

**ABSTRACT**

**Title of Research Paper** : Adaptability of Children from Public Welfare Home to the Social Circumstances in Educational Institution

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The study on adaptability of children from public welfare home to the social circumstances in educational institution had 3 main objectives: 1) to examine the extent of adaptability of the children from public welfare home to the social circumstances in educational institution; 2) to determine factors influencing the adaptability of children from public welfare home to social circumstances in educational institution; and 3) to explore the problems and constraints concerning the adaptability of children from public welfare home to the social circumstances in educational institution.

The population in this research included 170 boys and girls of 3 public welfare homes : Mahamek Home for Boys, Pakkred Home for Boys, and Rajvithi Home for Girls who enrolled at grade 7 and over in secondary schools. Data collection was carried out by using questionnaires. Percentage, mean, standard deviation, t-test and F-test were employed for statistical analysis.

The study revealed the following results:

1. Most of the children from the 3 public welfare homes aged under 18 years and are studied at secondary school level. Their educational achievement ranged between 2.01 – 2.50. They have stayed in the public welfare homes for 6 – 10 years due to poverty reason.
2. The attitude of the children from public welfare homes towards environment in school, their relationship with the teachers as well as their relationships with friends are at good level.
3. In overall, their adaptability to the social circumstances in school was found

at moderate level. The question with highest mean was that they were ready to help others, while the lowest mean was that they did not know how to behave when talking to someone not acquainted with.

4. Factors influencing the adaptability of children from public welfare home to the social circumstances in school included sex, educational achievement, study atmosphere, relationship with teachers, relationship with friends. On the other hand, age, educational level, reasons for coming to welfare home, the duration of stay in public welfare home, and environment in school were found not influencing their adaptability to social circumstances in school.

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Recommendations were made as follows:

1. The children from public welfare home need to know, understand and realize the importance of living together in the society. They also need to adjust their behavior and adapt themselves to their friends, e.g., meeting and talking with friends, involving in school activities, and more importantly they should pay attention to the study as it makes them become more confident and acceptable by others.

2. Educational Institutions need to provide supportive environment and atmosphere to the adaptability of these children, for instance, conducting interesting and proper activities, setting up rules and regulations that are not too strict or too loose.

3. The teachers need to understand the children and always be there to listen or advise them. Moreover, their ethics and morale need to be sound and reasonable.

4. Regular coordination is needed between the public Welfare Home and Schools in terms of inspection, controlling, and monitoring the children regarding their study and behavior, and also supporting and supervising their study. They should place an importance to the practical procedure of school enrollment of these children.