CHAPTER FOUR
RESULTS

This chapter reports the results of the study, "self-adjustment of students in the One District One Scholarship (ODOS) Project in France" from the questionnaire which was divided into three main parts as follow:

Part I   General information of the participants

Part II   Evaluation of self-adjustment to foreign culture and academic environment

Part III   Suggestions on the ODOS Project

4.1   GENERAL INFORMATION OF THE PARTICIPANTS

This part describes the general information of the participants who responded and completed the questionnaire (100 ODOS students who were pursuing their bachelor's degree in France during the 2007-2008 academic year and whose age was between 20 – 24 years old) which includes gender, hometown and other general information.

After distribution of the questionnaire to the participants by e-mail, there were 100 participants who returned the questionnaire. As shown in *Table 1*, the participants consisted of 50% male and 50% female.

Table 1. Gender of the Participants

GENDER	Frequency	Percent (%)
Male	50	50.0
Female	50	50.0
Total	**100**	**100.0**

The age frequency of the participants shown in *Table 2* reported that from 100 participants, there were 35% that were 23 years old, 31% were 21 years old, 27% were 22 years, old and only 7% were 20 years old.

Table 2. Age of the Participants

AGE	Frequency	Percent (%)
20	7	7.0
21	31	31.0
22	27	27.0
23	35	35.0
Total	**100**	**100.0**

According to *Table 3,* the majority of the participants (32%) were from the Northeast of Thailand, 27 participants (27%) were from Central, 26 participants (26%) were from the North, 8 participants (8%) were from the South, and 7 participants (7%) were from the East.

Table 3. Hometown of the Participants

HOMETOWN (Region)	Frequency	Percent (%)
North	26	26.0
Northeast	32	32.0
East	7	7.0
Central	27	27.0
South	8	8.0
Total	**100**	**100.0**

From *Table 4,* most of the participants (69%) had stayed with their parents (both father and mother) before going abroad, 23% stayed with only their mother (parents separated), 2% stayed with their relatives or friends by sharing accommodation, and 1% lived with their father, guardian, or alone by renting a premises respectively. Besides, the participant who responded that s/he lived with others is the student of a government boarding school that gives an educational opportunity to students whose family's income is low.

Table 4. With Whom did the Participants Stay Before Obtaining the Scholarship?

Stay with	Frequency	Percent (%)
1.Parents	69	69.0
2.Only father	1	1.0
3.Only mother	23	23.0
4.Relatives	2	2.0
5.Guardian	1	1.0
6.Friends (share an accommodation)	2	2.0
7.Alone (rent a premises)	1	1.0
8.Others	1	1.0
Total	**100**	**100.0**

From *Table 5,* the participants could select many choices for their preparation (i.e. language and information about France) before going to France. It showed that the majority (47.1%) of the students studied information of France by themselves before going there; then, 21.8% received information from their teachers, 5.9% already had a basic knowledge of French, 5.3% did not prepare themselves, 4.7% took French courses from tutorial schools, 2.9% talked to French people and only 0.6% got information from a guardian. Also there was 11.8% that received information about France by the language preparation course held by the Office of the Civil Service Commission.
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Table 5. How Did the Participants Prepare Themselves Before Going Abroad?

Preparation	Frequency	Percent (%)
1.Talking to French people	5	2.9
2.Studying by yourself	80	47.1
3.Already have a basic knowledge of French	10	5.9
4.Teacher	37	21.8
5.Guardian	1	0.6
6.Taking French course(s)	8	4.7
7.Did not prepare	9	5.3
8.Others	20	11.8
Total	**170**	**100.0**

The result from *Table 6* showed the attitude of the participants towards the need for a language preparation course. It reported that most participants (54%) agreed to the language preparation course held by the governmental agency, the OCSC and 31% strongly agreed to have a preparation course because it could help them communicate with French people when they were in France at the beginning. However, 4% undecided whether the language preparation course was necessary or not, 3% did not agree with the language preparation course and 8% strongly disagreed with the language preparation course because it is better to study French in the mother tongue country where they can improve their language skill better.

Table 6. Needs of the Participants for Language Preparation Course Held by the OCSC

	Frequency		Total (%)
	Batch 1	Batch 2	
Strongly agree	10	21	31 (31.0%)
Agree	28	26	54 (54.0%)
Undecided	2	2	4 (4.0%)
Disagree	2	1	3 (3.0%)
Strongly disagree	8	0	8 (8.0%)
Total	**50**	**50**	**100 (100%)**

From *Table 7,* the participants could select many choices for their problems encountered on self-adjustment to a foreign cultural environment. The results from Table 7 indicated that 36.4% of the participants had problems about communicating with the locals outside the class, 30.5% had problems about the weather especially when it was cold, and 20.8% disliked the French cuisine. Besides, there were 5.8% who were not familiar with French greetings, 4.5% had a problem about their daily life and 1.9% disliked the habits of the French people.

Table 7. Problems on Self-adjustment to Foreign Cultural Environment

	Batch				Total	
	Batch 1		Batch 2			
	Fq.	%	Fq.	%	Fq.	%
1.Food	7	9.7	25	30.5	32	20.8

(table continued)

Table 7. (continued)

	Batch				Total	
	Batch 1		Batch 2			
	Fq.	%	Fq.	%	Fq.	%
2.Weather	21	29.2	26	31.7	47	30.5
3.Communication outside class	30	41.7	26	31.7	56	36.4
4.Greeting	6	8.3	3	3.7	9	5.8
5.Daily life	5	6.9	2	2.4	7	4.5
6.Others	3	4.2	0	0.0	3	1.9
Total	**72**	**100.0**	**82**	**100.0**	**154**	**100.0**

From *Table 8,* the participants could also select many choices for their problems encountered on self-adjustment to foreign academic environment. It showed that the majority of the participants had problems about the language used in academic purpose like technical terms in various fields of study, 26.5% had problems about communicating with the French lecturers or classmates in the class, 22.7% were not familiar with the foreign teaching style, 11.4% thought that their academic knowledge is not enough for their study in France, 5.7% had problems about managing their study plan, and 0.8% could not keep up with the class.

Table 8. Problems on Self-adjustment to Foreign Academic Environment

	Batch				Total	
	Batch 1		Batch 2			
	Fq.	%	Fq.	%	Fq.	%
1.Study plan	7	5.6	8	5.8	15	5.7
2.Academic language	40	32	47	33.8	87	33.0
3.Communication in class	29	23.2	41	29.5	70	26.5
4.Teaching method	31	24.8	29	20.9	60	22.7
5.Academic knowledge	16	12.8	14	10.1	30	11.4
6.Others	2	1.6	0	0.0	2	0.8
Total	**125**	**100.0**	**139**	**100.0**	**264**	**100.0**

4.2   EVALUATING OF SELF-ADJUSTMENT

In this part, participants were asked to evaluate the ability of self-adjustment towards foreign culture and academic environment. The findings pointed out that the comparison of the ability to adjust themselves to foreign environments between two groups of respondents, batch 1 and batch 2. The results were presented by using the percentage of the overall picture. The questions concerning self-adjustment were divided into two parts which were foreign cultural adjustment and foreign academic adjustment. In analyzing and interpreting the collected data presented below, the researcher has classified the ability into 5 levels according to the Likert 5-point scale: the level of the ability such as adjust perfectly, can adjust but have some problems, adjust slightly, still cannot adjust, and cannot adjust which are graded 5, 4, 3, 2, 1 points, respectively.

A cross-tabulation, shown in *Table 9 and Table 10,* was used in order to examine the relationship of batch 1 and batch 2 and the ability to adjust oneself to foreign environments: new culture and academic environment. Looking at each batch in *Table 9*, the results on the ability to adjust themselves in foreign culture including food, weather, conversational language outside the class, making friends with the locals were presented as follows:

Table 9. The Participants' Ability to Adjust Themselves on Foreign Culture

Cultural Environment	Batch	Levels of Ability						Total	P-Value
		Adjust highly		Adjust moderately		Cannot			
		Fq.	%	Fq,	%	Fq.	%		
1.Food	1	34	68.0	6	12.0	10	20.0	50	
	2	33	66.0	9	18.0	8	16.0	50	.66
	Total	**67**	**67.0**	**15**	**15.0**	**18**	**18.0**	**100**	
2.Weather	1	29	58.0	17	34.0	4	8.0	50	
	2	27	54.0	18	36.0	5	10.0	50	.90
	Total	**56**	**56.0**	**35**	**35.0**	**9**	**9.0**	**100**	
3.Conversational language outside the class	1	30	60.0	15	30.0	5	10.0	50	
	2	16	32.0	29	58.0	5	10.0	50	.00*
	Total	**46**	**46.0**	**44**	**39.0**	**10**	**10.0**	**100**	
4.Making friends with the locals	1	18	36.0	16	32.0	16	32.0	50	
	2	12	24.0	26	52.0	12	24.0	50	.72
	Total	**30**	**30.0**	**42**	**42.0**	**28**	**28.0**	**100**	
5.French greeting	1	29	58.0	14	28.0	7	14.0	50	
	2	25	50.0	17	34.0	8	16.0	50	.13
	Total	**54**	**54.0**	**31**	**31.0**	**15**	**15.0**	**100**	

(table continued)

Table 9. (continued)

Cultural Environment	Batch	Levels of Ability								Total	P-Value
		Adjust highly		Adjust moderately		Cannot					
6.French lifestyle	1	27	54.0	12	24.0	11	22.0			50	
	2	23	46.0	18	36.0	9	18.0			50	.42
	Total	**50**	**50.0**	**30**	**30.0**	**20**	**20.0**			**100**	

* The findings are significant at the .05 level. (P-Value ≤ .05).

Statement 1. Self-adjustment to foreign food

There were 68% of batch 1 respondents who were able to adjust themselves to foreign food perfectly; similarly, 66% of batch 2 respondents were able to do the same.

The difference in self-adjustment to foreign food between batch 1 and batch 2 respondents was statistically significant at .66. It was concluded the there was no significant difference in adjustment between two groups of the respondents to foreign food.

Statement 2. Self-adjustment to Weather

The majority (58%) of batch 1 respondents were able to adjust themselves to foreign weather perfectly while 54% of the batch 2 respondents were able to do so. Besides, the number (8%) of batch 1 respondents who could not adjust to foreign weather was less than the number (10%) of batch 2 respondents.

The difference in self-adjustment to foreign weather between batch 1 and batch 2 respondents was statistically significant at .90. It was concluded that there was no significant difference in adjustment between the two groups of respondents with foreign weather.

Statement 3. Self-adjustment to Conversational language outside the class

More than half (60%) of batch 1 respondents were able to adjust perfectly to conversational language outside the class while the majority (58%) of batch 2 respondents were able to adjust to conversational language outside the class moderately. In addition, the number (10%) of batch 1 respondents who thought that they cannot adjust to conversational language outside the class was the same as the number (10%) of batch 2 respondents.

The difference in self-adjustment to conversational language outside the class between batch 1 and batch 2 respondents was statistically significant at .00. It was concluded the there was a significant difference in adjustment between the two groups of respondents to conversational language outside the class.

Statement 4. . Self-adjustment in Making friends with the locals

Most of the batch 1 respondents (36%) were able to make friends with the local people perfectly, whereas the majority (52%) of batch 2 respondents were able to do so moderately.

The difference in making friends with the locals between batch 1 and batch 2 respondents was statistically significant at .72. It was concluded the there was no significant difference in adjustment between the two groups of respondents with making friends with the locals.

Statement 5. Self-adjustment to French greeting

The majority of the two groups of respondents were able to adjust themselves to French greeting perfectly, 58% and 50%, respectively.

The difference in self-adjustment to French greeting between batch 1 and batch 2 respondents was statistically significant at .13. It was concluded the there was no significant difference in adjustment between the two groups of respondents to French greeting.

Statement 6. Self-adjustment to French lifestyle

The proportion of respondents who were able to adjust themselves to French lifestyle perfectly was almost the same number; that was 54% and 46% respectively.

The difference in self-adjustment to French lifestyle between batch 1 and batch 2 respondents was statistically significant at .42. It was concluded the there was no significant difference in adjustment between the two groups of respondents to French lifestyle.

From *Table 10*, the participants reported their self-evaluation on the ability to adjust to foreign academic environment including managing a study plan, language in the classroom, interactions with classmates excluding Thais, interactions with the lecturer(s) or advisor(s), teaching method and utilizing tools and facilities for academic purpose of both groups of respondents, batch 1 and batch 2.

Table 10. The Participants' Ability to Adjust Themselves to Foreign Academic Environment

Academic Environment	Batch	Levels of Ability						Total	P-Value
		Adjust highly		Adjust moderately		Cannot			
		Fq.	%	Fq,	%	Fq.	%	Fq,	
1.Study plan	1	23	46.0	18	36.0	9	18.0	50	
	2	15	30.0	26	52.0	9	18.0	50	.21
	Total	**38**	**38.0**	**44**	**44.0**	**18**	**18.0**	**100**	
2.Technical terms or language used in class	1	22	44.0	25	50.0	3	6.0	50	
	2	11	22.0	32	64.0	7	14.0	50	.05*
	Total	**33**	**33.0**	**57**	**57.0**	**10**	**10.0**	**100**	
3.Interactions with classmates excluding Thais	1	27	54.0	15	30.0	8	16.0	50	
	2	19	38.0	26	52.0	5	10.0	50	.08
	Total	**46**	**46.0**	**41**	**41.0**	**13**	**13.0**	**100**	
4.Interactions with lecturer(s) and advisor(s)	1	30	60.0	13	26.0	7	14.0	50	
	2	15	30.0	28	56.0	7	14.0	50	.01*
	Total	**45**	**45.0**	**41**	**41.0**	**14**	**14.0**	**100**	
5.Teaching method	1	23	46.0	22	44.0	5	10.0	50	
	2	23	46.0	13	26.0	14	28.0	50	.04*
	Total	**46**	**46.0**	**35**	**35.0**	**19**	**19.0**	**100**	
6.Utilizing tools and facilities for academic purpose	1	32	64.0	13	26.0	5	10.0	50	
	2	24	48.0	18	36.0	8	16.0	50	.27
	Total	**56**	**56.0**	**31**	**31.0**	**13**	**13.0**	**100**	

* The findings are significant at the .05 level. (P-Value ≤ .05).

Statement 1. Self-adjustment to Study Plan

The majority (46%) of batch 1 respondents answered that they were able to adapt to the study plan perfectly while 30% of batch 2 respondents did so.

The difference in self-adjustment to study plan between the batch 1 and batch 2 respondents was statistically significant at .21. It was concluded the there was no significant difference in adjustment between the two groups of respondents with study plan.

Statement 2. Self-adjustment to Technical Terms or Language Used in Class

More than half (44%) of the batch 1 respondents were able to adjust perfectly to technical terms or language used in class while the majority (64%) of batch 2 respondents were able to adjust to technical terms or language used in class

moderately. In addition, the number (6%) of batch 1 respondents who thought that they cannot adjust in technical terms or language used in class was less than the number (14%) of batch 2 respondents.

The difference in self-adjustment to technical terms or language used in class between batch 1 and batch 2 respondents was statistically significant at .05. It was concluded the there was a significant difference in adjustment between the two groups of respondents to technical terms or language used in class.

Statement 3. Self-adjustment to Interactions with Classmatse excluding Thais

Between batch 1 and batch 2, the number (54%) of batch 1 respondents who answered that they had better interaction with classmates excluding Thais was higher than batch 2 respondents (38%).

The difference in self-adjustment to conversational language outside the class between batch 1 and batch 2 respondents was statistically significant at .08. It was concluded the there was no significant difference in adjustment between the two groups of respondents to their interactions with classmates excluding Thais.

Statement 4. Self-adjustment to Interactions with Lecturer(s) and Advisor(s)

Most of the batch 1 respondents (60%) had interactions with lecturer(s) or advisor(s) highly while the majority (56%) of batch 2 respondents had interactions with lecturer(s) or advisor(s) moderately. In addition, the number of batch 1 respondents (14%) who thought that they did not have good interactions with lecturer(s) or advisor(s) was similar to the number of batch 2 respondents (14%).

The difference in self-adjustment interactions with the lecturer(s) or advisor(s) between batch 1 and batch 2 respondents was statistically significant at .01. It was concluded the there was a significant difference in adjustment between the two groups of respondents to their interactions with lecturer(s) or advisor(s).

Statement 5. Self-adjustment to Teaching Method

The number of respondents between batch 1 and batch 2 who were able to adjust themselves to foreign teaching methods perfectly was the same (46%); however, the majority of batch 2 respondents (28%) who thought that they cannot adjust themselves to foreign teaching methods were higher than batch 1 respondents (10%).

The difference in self-adjustment to foreign teaching method between batch 1 and batch 2 respondents was statistically significant at .04. It was concluded that there

was a significant difference in adjustment between the two groups of respondents to foreign teaching methods.

Statement 6. Self-adjustment to Utilizing Tools and Facilities for Academic Purpose

More than half (64.1%) of batch 1 respondents were able to use the tools and facilities for academic purposes perfectly, whereas only 48% of batch 2 respondents were able to do so.

The difference in self-adjustment to French lifestyle between batch 1 and batch 2 respondents was statistically significant at .42. It was concluded that there was no significant difference in adjustment between the two groups of respondents to French lifestyle.

4.3   SUGGESTION TOWARDS THE ODOS PROJECT

This part relates to the open-ended questions for the participants to give some opinion about the ODOS project and suggestion for future ODOS students.

4.3.1   How the Participants Think About the ODOS Project

All participants expressed a positively opinion about the ODOS Project and would like to share their suggestion to the ODOS project. The suggestions below are examples of their feedback.

A participant mentioned that, *"Firstly, I have to thank the ODOS Project which gives the opportunity to Thai children. We can learn about what is going on in the world, how to live in a foreign country with a diverse culture. It is a priceless experience and the knowledge that we get will help our country to develop."*

Another example gave an idea that s/he agrees with the ODOS Project, *"This project is a tool which encourages students in rural areas to study hard. Since students in remote areas would like to raise their family status and wealth, they will try hard to get a scholarship. Besides, the students in those areas will know the real problems of their community. When they come back, they can solve those problems effectively."*

Another participant from batch 2 student suggested, *"This project is useful; however, the concerned agencies have to select the recipients wisely. They*

must select only the students whose family's income is low, but they study hard and have a strong will to return to work or develop our country."

To sum up the overall picture, most participants agreed with the ODOS Project because this project gives a valuable opportunity for them to experience a foreign country. It can be proved that the students have a positive attitude towards living in France and that they will also try harder to adjust themselves to foreign environments.

4.3.2   What the Participants Want to Suggest to Future ODOS Students

Most participants would like to encourage future ODOS students to have a strong will and try hard to study in a foreign country. Moreover, the new comers should not give up, but should prepare themselves before going to France. The suggestions are as follows:

A participant suggested that, *"Although the academic knowledge of high school, students in rural areas, is not as good as the students' in the city, intension, persistence and endurance are the key tools to help us overcome all problems."*

Another participant gave a comment that, *"Don't worry when you get a poor grade in a class because most international students do. It is not time to feel sorry for coming here (France), but it is time to adjust yourselves to survive.*

The example of suggestion is that *"The new comers should prepare French language and the knowledge of subjects that they intended to study well. Try not to stick with Thai friends when you are in France because this can make your language skill improved gradually. In case that you have a problem on academic matters, do not hesitate to talk to your advisor(s) or lecturer(s), or at least ask your classmates."*

In conclusion, the overall picture is that the participants would like to encourage future ODOS students to study hard with a strong intention and try to be independent. Besides, they should prepare themselves before going to France. It can be said that the students are determined to be able to live in France successfully and try to find solutions when they are faced with problems and adjust themselves to new circumstances.