

# CHAPTER I

## INTRODUCTION

### 1. INTRODUCTION

Students are the brain of their nation. Students' life is the most inspiring period in one's life. At the same time it is a difficult phase also. Hall (1994) describes this period as a period of "Stress and Storm". Many of them experience frustration, separation and loneliness. The forward movement of life usually carries along into greater maturity, but the scars may be left long lasting effect.

Education must be increased each student's inner growth. It is necessary to establish the ultimate aim of education to ensure their own happiness and life satisfaction which is presently defined as "psychological well-being" and also some core psychological characteristics concerned the psychological well-being such as spiritual health, self-acceptance and interpersonal orientation.

The psychological well-being as a broad category of happiness, satisfaction and life satisfaction.

Spiritual health is a human need for meaning, purpose and fulfillment in life, will to live, belief and faith.

Self-acceptance is a characteristic of self-actualization, optimal functioning and maturity. It is based on self-love, self-esteem and self-respect. Self-acceptance deeply means acceptance of oneself and respect for others.

Interpersonal orientation exists in the capacity of an incentive. It is a particular dimension of affiliation motivation.

All of them are actually important psychological constructs, which determine the student's inner growth as well as social adjustments and also treated as part of educational curriculum, but very few studies have been found. (Satpretry, 2000)

On the other hand, student's life today is characterized by several growing demands in terms of the need for integration into the surrounding societal, political and economic structures as well as a general striving to adapt to existing environmental conditions. (Harvighurst, 1948 Cited in Satpretry, 2000) Cross-cultural comparisons have reemerged as an important quasi experimental approach to study various psychological phenomena. (Berry, Poortinga, Segall and Dasen, 1996 Cited in Satpretry, 2000) A broad comparative framework provides an opportunity to go beyond the limited boundaries of one's society, to expand the range of individual differences, to implicate more factors that may be involved in producing such difference, and to achieve higher levels of generality and validity. (Baltes, et al. 1977; Little 1996 Cited in Satpretry, 2000)

Studies comparing students of different nations with the psychological well-being and concerned psychological variables are now indeed few. It would be appropriate to take up a comparative study on the psychological well-being with the other psychological variables of Thai and Japanese students to find out whether both groups differ or same in the variables selected with variation in culture and society.

### 2. 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.

### 3. NULL HYPOTHESES

Based on the objectives the following null hypotheses have been formulated.

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



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