attitude toward the U.S. This result is contrary to Selltiz and Cook's findings. They find that the extent of interaction

seems to have no effect on feelings and beliefs about the broader social patterns or attitude toward the U.S.¹⁶

As can be seen in Table 6, Thai students who spend a large amount of time with Americans or see more of the American scene or have many close American friends are favorable toward the U.S. On the contrary, those who have low contact are unfavorable. The majority of Thai students in this study have moderate contact with Americans, it may be that they are busy with their studies. Even though the majority of Thai students have moderate contact and are indifferent, the amount of contact with Americans still affects Thai students' attitudes toward the U.S.

TABLE 6

Assessment of Attitude with Respect to Amount of Contacts with Americans for Thai Students.

Attitude toward U.S. (scale score)	Amount of Contacts with Americans			Total
	low 10-13	moderate 14-17	high 18-26	
unfavorable 4-9	9 25.0	19 20.4	10 13.7	38 18.8
indifferent 10-12	21 58.3	47 50.5	33 45.2	101 50.0
favorable 13-20	6 16.7	27 29.0	30 41.1	63 31.2
Total	36 17.8	93 46.0	73 36.1	202 100.0

HYPOTHESIS FOUR

This hypothesis concerns the respondent's English language facility. It is hypothesized that the greater their command of English, the more positive the attitudes of the students will be toward the U.S. The results as shown (?) 0.0614, not significant at .05 reveals that our hypothesis is not supported by the data. It is possible that satisfaction with other aspects of American life compensates for problems associated with limited English. At least among these respondents English facility was not related to satisfaction to life in America. Therefore; the command of English apparently does not have any effect upon the students' attitudes.

HYPOTHESIS FIVE

Hypothesis five suggests that the more their financial security, the more favorable will be the students' attitudes toward the U.S. Table 3 suggests that hypothesis five is valid. The Spearman correlation coefficient is significant ($r_s = 0.1554$ and significant at the .014 level). The correlation is probably reduced since the majority of the Thai students who come to this country are from wealthy families in Thailand, as Barry¹⁷ and Manunpichu¹⁸ reported. However, it seems reasonable to say that Thai students who are well financed and enjoy a sense of well-being are more satisfied with their stay which leads to more favorableness toward the host country.

In Table 7, most Thai students fall in the "fair" financial support category. Those who have a good financial support are generally more favorable to the host country. Conversely, those who have a weak financial support are generally less favorable. Consequently, it is possible to state that financial position leads to favorableness toward the U.S.

TABLE 7
Assessment of Attitude with Respect to
Financial Position for Thai Students

Attitude toward U.S. (scale score)	Financial Position (scale score)			Total
	weak 3-7	fair 8-10	good 11-16	
unfavorable 4-9	13 24.1	16 17.0	9 16.7	38 18.8
indifferent 10-12	31 47.4	46 48.9	24 44.4	101 50.0
favorable 13-20	10 18.5	32 34.0	21 38.9	63 31.2
Total	54 26.7	94 46.5	54 26.7	202 100.0

HYPOTHESIS SIX

The last hypothesis concerns foreign travel prior to coming to the U.S. It is assumed that the more foreign travel Thai students have had prior to their arrival here,

the more positive their attitudes will be toward the U.S. Table 3 shows hypothesis six to be invalid. The Spearman correlation coefficient is not significant ($r_s = -0.0270$ and .351 significance level). It could be possible that Thai students are cosmopolitan and Westernized. Even though they have a limited foreign travel, foreign travel does not have any effect on their attitudes toward this country.

In addition to the analyses of the above six hypotheses, it is interesting to investigate the relation among six independent variables.

When the amount of contact with Americans is considered, it is found that amount of contact is positively related to (1) length of stay ($r_s = 0.4512$, and significant at the .001 level), and (2) satisfaction with stay in the U.S. ($r_s = 0.2996$, and significant at the .001 level). It seems possible to say that the amount of contact Thai students make with Americans leads to an understanding of Americans and their society which has an association with both length of stay and satisfaction with stay in the U.S. (see Appendix III, Table 1 and Table 2).

Concerning language facility, it is positively related to (1) satisfaction with stay in the U.S. ($r_s = 0.1667$ and significant at the .009 level), and (2) the amount of contact with Americans ($r_s = 0.2962$, and significant at the .001 level). It seems reasonable that the command of good English of Thai students leads to satisfaction with stay and to more contact with Americans. However, this does not mean that the

command of good English makes Thai students favorable to this country (see Appendix III, Table 3 and Table 4).

Financial position is positively related to (1) satisfaction with stay in the U.S. ($r_s = 0.2811$ and significant at the .001 level), and (2) amount of contact with Americans ($r_s = 0.1507$, significant .016). It seems obvious that students who have a fair financial support are inclined to be satisfied with their stay and contact with Americans more than those who do not have a financial security (see Appendix III, Table 5 and Table 6).

Prior foreign travel is positively related to (1) the amount of contact with Americans ($r_s = 0.2078$ and significant at the .001 level), and (2) language facility ($r_s = 0.3151$ and significant at the .001 level). It is possible that Thai students who have traveled abroad before are more accustomed to meeting people and to other cultures, they find it easier to adapt to a new and strange situation. Moreover, they also have an opportunity to speak English. Therefore, this experience presumably encourages them to have more contact with Americans and also leads to improvement of their language facility (see Appendix III, Table 7 and Table 8).

From the above analysis, it can be concluded that there are only three variables that affect attitudes about the U.S.: satisfaction with stay in the U.S., amount of contact with Americans and financial position. Of these three, satisfaction with stay in the U.S. seems to be the most important.

The next section of this analysis separated the sample into two groups on the basis of the respondent's sex (see Table 8).

TABLE 8
Distribution of Thai Students According to Sex

Sex	Frequency	Relative Frequency (percent)
Male	131	59.5
Female	89	40.5
Total	220	100.0

Sex differences are studied here because it has been argued that Thai males and females have different and distinct traits.¹⁹ Therefore, it is encouraging to know whether or not a different pattern of responses exists between the males and females. In order to investigate the pattern of attitudes, Spearman correlation coefficient is employed in Table 9 which shows the correlation for each group separately, and its results will be analyzed.

However, it should be noted that the response patterns between males and females are pretty similar to the pattern of responses of total Thai students. The findings reveal that both sex have the same pattern of responses. Nevertheless, among six variables, satisfaction with stay in the U.S.

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TABLE 9

Matrix of Spearman Correlation Coefficients
According to Sex

variable	length of stay in U.S.	satisfac- tion with stay in the U.S.	amount of contact with Americans	langu- age facility	finan- cial position	foreign travel
attitude toward the U.S. male	-0.0776 N(121) sig .199	0.4293 N(121) sig .001	0.1612 N(121) sig .039	0.0751 N(121) sig .206	0.1974 N(121) sig .015	0.0262 N(121) sig .388
female	0.1605 N(81) sig .076	0.2874 N(81) sig .005	0.4046 N(81) sig .001	0.0394 N(81) sig .364	0.0642 N(81) sig .285	-0.1263 N(81) sig .131
length of stay in the U.S. male		-0.0694 N(121) sig .225	0.4422 N(121) sig .001	0.0386 N(121) sig .337	-0.0177 N(121) sig .423	0.0434 N(121) sig .318
female		0.1264 N (81) sig .130	0.4377 N (81) sig .001	0.1119 N (81) sig .160	0.2189 N (81) sig .025	-0.0703 N (81) sig .266
satisfaction with stay in the U.S. male			0.2738 N(121) sig .001	0.1965 N(121) sig .015	0.2717 N(121) sig .001	0.0911 N(121) sig .160
female			0.3308 N (81) sig .001	0.1292 N (81) sig .125	0.3227 N (81) sig .002	0.0439 N (81) sig .348
amount of contact with Americans male				0.2243 N(121) sig .007	0.1994 N(121) sig .014	0.1412 N(121) sig .061
female				0.3923 N (81) sig .001	0.1272 N (81) sig .129	0.3213 N (81) sig .002
language facility male					0.0755 N(121) sig .205	0.2554 N(121) sig .002
female					0.0308 N (81) sig .392	0.3916 N (81) sig .001
financial position male						0.0106 N(121) sig .454
female						0.1149 N (81) sig .154

is the most essential variable in determining males' attitudes. Conversely, amount of contact with Americans turns out to be the most important thing that determines Thai females' attitudes. This may be that Thai males are traditionally more adventurous than their female counterparts. Therefore, Thai males enjoy the stay here more and their enjoyment have some influence on the attitudes. Moreover, Thai males are more willing to take risks even at the cost of some security.²⁰ Or it is probably because of Thai custom that makes Thai females more security conscious. Thai society has a reputation for strict boy and girl relationships. In comparison to other societies, such as American and European, Thailand is an extremely conservative country in this respect. It is considered socially improper for men and women, particularly if unmarried, to touch each other. Traditionally a young man is not allowed to touch a girl before his marriage to her; touching is regarded as expressing a desire for sexual relations, and as extremely immoral. Kissing and hugging are absolutely forbidden, specifically between a boy and girl who are not married. Even husband and wife are not supposed to show these actions in public. Therefore, shaking hands is not a Thai custom, and kissing and embracing cause Thai, especially girls, embarrassment but not for Thai boys. The respondents were asked "How often do you go out with American?" It seems that this question does not bother Thai males. Conversely, when Thai females answer, they tend to think that this question is asking about dating. One girl says that if this

question means dating, she will answer "never", but if it means visiting her classmates' place or going out with a group, the answer will be "often". The other girl answered "often" and also stated that was because her husband is American. That is why the amount of contact with Americans has a lot of influence on Thai females' attitudes.

As is evident, financial position is positively related to attitudes only for male students ($r_s = 0.1974$, and significant at the .015 level), but not for females. It is because most Thai males do not enjoy as high a financial position as their female counterparts (see Appendix III, Table 9 and 10). This possibly leads Thai males to have more responsibility to the financial situations. Therefore, most Thai males are not satisfied with their financial position here. Traditionally, they "goof around" more than Thai females. This could be the reason that financial position affects Thai males' attitudes. This is consistent with Likitwongs' findings. She states that the male students tend to have more problems related to financial matters than females.²¹

When the correlations between the independent variables as shown in Table 9 are considered, it appears that the amount of contact with Americans is positively related with length of stay and satisfaction with stay in the U.S. for both sexes. They expressed nearly the same pattern in these two relations. But interestingly, satisfaction with stay in U.S. does not relate to the amount of time they spend here.

Language facility is positively related to satisfaction with stay for males but not for females. The data indicate that Thai males do not command as good English as their female counterparts. So language facility affects Thai males' satisfaction with stay in the U.S. In addition, language is also positively related to amount of contact with Americans and the degree of correlation is not much different by sex. However, for females it is higher than males. This might be the result of the characters of Thai females who are naturally shy; more sentimental and are not as aggressive and confident as their male counterparts. From the observation, Thai females who command better English make more contact with Americans than the ones who do not command good English. Conversely, Thai male contact with Americans is not related to their command of English (see Appendix III, Table 11 and Table 12). Therefore, it seems reasonable that language facility has much more affect upon Thai females' amount of contact with Americans than upon Thai males.

Financial position is not related to length of stay for males. However, there is a positive, though low correlation for females. Thai males are apparently not as well-supported as females (see Appendix III, Table 13 and Table 14). This may be the reason why males stay in this country longer than females. They can get an opportunity to make money. If they are rich, they will return home. This finding is consistent with Likitwong's finding. She states that men

tend to spend a greater length of time in the U.S. than women.²² Nevertheless, there is a positive correlation between financial position and satisfaction with stay for both males and females. Even it is a little stronger for females. Both express pretty much the same pattern of relation that the more the financial security they have, the more they are satisfied with their stay. Besides, for males, financial position also determines the amount of contact with Americans while it is not statistically related for females.

Prior foreign travel is not statistically related to amount of contact with Americans for males but it is positively related for females. For males, it does not matter how much experience they have with the foreign travel, they make contact with Americans anyhow. But for females, the more they travel the more they are accustomed to meeting people and to other cultures, the more the amount of contact they will make with Americans. However, both males and females express their patterns of relation along the same direction. Furthermore, foreign travel is positively related to language facility for both sexes as well. However, this relationship is higher for females than for males.

In general, the differences in response patterns are not distinctive among the students of different sex. This may be that Thai males and females in this study are equally as westernized, liberal, educated and individualistic.

The final portion of this analysis controls for academic

institutions, separating colleges from universities. Table 10 reveals a picture of the type of institutions attended by the 220 Thai students. Most are attending universities. The Spearman correlation coefficients for these groups are reported in Table 11.

TABLE 10
Distribution of Thai Students According
to Academic Institutions

Academic Institutions	Frequency	Relative Frequency (percent)
College	70	31.8
Neosho County Junior College	4	1.8
Fort Hays Kansas State College	3	1.4
Kansas State College of Pittsburg	33	15.0
Kansas State Teachers College of Emporia	30	13.6
University	150	68.2
Northern Illinois University	15	6.8
University of Illinois at Urbana-Champaign	35	15.9
University of Colorado	11	5.0
University of Missouri	36	16.4
University of Kansas	38	17.3
Kansas State University	15	6.8
Total	220	100.0

It is a common assumption that students in the small colleges would have more extensive and more intimate social relations with Americans than those who attend big universities.

TABLE 11

Matrix of Spearman Correlation Coefficients According
to Academic Institutions

variable	length of stay in U.S.	satis- faction with stay in the U.S.	amount of con- tact with Americans	langu- age faci- lity	finan- cial posi- tion	foreign travel
attitude toward the U.S. college	-0.0222 N (67) sig .429	0.2669 N (67) sig .014	0.2074 N (67) sig .046	0.0458 N (67) sig .356	0.1476 N (67) sig .117	0.1128 N (67) sig .182
university	0.0268 N(135) sig .379	0.4101 N(135) sig .001	0.2584 N(135) sig .001	0.0638 N(135) sig .231	0.1540 N(135) sig .037	-0.0895 N(135) sig .151
length of stay in the U.S. college		0.0242 N (67) sig .423	0.3789 N (67) sig .001	-0.0769 N (67) sig .268	0.0453 N (67) sig .358	-0.0384 N (67) sig .379
university		0.0152 N(135) sig .431	0.4830 N(135) sig .001	0.1241 N(135) sig .076	0.0385 N(135) sig .329	-0.0140 N(135) sig .436
satisfaction with stay in the U.S. college			0.0482 N (67) sig .349	0.2230 N (67) sig .035	0.2363 N (67) sig .027	-0.0870 N (67) sig .242
university			0.3894 N(135) sig .001	0.1473 N(135) sig .044	0.3016 N(135) sig .001	-0.0246 N(135) sig .388
amount of con- tact with Americans college				0.2249 N (67) sig .034	0.0680 N (67) sig .292	0.1876 N (67) sig .064
university				0.3235 N(135) sig .001	0.1810 N(135) sig .018	0.2211 N(135) sig .005
language facility college					0.0939 N (67) sig .225	0.3248 N (67) sig .004
university					0.0474 N(135) sig .292	0.3179 N(135) sig .001
financial position college						0.2265 N (67) sig .033
university						-0.0157 N(135) sig .428

Consequently, it is stimulating to know whether or not the pattern of responses exists between the type of institutions.²³

Concerning the results from Table 11, it can be analyzed as follows:

The response patterns between college and university students generally conform to the pattern of responses of the total sample. The findings disclose that both settings have the same attitude patterns. Satisfaction with stay in the U.S. is positively related to attitudes toward this country for both college students and university students. But the relation is higher for university students.

The amount of contact with Americans is positively related to both college students and university students' attitudes. Surprisingly, university students make more contacts with Americans than college students (see Appendix III, Table 15 and Table 16). It is possibly because of the highly approachable atmosphere for contact with Americans, the college students are getting used to it, or otherwise they hang around and stick together as a close-knit group. Therefore, amount of contact with Americans does not affect their attitudes toward the U.S. as much as university students. Nevertheless, the degree of correlation is pretty much the same for both of them.

Financial position is not related to college students' attitudes but it is positively related to university students' attitudes. Financial security influences university students' attitudes more than college students. Nevertheless, the

differences are not distinctive.

When the correlations between independent variables from Table 11 are considered, it appears that the patterns of relations are not much different from the total results. Interestingly, the amount of contact with Americans is not statistically related to satisfaction with stay for college students. Conversely, it is strongly related to satisfaction with stay for university students. It seems obvious that university students have made more contact with Americans and have been more satisfied with their stay than college students. It may be that university students who make more contacts with Americans are more relaxed and are also able to see more of American scene which leads to more satisfaction with stay. But it could be possible that most college students in this study are preoccupied with other problems such as academic difficulties, are less apt to make large amounts of contacts with Americans or as mentioned earlier, they stick together as a group which reduces their opportunities to experience American scene and its way of life. Therefore, amount of contact with Americans does not determine their satisfaction with stay in the U.S.

As one might expect, financial position is not statistically related to amount of contact with Americans for college students. Conversely, there is positive correlation for university students. It is possibly because college community is smaller than the university community. There are a lot more opportunities to make contact with other people that are not dependent on individual financial resources.

Therefore, financial position has an effect on amount of contact with Americans for university students.

Foreign travel is not statistically related to amount of contact with Americans for college students. The correlation is positive but not as strong as university students. However, the differences are not much. It seems reasonable to say that foreign travel prior to coming to the U.S. does determine the amount of contact for university students more than for college students. Interestingly foreign travel is positively related to language facility for both college and university students. It can be stated that foreign travel enhances the opportunity to improve their language skills. Or it may be that this relationship probably reflects both the impact of foreign travel upon language facility and the greater probability that those with higher language skills will enjoy foreign travel. In addition, foreign travel is positively related to financial position for college but not related for university students. It could be possible that the university students, who have many foreign travels, will have less financial security.

In conclusion, it should be noted that the college and university students do not differ greatly in the response patterns. The differences appears only in a small degree. Generally, differences in the size of institutions does not affect the pattern of their responses.

The above analysis indicates that there are not many differences in the over-all pattern of attitudes of Thai

students toward the U.S. as categorized by sex and academic institutions. Though the "indifferent" category has been drawn narrowly, half of the students fall in this group, apparently because of the hesitancy of Thai students to give extreme responses to the questions. However, we can see that females give somewhat more favorable responses than males and university students slightly more favorable responses than college students (see Table 12).

TABLE 12

Assessment of Thai Students' Attitude Toward the U.S. According to Sex and Academic Institutions

Attitude toward the U.S. (scale score)	Total	Sex		Academic Institutions	
		male	female	college	university
unfavorable 4-9	38 18.8	26 25.1	12 14.8	13 19.4	25 18.5
indifferent 10-12	101 50.0	58 47.9	43 53.1	35 52.2	66 48.9
favorable 13-20	63 31.2	37 30.6	26 32.1	19 28.4	44 32.6
Total	202 100.0	121 100.0	81 100.0	67 100.0	135 100.0

* The results of attitudes of Thai students toward the U.S. when only the question nos. 28 to 31 from questionnaire are concerned.

CHAPTER IV

THE CONTENT OF THAI STUDENTS' ATTITUDES TOWARD THE UNITED STATES

In this chapter the writer will explore Thai students' attitudes toward the U.S. and present them descriptively in the belief that these findings are of interest in themselves. Attitudes toward this country were measured by asking the students their perceptions of some aspects of American life such as personal freedom, American political system, the United States foreign policy toward Thailand, the over-all view of American people, and about recommendations for other Thais to come to study or to live in the United States. These aspects are in the questionnaire (see Appendix II-A, question nos. 26-31). In this analysis most of the 220 Thai students in this study are majoring in social science, mostly graduate students and family or self supported (see Appendix IV, Table 1, Table 2 and Table 3).

COMPARISON OF PERSONAL FREEDOM IN THE UNITED STATES AND THAILAND

In this study, personal freedom means freedom of speech, freedom of association and freedom of mobility. When personal freedom is considered, the result (see Table 13) turns out that most Thai students believe that there is more personal freedom in the United States than in Thailand.

It may be that Thai students, when they come to this country, live by themselves and can do what they please. This

TABLE 13

Thai Students' Attitude Toward Personal
Freedom in the U.S. Compare to Thailand

Degree of Attitude	Frequency	Relative Frequency (percent)
Mus less than Thailand	5	2.3
Less than Thailand	11	5.0
The same	79	35.9
More than Thailand	91	41.1
Much more than Thailand	34	15.5
Total	220	100.0

is totally different from life in Thailand where their personal freedom has been limited by their parents or by their relatives. This stems from the Thai custom that the young has to believe and respect the elderly. Even though Thailand is quite modernized, especially Bangkok which is considered as the "pearl" of Southeast Asia, the character of traditional society still exists. Seniority still controls the order of the day. "Age automatically commands respect, and this respect is the dominant theme of any relationship into which an age difference enters."²⁴ This shows the contrast between the Western and Eastern ideologies. In the United States, Americans believe in individuality and equality but the Thais believe in seniority. The slogan, "Follow the leader, you will be saved," is widely known among Thais. It is also

possible that Thai students enjoy their financial freedom here more than back home. Since nobody controls their purses, they take care of their own expenses. Perhaps this is why most Thai students are favorable to this country. However, some are not favorable. This may be because their financial status is not as good as what they used to have and enjoy in Thailand. This is due to the higher cost of living here in the United States. Those who do not see differences may come from liberal and Westernized families. They are used to this kind of atmosphere and may find that their personal freedom here and back home are pretty similar.

ATTITUDES TOWARD THE AMERICAN POLITICAL SYSTEM

In this aspect, Thai students were asked the general question, "What is your opinion toward the American political system?" Interestingly, the distribution turns out to be favorable (see Table 14).

However, there are 37.7 percent of Thai students who answered no opinion. This may be for three reasons: (1) political apathy; (2) not interested in politics because it is full of hot air and promising talk. That is why they do not pay attention and do not like politics; and (3) probably the respondents do not have much knowledge about American political system, so they hesitate to answer. About 15 percent are unfavorable. It is interesting to know why they do not like the American political system. It is possible that they are accustomed to authoritarian rulers or

TABLE 14

Thai Students' Attitude toward the
American Political System

Degree of Attitude	Frequency	Relative Frequency (percent)
Highly unfavorable	7	3.2
Mildly unfavorable	25	11.4
No opinion	83	37.7
Mildly favorable	77	35.0
Highly favorable	28	12.7
Total	220	100.0

benevolent dictators who believe that "Might is right," or probably that they have been raised up in that kind of atmosphere. On the other hand, they do not like the American political system--perhaps because it is too complex, too slow to take action and is not appropriate to import to Thailand. However, this group is a small proportion of Thai students. Anyhow, the majority of Thai students are favorable to the American political system. It seems probable that they have been through the process of Americanization, and impressed with the American experience. Otherwise, it may be that their past experience in Thailand, their decision to come to study in the U.S. combined with the inputs they have got from the American experience, makes them favorable to this country. It is reasonable for them to favor the American

political system especially when they compare to the political system in their homeland which is not as stable and much freedom as in the U.S. This attitude is fit to the current events in Thailand. Will Democracy prevail? It is only time that will tell when all these students return to their homeland.

THE U.S. FOREIGN POLICY TOWARD THAILAND

Thai students were asked "How do you feel about the United States foreign policy toward Thailand?" The result (see Table 15) is exactly 50 percent dissatisfied, 39.1 percent undecided and only 9.5 percent satisfied with the U.S. foreign policy toward Thailand.

TABLE 15

Thai Students' Attitude toward the U.S.
Foreign Policy toward Thailand

Degree of Attitude	Frequency	Relative Frequency (percent)
Very dissatisfied	29	13.2
Dissatisfied	81	36.8
Undecided	86	39.1
Satisfied	21	9.5
Very satisfied	--	--
No opinion	3	1.4
Total	220	100.0

It is interesting that this question shows very favorable attitudes. It may be possible that those students who are dissatisfied probably expect too much from the United States, especially in the international trade (concerning rice market) and international political arena (the two Chinas policy). Moreover, the withdrawal of the U.S. from Southeast Asia also enhances the fear of the U.S. noninvolvement in Thailand, if she would be attacked by Communists. It may stem from their feelings that the United States and Thailand have had a cordial relationship since 1833. Besides, the relations between the two countries have been intensified in the past two decades. They may think that the United States should not back out from what she stands for especially, her roles as a world leader. This study is contrary to Barry's findings.²⁵ In his findings, the reaction of most of the students is favorable to the U.S. foreign policy toward Thailand. For those who are undecided on this matter, probably they do not like politics, or do not want to express ideas, or as one student wrote "I do not know much about it, how can I express the opinion?" However, for those who are satisfied, it seems possible that they understand what politics is; politics is a matter of national interest and constantly changes according to the pressure of the time. Therefore, they do not expect much from the United States, and possibly think that Thailand should do what she wants and struggle for her own existence.

OVER-ALL VIEW OF AMERICAN PEOPLE

The writer asked Thai students "In general how would you describe your over-all view of American people?" Most Thai students have positive attitudes with American people, as shown in Table 16.

TABLE 16

Thai Students' Attitude toward Over-All
View of American People

Degree of Attitude	Frequency	Relative Frequency (percent)
Very negative	6	2.7
Negative	54	24.5
No opinion	55	25.0
Positive	102	46.4
Very positive	3	1.4
Total	220	100.0

It seems probable that their satisfaction with educational facilities, student-professor relations, housing arrangement, contact with Americans and American mass media to have affects upon their attitudes. There are 47.8 percent of Thai students who have positive and very positive attitudes. It is possible that American experience impresses them. However, there are 27.2 percent of Thai students who have negative and very negative attitudes. It may be that their American experience

is not as pleasant and enjoyable as those who have positive attitudes. Or they might not have a clear-cut picture of American way of life. As a human being who usually has a certain kind of bias but does not realize it. This possibly leads them to use their own yardstick to measure and justify American people. Nevertheless, there are 25.0 percent of Thai students who do not have opinions for this matter. Perhaps because of their indecisiveness and their experience with American people and its society are not enough for them to decide. Yet most Thai students have positive attitudes to American people.

RECOMMENDING STUDYING IN THE UNITED STATES

In this item Thai students were asked "From your experience in the United States, would you recommend the other Thais to come to study in the United States?" The finding (see Table 17) shows that some Thai students do not recommend and strongly not recommend other Thai people to come to study in the U.S. It might be that these students are not satisfied with their education here, or otherwise, they are probably upset with their academic performance. One thing might be considered that Thai people have come to this country most for one purpose, that is, for education. They come to this country not with an empty mind. They have high expectations and ideals that they expect when they come to the U.S. (the land of opportunities). The majority of Thai students believe it advantageous for them to come to the U.S. for study.

TABLE 17

Thai Students' Attitude toward Recommending
Studying in the United States

Degree of Attitude	Frequency	Relative Frequency (percent)
Strongly not recommended	6	2.7
Not recommend	21	9.5
Not sure	62	28.2
Recommended	115	52.3
Strongly recommended	15	6.8
No answer	1	0.5
Total	220	100.0

However, it is the name of the game, some get it but some do not. These students probably fall into an unfortunate category. Nevertheless, the majority (59.1 percent) of Thai students recommend or strongly recommend other Thais to come to study here. These students are the fortunate ones. They find what they are looking for and what they are expecting, the American experience fulfills their expectations. They are satisfied with their educational facilities, their academic performance, their relations with professors, and their stay here. That is why they want to recommend or to extend their good and impressive experience to other Thai people to come to study in the U.S.

RECOMMENDING LIVING IN THE UNITED STATES

This question is similar in structure to the last one but it emphasizes living in the U.S. Surprisingly, no Thai students answered "strongly recommended," and only 6.8 percent answered "recommended" (see Table 18).

TABLE 18

Thai Students' Attitude toward Recommending
Living in the United States

Degree of Attitude	Frequency	Relative Frequency (percent)
Strongly not recommended	56	25.5
Not recommended	88	40.0
Not sure	59	26.8
Recommended	15	6.8
Strongly recommended	--	--
No answer	2	0.9
Total	220	100.0

Yet there are 26.8 percent of Thai students who are not sure whether they should recommend other Thai people to come to live here. Those who answer "Not recommended" and "Strongly not recommended", are students who feel obliged to return to Thailand and consequently have no desire to remain in the U.S. It is perhaps because their nationalistic feeling, their family ties, their obligations with the government or with

their sponsorship. One student's comments "If all Thai people migrate to the U.S., there will not be Thailand on the world map anymore." The other student states "Thailand is a decent place to live, and there is no place like home." However, do not jump to the conclusion that these students do not like or enjoy their stay. On the contrary, they do enjoy living here as much as in Thailand. The writer asked the respondents to indicate how satisfied they are with their present housing arrangement. The result is overwhelmingly 79.5 percent satisfied and very satisfied. In the other question, 39.5 percent of the respondents are either satisfied or very satisfied with their stay here compared to Thailand (see Appendix IV, Table 4 and Table 5). Besides in general, Thai students are satisfied with their stay, have moderate contact with Americans and also have a fair financial position which leads to favorableness to this country. But all of these do not lead them to live or recommend other Thais to come to live here. This finding is consistent with Barry's findings and Manunpichu's findings. "As for the Thai, 7 percent expressed a wish to remain abroad, and it is likely that only a few of these students will actually remain in the United States."²⁶ In Manunpichu's findings about the intention to work for the country, most Thai students were willing to come back to Thailand to work.²⁷ It is good for both the host country and the homeland. Because it will not create more problems of intellectual unemployment in the land of opportunities (U.S.) which has millions of scholars

and experts. Simultaneously, it helps the homeland because when these students return home, they will be of great help to improve and develop what is lacking and needing in their country. Furthermore, these students have great potential to be future social leaders, especially in Thailand, foreign training or foreign education are highly praised and respected, specifically from the United States. Besides, these students also create an international goodwill, international understanding, and possibly promote international peace.

CHAPTER V

CONCLUSIONS

This study dealt specifically with six hypotheses concerning Thai students' attitudes toward the United States. In the original hypotheses, the writer assumed that length of stay in the U.S., satisfaction with stay in the U.S., amount of contact with Americans, language facility, financial position, and foreign travel prior to coming to the U.S. were the determinants of Thai students' attitudes.

The results of this study are as follows:

1) Thai students' attitudes toward this country are generally dependent upon their satisfaction with their stay in the U.S., amount of contact with Americans and financial position. Most importantly, satisfaction with stay in the U.S. is the most significant determinant, and the degree of correlation is moderate ($r_s = .3750$).

2) When sex is considered, for males, satisfaction with stay, amount of contact with Americans and financial position are the determinants. Nevertheless, satisfaction with stay is the most important of all ($r_s = .4293$). But for females, only satisfaction with stay and amount of contact with Americans determine their attitudes. Interestingly, the amount of contact with Americans is the strongest influence upon their attitudes toward this country ($r_s = .4046$).

Even though the strongest determinants were different, there were not many differences between Thai male students and their female counterparts in the patterns of responses.

3) In testing the differences of Thai students' attitudes toward the U.S. according to the types of academic institutions (college and university), the findings turn out that only satisfaction with stay in the U.S. and amount of contact with Americans determine the college students' attitudes. But for university students, their attitudes are determined by satisfaction with stay in the U.S., amount of contact with Americans and financial position. However, satisfaction with stay in the U.S. is the most essential determinant for both college students ($r_s = .2669$), and university students ($r_s = .4101$). All in all, both college and university students' pattern of responses are pretty similar.

4) To summarize Thai students' attitudes toward the United States by items: They like personal freedom here; American political system; American people in general and they also recommend other Thai students to come to study in the United States. Nevertheless, there are two things that they do not like: (1) to recommend other Thais to live here; (2) the patterns of the United States foreign policy toward Thailand. Apparently, the findings show that Thai students do not like the United States foreign policy toward Thailand. Therefore, it might be sensible to find out why they do not

like and what kind of policy they prefer, this should be valuable for the United States foreign policy makers. However, it is beyond the scope of this study.

5) The over-all attitudes of the majority of Thai students are indifferent toward this country. However, there are more students who are favorable than those who are unfavorable.

Nevertheless, this study is only a portion of Thai students in the United States, but not the view of all Thai students in the United States. Moreover, one must be aware that Thai students' attitudes in this study represent only the time span in this study.

The writer would like to suggest for other people to further survey Thai students' attitudes throughout the United States and also survey the Thai students' attitudes in Thailand. The comparison of the results might be very interesting and useful to foreign policy makers of both countries.

FOOTNOTES

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14 กุมภาพันธ์ 2517

ศาสตราจารย์ ดร.บ

โปรดกรุณาอย่าเพ่งโทษที่หะดรับ! ช่วย
 กรุณาส่งเอกสาร 15 นาที ของกลุ่มและเติม
 คำตอบใน Questionnaire ให้ผมหน่อยนะ
 ครับ การตอบ Questionnaire ของคุณ จะเป็น
 ส่วนหนึ่งที่สำคัญมากที่จะทำให้นักวิจัย
 วิทยานิพนธ์สำหรับปริญญาโททางรัฐศาสตร์
 ที่ KANSAS STATE UNIVERSITY ของผม
 ประสบความสำเร็จ ผมมีความมั่นใจว่าคุณคง
 จะให้ความร่วมมือและส่ง Questionnaire กลับ
 ให้ผม หะดรับ

กรุณาช่วยกรอกและส่งคืนภายในวันที่ 28-
 กุมภาพันธ์ 2517 โดยใช้ช่องไปรษณีย์ตามปีที่ผมได้แนบ
 มาให้ ผมขอขอบคุณเป็นอย่างมากในความ
 ร่วมมือของคุณ และหวังเป็นอย่างยิ่งว่าในอนาคต
 ผมคงจะมีโอกาสพบคุณและขอบคุณด้วยตัวเอง
 ขอขอบคุณมากครับ
 พงษ์ศักดิ์ พันธุ์ลาภ

ปล. ความดีใจเห็นของคุณจะเก็บเป็นความลับ
 และใช้เฉพาะในการทำวิทยานิพนธ์นี้เท่านั้น

APPENDIX I-B

427 North 16, Street
Manhattan, Kans. 66502

February 14, 1974.

Hi!

Please do not throw it away yet! Would you donate your time for 15 minutes to circle and fill out the questionnaire for me? Your returned questionnaire is one of the most essential parts that will help me finish my thesis at Kansas State University successfully. I strongly believe that you will cooperate and return the questionnaire to me.

Please fill out and return the questionnaire by February 28, 1974. Find enclosed postpaid and self-addressed envelop for your convenience. Thank you very much for your cooperation and I do hope that sometime in the future I will have an opportunity to thank you personally.

Thank you again.

Pongsan Puntularp

P.S. Your opinion will be kept secret and be only employed in this research.

APPENDIX II-A

QUESTIONNAIRE

SURVEY OF THAI STUDENTS' ATTITUDES TOWARD
THE UNITED STATES

1. Sex:
 - 1) Male.
 - 2) Female.
2. Classifications:
 - 1) Undergraduate.
 - 2) Graduate.
3. Major field of study _____
4. How long have you been in the United States?
_____ Years _____ Months
5. What type of housing do you live in presently?
 - 1) Room in a private home.
 - 2) Dormitory.
 - 3) Apartment.
 - 4) Any other (specify) _____
6. Are you satisfied with your present housing arrangement?
 - 1) Very dissatisfied.
 - 2) Dissatisfied.
 - 3) Undecided.
 - 4) Satisfied.
 - 5) Very satisfied.
7. How do you compare life in the United States now to Thailand?
 - 1) Most dissatisfied.
 - 2) Dissatisfied.
 - 3) The same.
 - 4) Satisfied.
 - 5) Most satisfied.
8. How satisfied have you been with the educational facilities here?
 - 1) Very dissatisfied.
 - 2) Dissatisfied.
 - 3) Undecided.
 - 4) Satisfied.
 - 5) Very satisfied.

9. Academically, have you been satisfied with your performance here?
 - 1) Very dissatisfied.
 - 2) Dissatisfied.
 - 3) Undecided.
 - 4) Satisfied.
 - 5) Very satisfied.
10. How do you like your professors?
 - 1) Dislike very much.
 - 2) Dislike somewhat.
 - 3) Undecided.
 - 4) Like somewhat.
 - 5) Like very much.
11. How often do you go out with Americans?
 - 1) Never.
 - 2) Sometimes.
 - 3) Often.
 - 4) Always.
12. How much of your free time do you spend with your American friend?
 - 1) Hardly never.
 - 2) Sometimes.
 - 3) Often.
 - 4) Very often.
13. How often have you visited American homes?
 - 1) Rarely.
 - 2) Occasionally.
 - 3) Frequently.
 - 4) Very often.
14. Do you travel and see much of the United States?
 - 1) Not at all.
 - 2) Not much.
 - 3) Quite a lot.
 - 4) Very much.
15. How often do you participate in Thai student association?
 - 1) Always.
 - 2) Often.
 - 3) Sometimes.
 - 4) Not at all.
16. How often do you read newspapers?
 - 1) Hardly ever.
 - 2) Occasionally.
 - 3) Often.
 - 4) Always.

17. How many times do you watch T.V.?
1) Rarely.
2) Sometimes.
3) Frequently.
4) Very often.
18. How many of your close friends are American?
1) None.
2) 1-3
3) 4-6
4) More than 6.
19. When you first came to the United States, how would you rate your ability in using and understanding English?
1) Poor.
2) Fair.
3) Good.
4) Excellent.
20. Do you have any difficulties when you talk to Americans?
1) Very often.
2) Frequently.
3) Sometimes.
4) Not at all.
21. What is your source of financial support?
1) My family.
2) Thai Government.
3) U.S. Organization, Association, or University.
4) U.S. Government.
5) By employment in the United States.
6) Other _____
22. Are you satisfied with your present financial resources?
1) Very dissatisfied.
2) Dissatisfied.
3) About right.
4) Satisfied.
5) Very satisfied.
23. How do you compare your financial position here to your position at home?
1) Much worse here.
2) Somewhat worse here.
3) About the same.
4) Somewhat better here.
5) Much better here.
24. How often had you ever visited other countries before you came to the United States?
1) Never.
2) Sometimes.
3) Often.
4) Always.

25. Prior to coming to this country to study, had you travel or lived in the United States for any length of time?
- 1) Neither
 - 2) Travel in U.S.
 - 3) Lived in U.S.
 - 4) Both.
26. Compare to Thailand, do you have more personal freedom in the United States than in Thailand?
- 1) Much less than Thailand.
 - 2) Less than Thailand.
 - 3) The same.
 - 4) More than Thailand.
 - 5) Much more than Thailand.
27. What is your opinion toward the American political system?
- 1) Highly unfavorable.
 - 2) Mildly unfavorable.
 - 3) No opinion.
 - 4) Mildly favorable.
 - 5) Highly favorable.
28. How do you feel about the United States foreign policy toward Thailand?
- 1) Very dissatisfied.
 - 2) Dissatisfied.
 - 3) Undecided.
 - 4) Satisfied.
 - 5) Very satisfied.
29. In general, how would you describe your over-all view of American people?
- 1) Very negative.
 - 2) Negative.
 - 3) No opinion.
 - 4) Positive.
 - 5) Very positive.
30. From your experience in the United States, would you recommend the other Thais to come to study in the United States?
- 1) Strongly not recommended.
 - 2) Not recommended.
 - 3) Not sure.
 - 4) Recommended.
 - 5) Strongly recommended.
31. From your experience in the United States, would you recommend the other Thais to come to live in the United States?
- 1) Strongly not recommended.
 - 2) Not recommended.
 - 3) Not sure.
 - 4) Recommended.
 - 5) Strongly recommended.

APPENDIX II-B

SCALE FOR THAI STUDENTS' ATTITUDE TOWARD
THE UNITED STATESPERSONAL EXPERIENCE

Length of Stay in the U.S.

<u>Question Number</u>	<u>Scale Score</u>
4. How long have you been in the United States?	
short stay	1-9 months
moderate stay	10-18 months
long stay	over 18 months

Satisfaction with Stay in the U.S.

<u>Question Number</u>	<u>Scale Score</u>
*6. Are you satisfied with your present housing arrangement?	
Very dissatisfied	1
Dissatisfied	2
Undecided	3
Satisfied	4
Very satisfied	
7. How do you compare life in the United States now to Thailand?	
Most dissatisfied	1
Dissatisfied	2
The same	3
Satisfied	4
Most satisfied	5
8. How satisfied have you been with the educational facilities here?	
Very dissatisfied	1
Dissatisfied	2
Undecided	3
Satisfied	4
Very satisfied	5

*The question was eliminated because it was not correlated with other questions (Gamma is less than 0.14).

<u>Question Number</u>	<u>Scale Score</u>
9. Academically, have you been satisfied with your performance here?	
Very dissatisfied	1
Dissatisfied	2
Undecided	3
Satisfied	4
Very satisfied	5

10. How do you like your professors?

Dislike very much	1
Dislike somewhat	2
Undecided	3
Like somewhat	4
Like very much	5

The scale score pooled responses were ranged from 8-20 points, which were categorized as follows:

unsatisfied	8-13
undecided	14-15
satisfied	16-20

Amount of Contact with Americans

<u>Question Number</u>	<u>Scale Score</u>
11. How often do you go out with Americans?	
Never	1
Sometimes	2
Often	3
Always	4
12. How much of your free time do you spend with your American friend?	
Hardly ever	1
Sometimes	2
Often	3
Very often	4
13. How often have you visited American homes?	
Rarely	1
Occasionally	2
Frequently	3
Very often	4

<u>Question Number</u>	<u>Scale Score</u>
14. Do you travel and see much of the United States?	
Not at all	1
Not much	2
Quite a lot	3
Very much	4
*15. How often do you participate in Thai student association?	
Always	1
Often	2
Sometimes	3
Not at all	4
16. How often do you read newspapers?	
Hardly ever	1
Occasionally	2
Often	3
Always	4
17. How many times do you watch T.V.?	
Rarely	1
Sometimes	2
Frequently	3
Very often	4
18. How many of your close friends are Americans?	
None	1
1-3	2
4-6	3
More than 6	4

The scale score pooled responses were ranged from 10-26 points, which were categorized as follows:

low contact	10-13
moderate contact	14-17
high contact	18-26

*The question was eliminated because it was not correlated with other questions (Gamma is less than 0.14).

PERSONAL BACKGROUND

Language Facility

<u>Question Number</u>	<u>Scale Score</u>
19. When you first came to the United States, how would you rate your ability in using and understanding English?	
Poor	1
Fair	2
Good	3
Excellent	4
20. Do you have any difficulties when you talk to Americans?	
Very often	1
Frequently	2
Sometimes	3
Not at all	4

The scale score pooled responses were ranged from 2-8 points, which were categorized as follows:

weak English	2-4
fair English	5
good English	6-8

Financial Position

<u>Question Number</u>	<u>Scale Score</u>
21. What is your source of financial support?	
My family	1
Thai Government	2
U.S. Organization, Association or University	3
U.S. Government	4
By employment in the United States	5
Other	6
22. Are you satisfied with your present financial resources?	
Very dissatisfied	1
Dissatisfied	2
About right	3
Satisfied	4
Very satisfied	5

<u>Question Number</u>	<u>Scale Score</u>
23. How do you compare your financial position here to your position at home?	
Much worse here	1
Somewhat worse here	2
Somewhat better here	3
Much better here	4

The scale score pooled responses were ranged from 3-16 points, which were categorized as follows:

weak financial support	3-7
fair financial support	8-10
good financial support	11-16

Foreign Travel Prior to Coming to the U.S.

<u>Question Number</u>	<u>Scale Score</u>
24. How often had you ever visited other countries before you came to the United States?	
Never	1
Sometimes	2
Often	3
Always	4
25. Prior to coming to this country to study, had you travel or lived in the United States for any length of time?	
Neither	1
Travel in U.S.	2
Live in U.S.	3
Both	4

The scale score pooled responses were ranged from 2-7 points, which were categorized as follows:

never travel	2
occasionally travel	3
often travel	4-7

THAI STUDENTS' ATTITUDE TOWARD THE UNITED STATES

<u>Question Number</u>	<u>Scale Score</u>
*26. Compare to Thailand, do you have more personal freedom in the United States than in Thailand?	
Much less Thailand	1
Less than Thailand	2
The same	3
More than Thailand	4
Much more than Thailand	5
*27. What is your opinion toward the American political system?	
Highly unfavorable	1
Mildly unfavorable	2
No opinion	3
Mildly favorable	4
Highly favorable	5
28. How do you feel about the United States foreign policy toward Thailand?	
Very dissatisfied	1
Dissatisfied	2
Undecided	3
Satisfied	4
Very satisfied	5
29. In general, how would you describe your over-all view of American people?	
Very negative	1
Negative	2
No opinion	3
Positive	4
Very positive	5
30. From your experience in the United States, would you recommend the other Thais to come <u>to study</u> in the United States?	
Strongly not recommend	1
Not recommend	2
Not sure	3
Recommend	4
Strongly recommend	5

*The question was eliminated because it was not correlated with other questions (Gamma is less than 0.14).

Question NumberScale Score

31. From your experience in the United States, would you recommend the other Thais to live in the United States?

Strongly not recommend	1
Not recommend	2
Not sure	3
Recommend	4
Strongly recommend	5

The scale score pooled responses were ranged from 4-20 points, which were categorized as follows:

unfavorable	4-9
indifferent	10-12
favorable	13-20

APPENDIX III

TABLE 1

Assessment of Length of Stay in the U.S. with
Respect to Amount of Contact with Americans for
Thai Students

Length of Stay in the U.S. (scale score)	Amount of Contact with Americans			Total
	low 10-13	moderate 14-17	high 18-26	
short stay (1-9 months)	23 29.7	27 46.6	8 13.8	58 28.7
moderate contact (10-18 months)	5 11.4	25 56.8	14 31.8	44 21.8
long stay (over 18 months)	8 8.2	41 41.8	49 50.0	98 48.5
Total	36 17.8	93 46.0	73 36.1	202 100.0

TABLE 2

Assessment of Satisfaction with Stay in the U.S.
with Respect to Amount of Contact with Americans for
Total Thai Students

Satisfaction with Stay in the U.S. (scale score)	low contact 10-13	moderate contact 14-17	high contact 18-26	Total
unsatisfied 8-13	13 36.1	21 22.6	10 13.7	44 21.8
undecided 14-15	17 47.2	33 35.5	26 35.6	76 37.6
satisfied 16-20	6 16.7	39 41.9	37 50.7	82 40.6
Total	36 17.8	93 46.0	73 36.1	202 100.0

TABLE 3

Assessment of Satisfaction with Stay in the U.S.
with Respect to Language Facility for Total Thai Students

Satisfaction with stay in the U.S. (scale score)	weak English 2-4	fair English 5	good English 6-8	Total
unsatisfied 8-13	20 29.0	16 20.0	8 15.1	44 21.8
undecided 14-15	24 34.8	33 41.3	19 35.8	76 37.6
satisfied 16-20	25 36.2	31 38.8	26 49.1	82 40.6
Total	69 34.2	80 39.6	53 26.2	202 100.0

TABLE 4

Assessment of Amount of Contact with Americans with
Respect to Language Facility for Total Thai Students

Amount of Contact with Americans (scale score)	weak English 2-4	fair English 5	good English 6-8	Total
low contact 10-13	15 21.7	15 18.8	6 11.3	36 17.8
moderate contact 14-17	40 58.0	37 46.3	16 30.2	93 46.0
high contact 13-26	14 20.3	28 35.0	31 53.5	73 36.1
Total	69 34.2	80 39.6	53 26.2	202 100.0

TABLE 5

Assessment of Satisfaction with Stay in the U.S. with
Respect to Financial Position for Total Thai Students

Satisfaction with stay in the U.S. (scale score)	weak financial 3-7	fair financial 8-10	good financial 11-16	Total
unsatisfied 8-13	18 33.3	18 19.1	8 14.8	44 21.8
satisfied 14-15	19 35.2	4 46.8	13 24.1	76 37.6
satisfied 16-20	17 31.5	32 34.0	33 61.1	82 40.6
Total	54 26.7	94 46.5	54 26.7	202 100.0

TABLE 6

Assessment of Amount of Contact with Americans with
Respect to Financial Position for Total Thai Students

Amount of Contact with Americans (scale score)	weak financial 3-7	fair financial 8-10	good financial 11-16	Total
low contact 10-13	13 24.1	15 16.0	8 14.8	36 17.8
moderate contact 14-17	29 53.7	43 45.7	21 38.9	93 46.0
high contact 18-26	12 22.2	36 38.3	25 46.3	73 36.1
Total	54 26.7	94 46.5	54 26.7	202 100.0

TABLE 7

Assessment of Amount of Contact with Americans with
Respect to Foreign Travel Prior to Coming to the U.S.
for Total Thai Students

Amount of Contact with American (scale score)	never travel 2	occasionally travel 3	often travel 4-7	Total
low contact 10-13	13 23.2	17 18.5	6 11.1	36 17.8
moderate contact, 14-17	28 50.0	48 52.2	17 31.5	93 46.0
high contact 18-26	15 26.8	27 29.3	31 57.4	73 36.1
Total	56 27.7	92 45.5	54 26.7	202 100.0

TABLE 8

Assessment of Language Facility with Respect to
Foreign Travel Prior to Coming to the U.S. for
Total Thai Students

Language facility (scale score)	never travel	occasionally travel	often travel	Total
weak English 2-4	28 50.0	32 34.8	9 16.7	69 34.2
fair English 5	23 41.1	33 35.9	24 44.4	80 39.6
good English 6-8	5 8.9	27 29.3	21 38.9	53 26.2
Total	56 27.7	92 45.5	54 26.7	202 100.0

TABLE 9

Assessment of Attitude with Respect to Financial
Position for Males

Attitude toward the U.S. (scale score)	weak financial 3-7	fair financial 8-10	good financial 11-16	Total
unfavorable 4-9	10 23.8	11 22.4	5 16.7	26 21.5
indifferent 10-12	24 57.1	21 42.9	13 43.3	58 47.9
favorable 13-20	8 19.0	17 34.7	12 40.0	37 30.6
Total	42 34.7	49 40.5	30 24.8	121 100.0

TABLE 10
Assessment of Attitude with Respect to Financial
Position for Females

Attitude toward the U.S. (scale score)	weak financial 3-7	fair financial 8-10	good financial 11-16	Total
unfavorable 4-9	3 25.0	5 11.1	4 16.7	12 14.8
indifferent 10-12	7 58.3	25 55.6	11 45.8	43 53.1
favorable 13-20	2 16.7	15 33.3	9 37.5	26 32.1
Total	12 14.8	45 55.6	24 29.6	81 100.0

TABLE 11

Assessment of Amount of Contact with Americans
with Respect to Language Facility for Males

Amount of Contact with American (scale score)	weak English 2-4	fair English 5	good English 6-8	Total
low contact 10-13	6 14.6	10 19.2	2 7.1	18 14.9
moderate contact 14-17	23 56.1	22 42.3	10 35.7	55 45.5
high contact 18-26	12 29.3	20 38.5	16 57.1	48 39.7
Total	41 33.9	52 43.0	28 23.1	121 100.0

TABLE 12

Assessment of Amount of Contact with Americans
with Respect to Language Facility for Females

Amount of Contact with Americans (scale score)	weak English 2-4	fair English 5	good English 6-8	Total
low contact 10-13	9 32.1	5 17.9	4 16.0	18 22.2
moderate contact 14-17	17 60.7	15 53.6	6 24.0	38 46.9
high contact 18-26	2 7.1	8 28.6	15 60.0	25 30.9
Total	28 34.6	28 34.6	25 30.9	81 100.0

TABLE 13

Assessment of Length of Stay in the U.S. with Respect
to Financial Position for Males

Length of Stay in the U.S. (scale score)	weak financial 3-7	fair financial 8-10	good financial 11-16	Total
short stay (1-9 months)	14 45.2	8 25.8	9 29.0	31 25.6
moderate stay (10-18 months)	8 33.3	7 29.2	9 37.5	24 19.8
long stay (over 18 months)	19 29.7	33 51.6	12 18.8	64 52.9
Total	42 34.7	49 40.5	30 24.8	121 100.0

TABLE 14

Assessment of Length of Stay in the U.S. with Respect
to Financial Position for Females

Length of Stay in the U.S. (scale score)	weak financial 3-7	fair financial 3-10	good financial 11-16	Total
short stay (1-9 months)	8 29.6	11 40.7	8 29.6	27 33.3
moderate stay (10-18 months)	3 15.0	12 60.0	22 64.7	45 55.6
long stay (over 18 months)	8 29.6	5 25.0	11 32.4	24 29.6
Total	27 33.3	20 24.7	34 42.0	81 100.0

TABLE 15

Assessment of Attitude with Respect to Amount of
Contact with Americans for College Students

Attitude toward the U.S. (scale score)	low contact 10-13	moderate contact 14-17	high contact 18-26	Total
unfavorable 4-9	2 14.3	9 27.3	2 10.0	13 19.4
indifferent 10-12	9 64.3	15 45.5	11 55.0	35 52.2
favorable 13-20	3 21.4	9 27.3	7 35.0	19 28.4
Total	14 20.9	33 49.3	20 29.9	67 100.0

TABLE 16

Assessment of Attitude with Respect to Amount of
Contact with Americans for University Students

Attitude toward the U.S. (scale score)	low contact 10-13	moderate contact 14-17	high contact 18-26	Total
unfavorable 4-9	7 31.8	10 16.7	8 15.1	25 18.5
indifferent 10-12	12 54.5	32 53.3	22 41.5	66 48.9
favorable 13-20	3 13.6	18 30.0	23 43.4	44 32.6
Total	22 16.3	60 44.4	53 39.3	135 100.0

APPENDIX IV

TABLE 1
Distribution of Thai Students
According to Field of Study

Field of Study	Frequency	Relative Frequency (percent)
Science	82	37.3
Social Science	138	62.7
Total	220	100.0

TABLE 2
Distribution of Thai Students According
to Academic Classification

Academic Classification	Frequency	Relative Frequency (percent)
Undergraduate	40	18.2
Graduate	177	80.5
No answer	3	1.4
Total	220	100.0

TABLE 3
Distribution of Thai Students According
to Source of Financial Support

Source of Financial Support	Frequency	Relative Frequency (percent)
Self Support	142	64.6
Family	122	55.5
By employment in the U.S.	20	9.1
Scholarships or Fellowships	77	35.0
Thai Government	28	12.7
U.S. Organization, Association or University	17	7.7
U.S. Government	12	5.5
Others	20	9.1
No answer	1	0.4
Total	220	100.0

TABLE 4
Satisfaction with Present Housing Arrangement

Degree of Attitude	Frequency	Relative Frequency (percent)
Very dissatisfied	4	1.8
Dissatisfied	25	11.4
Undecided	16	7.3
Satisfied	151	68.6
Very Satisfied	24	10.9
Total	220	100.0

TABLE 5
Comparison of Life in the United States and Thailand

Degree of Attitude	Frequency	Relative Frequency (percent)
Most dissatisfied	11	5.0
Dissatisfied	61	27.7
The same	56	25.5
Satisfied	79	35.9
Most satisfied	8	3.6
No answer	5	2.3
Total	220	100.0

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THE IMPACT OF THE AMERICAN EXPERIENCE ON THAI
STUDENTS' ATTITUDES: CASE STUDY IN TEN
AMERICAN ACADEMIC INSTITUTIONS

by

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

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This study was conducted in order to investigate Thai student attitudes in ten American academic institutions and to determine whether or not personal experiences (i.e., length of stay in the U.S., satisfaction with stay in the U.S., and the amount of contact with Americans) and personal background characteristics (i.e., language facility, financial security and foreign travel prior to coming to the U.S.) have any influence upon Thai student attitudes toward the United States

METHOD AND PROCEDURES

Student attitudes were measured by a questionnaire. It dealt with sex, academic classification, major field of study, general living conditions, length of stay in the U.S., satisfaction with stay in the U.S., the amount of contact with Americans, language facility, financial position, foreign travel prior to coming to the U.S. and attitudes toward the U.S. A measure of association between questions of Gamma = 0.1400 was used as a criterion to eliminate questions. Then Spearman correlation coefficients were used to test the hypotheses. The writer allowed the .05 level of significance as a critical point to accept the hypotheses.

FINDINGS

- 1) Thai students' attitudes toward this country are determined by satisfaction with stay in the U.S., amount of contact with Americans and financial position. Most importantly, satisfaction with stay is the most significant determinant.

2) When sex is considered, for males, satisfaction with stay, amount of contact with Americans and financial position are the important determinants. But for females, only satisfaction with stay and amount of contact determine their attitudes. Interestingly, the amount of contact with Americans is the strongest influence upon their attitudes toward this country while satisfaction with stay is the most important for males. Even though the determinants were different, there were not many significant differences between Thai male students and their female counterparts in the patterns of responses.

3) In testing the differences of Thai student attitudes according to the types of academic institutions, the findings show that only satisfaction with stay and amount of contact with Americans determine the college students' attitudes. University students' attitudes are determined by satisfaction with stay, amount of contact with Americans and financial position. However, satisfaction with stay is the most essential determinant for both college and university students and their response patterns are pretty similar.

4) From the analyses, Thai students like more things about the United States than they dislike.

5) The majority of Thai students are indifferent toward this country. However, there are more students who are favorable than those who are unfavorable.