CHAPTER IV
RESULTS AND DISCUSSION

1.PERSONAL DATA ANALYSIS

1.1.Number of sample

The sample consists of a total number of 1,800 undergraduate volunteer students, 900 students were simple random selected from Aichi University of Education and another 900 students from Rajabhat Maha Sarakham University and their data analysis was done using percentage.

Table 2. Number of Sample

Studied Year		1st		2nd		3rd		4th		Summary		
Sex /Age/national		Thai	Japan	Thai	Japan	Thai	Japan	Thai	Japan	Thai	Japan	Total
Male	18-20	6.33% (114)	-	5.94% (107)	5.66% (102)	0.16% (3)	1.88% (34)	-	-	12.44% (224)	7.55% (136)	20% (360)
	21-23	1.44% (29)	0.11% (2)	0.72% (13)	1% (18)	4.77% (86)	2.88% (52)	4.5% (81)	3% (54)	11.61% (209)	7% (126)	18.61% (335)
Female	18-20	6.05% (109)	2.44% (44)	6.33% (114)	5.22% (94)	0.61% (11)	15.11% (272)	-	-	13% (234)	22.77% (410)	35.77% (644)
	21-23	0.88% (16)	-	0.5% (9)	-	6.05% (109)	8.77% (158)	5.5% (99)	3.88% (70)	12.94% (233)	12.66% (228)	25.61% (461)
Total		14.88% (268)	2.55% (46)	13.5% (243)	11.88% (214)	11.61% (209)	28.66% (516)	10% (180)	6.88% (124)	50% (900)	50% (900)	100% (1,800)
		17.44% (314)		25.38% (457)		40.27% (725)		16.88% (304)		100% (1,800)		

1.2.Student's favorite activities
After class Thai and Japanese students always do some activities as table 3 and table 4:

Table 3. Thai Student's Favorite Activities

Sex /Age	1st level	2nd level	3rd level	4th level
Male 18-20	Internet 2.22%(40) Sports 0.55%(10) Home works 0.55%(10) *No answer 3%(54)	Sports 1.5%(27) Internet 1.11% (20) *No answer 3.33%(60)	*No answer 0.16%(3)	-
Male 21-23	Internet 0.5%(9) *No answer 1.11%(20)	Internet 0.11%(2) *No answer 0.61%(11)	Part-time jobs 0.77%(14) *No answer 4%(72)	Part-time jobs 0.88%(16) Internet 0.83%(15) *No answer 2.77%(50)
Female 18-20	Home works 1.66% (30) Internet 1.11% (20) *No answer 3.27% (59)	Shopping 1.11% (20) Home works1.11% (20) TV watching0.55%(10) *No answer 3.55%(64)	TV watching 0.27%(5) *No answer 0.33%(6)	-
Female 21-23	Part-time jobs 0.33% (6) *No answer 0.55%(10)	*No answer 0.5% (9)	Part-time jobs 1.11%(20) Shopping 0.55%(10) *No answer 4.38%(79)	TV watching 0.61%(11) *No answer 4.88%(88)

Table 4. Japanese Student's Favorite Activities

Sex /Age	1st level	2nd level	3rd level	4th level
Male 18-20	-	Part-time jobs 0.94%(17) Sports 0.72%(13) Internet 0.61%(11) *No answer 3.38%(61)	Part-time jobs 0.61%(11) Internet 0.38% (7) *No answer 0.88%(16)	-
Male 21-23	Internet 0.05%(1) Part-time jobs 0.05%(1)	Internet 0.27%(5) Part-time jobs 0.22%(4) *No answer 0.5%(9)	Part-time jobs 0.83%(15) Sports 0.55%(10) TV watching 0.11% (2) *No answer 1.38%(25)	Part-time jobs 0.77%(14) Internet 0.38%(7) TV watching 0.38%(7) *No answer 1.44%(26)
Female 18-20	Part-time jobs 0.77%(14) Internet 0.55%(10) *No answer 1.11% (20)	Part-time jobs 1%(18) Internet 0.66% (12) *No answer 3.55%(64)	Part-time jobs 1.94%(35) TV watching 1.66% (30) *No answer 11.5%(207)	-
Female 21-23	-	-	Part-time jobs 1.11%(20) Home works10% 1.11%(20) *No answer 6.55%(118)	Part-time jobs 0.83%(15) TV watching 0.27%(5) *No answer 2.77%(50)

According to table 3 and table 4, Thai students always like to use internet, play some sports, watch television, work as part-time jobs and do some home works as same as Japanese students always do.

2.COMPARISION OF THAI AND JAPANESE STUDENTS IN PSYCHOLOGICAL WELL-BEING AND THE OTHER PSYCHOLOGICAL VARIABLES

2.1.RESULTS OBTAINED WHEN Ss WERE COMPARED IN PSYCHOLOGICAL WELL-BEING USING 'T' TEST

Table shows the mean, SD, and 't' value of psychological well-being of Thai and Japanese students.

Table 5. Psychological Well-being of Thai and Japanese Students

Students	N	Mean	SD	t-value
Thai	900	39.98	6.01	0.41
Japanese	900	40.03	7.15	

* Significant at 0.05 level.

From 5th table it can be seen that the 't' value is 0.41 which indicates that the difference between the two group studied is not significant at 0.05 level. Therefore the hypothesis that there will not be significant difference between the psychological well-being of Japanese and Thai students is accepted.

2.2.RESULTS OBTAINED WHEN Ss WERE COMPARED IN THE OTHER PSYCHOLOGICAL RESOURCES

The other psychological variables were core psychological characteristics concerned the psychological well-being as spiritual health (SH) self-acceptance (SA) and interpersonal orientation (IO). The mean scores, SD and 't' values on these variables obtained by Thai and Japanese students were compared and the results are presented in table 6

Table 6. Spiritual Health, Self-Acceptance and Interpersonal Orientation of Thai and Japanese Students

Variables	Students	Mean	SD.	t-value
Spiritual Health (SH)	Thai	55.07	8.27	0.69
	Japanese	54.90	8.09	
Self-Acceptance (SA)	Thai	46.91	7.09	0.46
	Japanese	47.28	8.15	
Interpersonal Orientation (IO)	Thai	35.71	9.06	0.34
	Japanese	36.55	8.68	

* Significant at 0.05 level

The 6th table shows the 't' values for spiritual health (SH) is 0.69 that is not significant at 0.05 level. So the hypothesis that there will not be significant difference between the spiritual health of Japanese and Thai students is accepted.

The 6th table also shows the 't' values for self-acceptance (SA) and interpersonal orientation (IO). The 't' values for self-acceptance is 0.46 that is not significant at 0.05 level. So the hypothesis that there will not be significant difference between the self-acceptance of Japanese and Thai students is accepted. In the same way, The 't' values for interpersonal orientation is 0.34 that is not significant at 0.05 level. So the hypothesis that there will not be significant difference between the interpersonal orientation of Japanese and Thai students is accepted too.

Spiritual health, self-acceptance and interpersonal orientation are accepted that they are very essential for our own personal well-being in many ways. This clear understanding goes through the reviewed literature that confirmed us there are various factors contributing to psychological well-being, spiritual health, self-acceptance and interpersonal orientation of individuals. Some of them are cognitive judgement of life satisfaction, emotional stability consisting of independent positive affect and negative affect component, subjective satisfaction, social contact activities and other several personality factors.

psychological well-being, spiritual health, self-acceptance and interpersonal orientation vary across individuals and depends on how good or bad life events are considered to be. These psychological factor help us to grow up inner spirituality, they also develop our good view of life and socially congruence as well as build a positive and coherent personal identity, to feel in touch with reality, and to gain and maintain psychological and physical health.

So the psychological well-being with spiritual health, self-acceptance and interpersonal all caused by the individual satisfaction and factors that influence psychological well-being are beyond places and race, but it depends on how good or bad life they look into and judge themselves.

As Diener (1984) stated psychological well-being is always reviewed in the concept of subjective well-being empirically. Being subjective rather than objective, the psychological well-being is assessed from the internal perspective of the individual rather than measured against the objective criteria of normative standards. So It is not about what nationality they are, but how humanity they aware.

CHAPTER V
SUMMARY

1. OBJECTIVES

1. To study the psychological well-being of Japanese and Thai students.
2. To study the core psychological characteristics concerned the psychological well-being of Japanese and Thai students.

2.NULL HYPOTHESES

1. There was not significant difference between the psychological well-being of Japanese and Thai students.
2. There was not significant difference between the core psychological characteristics concerned the psychological well-being of Japanese and Thai students.

3. METHOD

1. SAMPLE

The sample consists of a total number of 1,847 undergraduate volunteer students, 906 students will be random selected from Aichi University of Education and another 941 students from Rajabhat Maha Sarakham University by simple random sampling technique in their classrooms.

2. TOOLS

a. Personal Data Sheet (Created by the researcher for the purpose of the study)

b. Psychological Well-Being Scale (Adjusted from Paloutzian and Ellison, 1982)

c. Spiritual Health Questionnaire (Adjusted from Romate and Bhogle, 1997)
d. Self-Acceptance Scale (Adjusted from Berger, 1951)
e. Interpersonal Orientation Scale (Adjusted from Hill, 1987)

3.PROCEDURE

3.1.Collecting the data

All tools will be administered to the sample in the classroom. The procedures given in the manuals for administration are strictly followed. Scoring of each test will be done as its procedure.

3.2.Statistical analysis

a. Personal Data analysis of Thai and Japanese students was done using percentage.
b. Comparison of Thai and Japanese students in psychological well-being and the other psychological variables were done using t-test.

4. RESULT

1.There was not significant difference between Thai and Japanese students in psychological well-being.

2. There was not significant difference between Thai and Japanese students in spiritual health, self-acceptance and interpersonal orientation.

5.IMPLICATION

1. To help counseling psychologists and psychotherapists to find out answers for some of the universal issues related to student's inner growth and mental health.

2. To help education reformers, policy makers and researchers in the future develop more appropriate educational system of Thailand and Japan.

6. SCOPE FOR FURTHER RESEARCHES

1. The present study included only a few psychological variables for investigation. Further study can be done including other personality variables also.
2. The influence of psychological well-being and the other psychological variables on mental health and achievement of students also may be studied.
3. Population of the present study consisted of undergraduate students only. Further study may be undertaken on a larger population embracing students from undergraduate and post graduate courses.
4. Sample from general population may be included and the data may be compared with that of the student population.
5. Attempts can be made to cross validate the results of present study by increasing the sample size by including sample from difference socio economic, cultural and ethnic group or by including sample from different states of Thailand and Japan.

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