

Thesis Title

Readiness in Field Practicum of Police
Constable Trainees of provincial Police
Training School 3 : A Specific Study of
the Members of the 43rd Training Course

Name

Sompong Tiengtam

Degree

Master of Arts (Criminology and Criminal
Judtice)

Thesis Supervisory Committee Sombat Suppatchai , B.Sc.,M.A.

Asawin Watanavibool , B.B.L.,M.A.

Narat Sawattanantana, B.P.A.(Police),
Ph.D.

Date of Graduation

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ABSTRACT

The objectives of this research are to study the personal backgrounds , scholastic readiness gained from training and readiness in field practicum , and to study the relationship among the personal backgrounds , scholastic readiness gained from training and readiness in field practicum. The subjects are 360 students who admitted the third provincial school during the 1991 academic year. The data were collected by means of

questionnaires. Statistical methods used to analyze the data were , Analysis of Varieance , Multiple Classification Analysis and Stepwise Multiple Regression. The level of statistion significance used was 0.05.

The results fo the study are summarized as follows :

1. The students who perceived themselves as high familial economic status had highest scholastic readiness, the lower were the students who percieved themselves as medial and low familial economic respectively, with statictically significant difference at 0.05 level.

2. The students who had mothers earned their living in agricultural fields had highest scholadtic readiness, the oned who had mothers in others occupations and public service, government enterprices and cummerce, had lower scholadtic readiness respectively, with statistically significant defference at 0.05 level.

3. The students with difference recorded scores in the following subjects: Crime Prevention and Suppression, Map Drawing and Reading and First Aid, had different level readiness in practicum by the recorded scores of the Crime Prevention and Suppression subject had negative relationships to the readiness in practicum and the recorded scores fo the Map Drawing and Reading and First Aid subjects had plsitive relationships to the readiness in practicum .

4. The scholastic readiness had significant relationship to the readiness in practicum

RECOMMENDATIONS:

1. There should be revision of training programs, contents, and teaching techniques to be more practical and accommodating to real practice.

2. There should be specific aspect in training program to serve the real task in work of the students.

3. There should be repeated training revision frequently to maintain the practical skill and readiness.