ABSTRACT
                A study explored the school experiences of aboriginal female
students (n=5) at Jen-Te Junior College of Medical Nursing and Management
School in Miao-Li, Taiwan. The following research questions were addressed:
(1) do aboriginal girls feel that their culture and background influences
their schooling experiences? (2) what problems do aboriginal girls experience
at school that may be a result of cultural background? (3) what strategies do
aboriginal girls use to adapt to life in school? and (4) how can the
educational system in Taiwan better meet the needs of aboriginal girls who
are adapting to life in Taiwanese schools? An open-ended three-part
qualitative interview was used. Part one reviewed personal information from
the participants, part two contained several open-ended qualitative
questions, and part three was developed as a result of new insights resulting
from the open-ended qualitative question. Several findings emerged: (1)
family culture and background influence the participants' choice of schools;
(2) college entrance policies for aboriginal girls provide opportunities in
higher education, but also cause school adjustment problems (lack of previous
learning experiences and lack of mastery in academic basics studied in
elementary and middle school appear to contribute to adjustment problems);
(3) participants felt a disconnection with their own culture due to immersion
in a college setting in which they were a minority population (study
participants longed for the mentorship/companionship of teachers from their
own aboriginal culture); and (4) aboriginal students have low self-concept
when it comes to comparing themselves to other peers. Contains 67 references
(some in Chinese) and 7 tables. Appended are English and Chinese translations
of the interview permission form and demographic data questionnaire.
(Author/BT)

School Adjustment Of Taiwanese

Aborigine Girls At Jen-Te Junior College

Of Medical Nursing And Management

by

Hsueh-Yu Chung

A Thesis Submitted in Partial Fulfillment

of the Requirements of the Degree

MASTER OF EDUCATION

Major Subject: Curriculum & Instruction

BEST COPY AVAILABLE

West Texas A&M University

Canyon, Texas

August 2001

2

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ABSTRACT

The purpose of this study was to understand the school experiences of aboriginal

female students at Jen-Te Junior College of Medical Nursing and Management School in

Miao-Li. The following research questions were used in this study:

1. Do aboriginal girls feel that their culture and background influences their

    schooling experiences?

2. What problems do aboriginal girls experience at school that may be a result of

    cultural background?

3. What strategies do aboriginal girls use to adapt to life in school?

4. How can the educational system in Taiwan better meet the needs of aboriginal

    girls who are adapting to life in Taiwanese schools?

An open-ended, qualitative interview was used in this study and included three parts. The

first part of the interview reviewed personal information from the participants. The second

part contained several open-ended qualitative questions. The third part of the interview

was developed as a result of new insights that came from the open-ended qualitative

questions.

Several findings have emerged from this study. First, family culture and background influence participant's choice of schools. Secondly, college entrance policies for aboriginal girl provide opportunities in higher education but also cause school adjustment problems. The lack of previous learning experiences and the lack of mastery in academic basics studied in elementary and middle school appears to contribute to adjustment problems. Thirdly, participants felt a disconnection with their own culture due to the immersion in a college setting in which they were a minority population. The participants of this study longed for the mentorship and companionship of teachers from their own aboriginal culture. Lastly, aboriginal students have low self-concept when it comes to comparing themselves to other peers.

DEDICATION

This thesis is dedicated to all of the Taiwanese Aborigine Girls I have known and

taught. I thank them for their patience, support, and encouragement in my teaching career.

I want to especially thank Nivui and Ah-Way for their friendship throughout my life.

ACKNOWLEDGEMENTS

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Approved:

Dr. Angela Spaulding   _7-30-01_

Chairperson, Thesis Committee   Date

Dr. Christie Pal   _7-30-01_

Member, Thesis Committee   Date

_____   _7-30-01_

Head, Major Department   Date

_____   _8/6/01_

Dean, Graduate School   Date

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Minority ethnic groups are distributed all over the world and throughout history.

These groups can be separated into many different cultures and backgrounds. The group

called aborigine is one of these minority ethnic groups. Minority groups such as the

Taiwanese Aborigine girl students at the Jen-Te Junior College encounter conflicts of

culture assimilation and self-identification. Therefore, most of these students have

unequal chances and achieve lower academic levels (Kung-Ting Tan, 1995).

The population of aborigines in Taiwan is 402,452. This is only 1.7% of the

whole Taiwanese population (Ministry of Interior of Taiwan, 2000). While small in

numbers, aborigines live over a wide area of mountain regions. They face a rather inferior

position in political, economic, social, and cultural circles. In recent times, Taiwan made

much progress in its politics, economy, and society, and has gradually paid more attention

to aboriginal education (Sen-Chyuan Hwang, 1997). However, Taiwan's aborigines are

still restricted by cultural background and social-economic status. Aboriginal people are

often controlled by the prevailing culture. In Taiwan about 92 percent of the people

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belong to the Han race, which has been the largest racial group for centuries. The rest of

the population consists of some minority groups, such as Kazaks, Mongols, Uygurs, etc.

Many of these ethnic groups live in the less developed mountain areas (World Book Disc

1, 1998). Their standard of living and educational level are lower than people of the Han's

race. Aborigines are referred to as minorities and thought to belong to an inferior group

(Kung-Ting Tan, 1996; 1997).

After Taiwan's economy changed in 1970's, the life of the Taiwanese aborigines

changed drastically. In order to better their life, the aborigines have given up their

traditional agriculture and left their hometowns to go to the cities to work. Therefore,

aboriginal students have had to adapt to the impact of multiple cultures when they enter

school. They face the confrontation of the prevailing culture. The aboriginal student

soon discovers that everything depends on the dominant culture (in this case, the Han

culture). The content of the curriculum, the teaching materials and the teaching methods

often have no relationship to their own traditions and backgrounds. These students often

feel disconnected to their familiar daily life and culture. Within this new environment,

aboriginal students often have problems adapting (Ling-Qing Wang, 1992).

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Taiwanese aborigines started moving to the city during the early 1960's. With the lure of economic prosperity in the city, along with the poor and undeveloped standard of living in the mountain area (that could not meet the requirements of mountain society), the aborigines left their tribes one after another for the city to make a living (Yi-Yuan Li, 1982). The aborigines who moved to the city found a hard life due to their isolated culture, inferior social-economic status, prevailing lower level of education, and lack of employment except for working in the low paying jobs (Kao-Chiao Hsieh, 1991). According to a study of Kung-Ting Tan (1995), most of Taiwan's aboriginal teenagers have faced a cultural identify crises that results in many mental, emotional, and behavioral problems. This often results in learning problems. As a result of their learning problems and cultural adaptation difficulties, many of Taiwan's aboriginal students are labeled as being lazy and stupid.

According to a recent aboriginal statistic analysis (Quon-Cheng Chen, 1997), some aboriginal teenagers have problems with life-adaptation, self-concept, and ethnic identity. Research studies by Cheng-Chun Lu's (1999) and Ming-Te Lin & Chia-Bin Chang's (1998) have investigated Taiwan's aboriginal problems. However, there has been a lack of research studies about the specific population of aboriginal girls in Taiwan.

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Aboriginal girls have been classified as weak and a minor group in Taiwan society and are considered inferior females from a patriarchal social viewpoint. Taiwan's aboriginal girls experience social barriers and unequal footing with compared to other girls in Taiwan.

Historically, the problems of aboriginal girls in Taiwanese society have been ignored. Most of the aboriginal girls who study at Jen-Te Junior College are 15 to 20 years old. They have grown in a time when Taiwanese society was becoming more multicultural sensitive. They have had different experiences from traditional aboriginal females who have met with unfavorable situations in race, gender, and age respects. Present-day aboriginal girl students, the second generation of aborigines or their descendants, who moved to the city have faced the problems of adaptating to school.

The problems associated with adapting to school, have been seldom discussed in research. This research project will study the life and learning of aboriginal girl students as they adapt to the educational environment at the Jen-Te Junior College of Medical Nursing and Management School in Miao-Li.

Purpose of the Study and Guiding Research Questions

The purpose of this study is to understand the schooling experience of aboriginal girl students at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li. More specifically, the purpose is to answer the following research questions:

1. Do aboriginal girls feel that their cultural background influences their schooling experience?

2. What problems do aboriginal girls experience at school that maybe a result of cultural background?

3. What strategies do aboriginal girls use to adapt to life in school?

4. How can the educational system in Taiwan better meet the needs of aboriginal girls who are adapting to life in Taiwanese schools?

Assumptions

Three assumptions are made in this study. First, the respondents to the study will reply honestly and objectively to the questions posed in the survey instrument of this study. Secondly, the survey used in this study will help identify the problems aboriginal girl students experience after moving to the city and entering school. Lastly, the survey used in

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this study will help identify the connection between the adaptation of life in school of aboriginal girl students to their ethnicity.

Limitations

Several limitations are noted in this study. The sample for this study is small as the study population is limited to aboriginal girl nursing students at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li. As with any qualitative study, the findings of this study may not be generalized to populations outside the study population.

Operational Definitions

Jen-Te Junior College of Medical Nursing and Management School: A five-year junior College located in Miao-Li that trains students to be nurses who care for people who are ill or injured.

Taiwan Aborigine: A native who lived in Taiwan before Han's tribe, similar to the native American Indian.

Han's tribe: The largest race in China, which includes 92% of the population. Chinese is their language, which is also the official language (World Book Disc 1).

Urban Aborigines: Taiwan aborigines who have moved to city and live in the city.

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Aboriginal girl students: Female aboriginal students who study in Jen-Te Junior

College of Medical Nursing and Management School.

Conflict: Conflict is the presence, simultaneously, of two incompatible action tendencies

or goals (Lazurus, 1969).

Adaptation: To adjust or fit in to a new group, culture, or society.

Adjustment: Consists of the psychological processes by means of which the individual

manages or copes with various demands or pressures (Lazurus, 1969).

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

The following chapter will review related literature concerning ethnic minorities in

Taiwan. Each of the following topics will be discussed:

1. The Definition of Ethnic Minority

2. Native People of Taiwan

3. Ethnic Minority Identities

4. School Adjustment of Ethnic Minority

5. Factors that Influence School Adjustment for Ethnic Minority Students

The Definition of Ethnic Minority

Many definitions of ethnicity emphasize a common cultural pattern, which separates

an ethnic group from other immediate groups. Narroll (1964) used the term 'ethnic group'

to designate a population which is summarized below:

1. Shares fundamental cultural values realized in overt unity in cultural forms;

2. Makes up a field of communication and interaction;

3. Is largely biologically self-perpetuating; and

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4. Has a membership, which identifies itself and is identified by others as constituting a category distinguishable from other categories of the same order.

According to Wagley and Harris (1958) there were five criteria that describe the essence of minority group membership. These can be summarized as:

1. Minorities are subordinate segments of complex state societies.

2. Minorities have special physical or cultural traits, which are held in low esteem by the dominant segments of society.

3. Minorities are self-conscious units bound together by special traits, which their members share and by the special disabilities these traits bring.

4. Membership in a minority is transmitted by rule of descent, which is capable of affiliating succeeding generations even in the absence of readily apparent special cultural and physical traits.

5. Minority peoples by choice or necessity tend to marry within the group.

In addition, Milton Gordon (1964) referred to ethnicity as a sense of 'people hood' created by common race, religion, national origin, history, or some combination of these. Also, Theodorson (1969) defined an ethnic group a group that had a common cultural tradition, a

sense of identity, and who exist in a subgroup of a larger society. The members of an

ethnic group often differ with regard to cultural characteristics from the other members of

society.

Native People of Taiwan

Introduction

Generally, Native Taiwanese lived on the main Taiwanese Island before the Han tribe

immigrated to Taiwan from Mainland China in 17th century. Specifically, during the

period of Ming and Qing Dynasty, part of the Han tribe crossed the Taiwan Ocean from the

south-east part of mainland China and came to western Taiwan. There were originally ten

tribes of native Taiwanese. The Pinbu Tribe, who already lived in western Taiwan, were

the first native tribe whose culture diminished. Nowadays, their life styles are much the

same as the Han culture. On the other hand, some of those natives (Highlanders or

Hillbillies) moved to the central and east parts of Taiwan (90% of those are in the mountain

area), where they still keep their traditional culture and unique life style. Presently, these

people are called native Taiwanese (Distribution and Antecedents of Taiwanese

Aborigines, Retrieved Dec. 22, 2000).

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Life Style of Native Taiwanese

Native Taiwanese have very energetic living skills that are used for maintaining the

basic needs of survival. For example, with regard to clothing, they usually have a simple

sewing machine for making clothes. The material for making clothes comes from the

plants they grow. Some of these native Taiwanese live in the mountain area that is 1000 to

2000 m. above ocean level and some live on the plains, which is less than 500 m. above

ocean level. No matter whether native Taiwanese people live in the mountains or on the

plains, they usually live in groups. Much of their original culture still remains and in their

daily lives they still use materials such as grass, woods, bamboo clappers, bark, stone

clappers, and mud (Distribution and Antecedents of Taiwanese Aborigines, Retrieved Dec.

22, 2000).

Ethnic Minority Identities

The Definition of Identity

Erickson (1959) stated identity as that "the conscious feeling of having personal

identity is based on two simultaneous observations: the immediate perception of one's

selfsameness and continuity in time, and the simultaneous perception of the fact that others

recognize one's sameness and continuity" (p.23). According to Erickson (1968), an

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achieved identity is the result of a period of exploration and experimentation that typically

takes place during adolescence and that leads to a decision or a commitment in various

areas, such as school, occupation, religion, and political orientation.

Tayler and Simard (1979) defined ethnic identity as that component of a person's

self-definition that is derived from an affiliation with a specific group. According to

Phinney (1998), ethnic identity is meaningful only in situations in which two or more

ethnic groups are in contact over a period of time. In an ethnically or racially homogeneous

society, ethnicity is a virtually meaningless concept.

Model of Ethnic Minority Identity

Many definitions of ethnic identity emphasize race, language, culture, tribe, and the

history of a group's relationship with other groups in the society. Hutnik (1991) developed

a "quadri-polar model" for the study of ethnic minority identity. This model can be found

in Table 2-1.

In Hutnik's study, it is first hypothesized that ethnic minority individuals will adopt

one of four cultural adaptation styles:

1. The assimilative style: those who adapt themselves exclusively to the majority

    group and not be the ethnic minority group.

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2. The dissociate style: those who adapt themselves exclusively to the ethnic

   minority group and not to the majority group.

3. The acculturative style: those who identify with both the ethnic minority group

   culture and the majority group culture.

4. The marginal style: those who identify with neither group

   (Hutnik, 1991, p.158).

Table 2-1 A Quadri-Polar Model for the study of ethnic minority identity.

Low: Identification with the majority group
High: Identification with the ethnic minority group
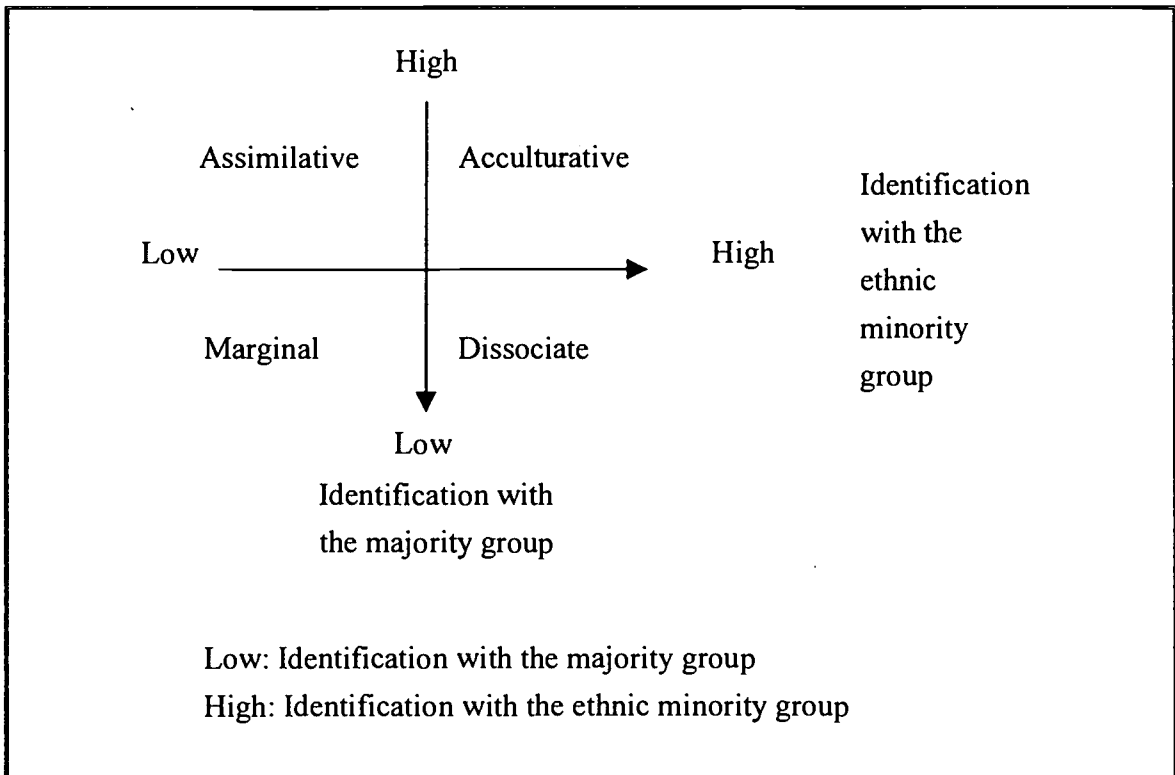
(Hutnik, 1991, p.158)

The Definition of Adjustment

What is adjustment? Arkoff (1968) suggested that adjustment could be defined as a person's interaction with his/her environment. Each person constantly strives to meet their needs and reach their goals. At the same time, they are under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands. Arkoff (1968) also defined several adjustments that are listed in Table 2-2 below. (Arkoff, 1968, p.21)

Table 2-2: Adjustments

Valued Quality	Brief Definition
Family Adjustment	
Coherence	Family continues as a physical unit.
Happiness	Family has overall sense of well-being.
Task achievement	Family achieves the tasks which society has set for it.
Problem solving	Family deals successfully with its problems.
School Adjustment	
Academic achievement	Pupil achieves what he/she is expected to achieve.
Social competence	Pupil forms satisfactory relationships with teachers and other children.
College Adjustment	
Academic achievement	Student makes adequate grades, passes his/her courses, and graduates.
Personal growth	Student realizes his/her potentialities.
Vocational Adjustment	
Vocational maturity	Vocational behavior is appropriate for one's chronological age.
Orderly progression	Vocational movement is through a succession of related and increasingly valued placements.
Job satisfaction	Individual experiences vocational contentment or happiness.

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The Definition of School Adjustment

What do we mean when we say that a child is making good school adjustment? We

might mean that they appear to be making satisfactory academic progress, or that they are

able to establish satisfactory relationships with their teachers and classmates. According to

Arkoff (1968), school adjustment refers to a combination of both academic achievement

and social adequacy. Arkoff (1968) reported that:

> One way of defining school adjustment is to equate it with achievement.
> By this definition, the student who achieves what he/she is expected to
> achieve is considered adjusted. Academic achievement and social
> adjustment tend to be related. The relationship between achievement in
> the basic academic skills and school adjustment often becomes mutually
> reinforcing. Those students who are able to be successful are rewarded,
> find wholesome satisfactions in what they are doing, are friendly to the
> school and its values, and are encouraged to invest more of themselves in
> their school activities. On the other hand, those who are not successful in
> academic activities find little reward in them, perceive themselves
> negatively, are perceived by their peers negatively, and are thereby unable
> to see the school or its activities in any constructive manner. The school to
> them becomes an unfriendly, often persecuting institution with little
> opportunity for real satisfactions (Arkoff, 1968, p. 368-371).

Factors that Influence School Adjustment for Ethnic Minority Students

According to Bing-Zheng Hu (1983), lack of skills in finishing school assignments,

problem solving, and peer relationships might cause difficulty in adjustment in school for

minority students. Dong-Gwai Hung (1986) also pointed out that there is many other

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issues that might influence the aboriginal youth with regard to school adjustment. These

include such things as differences in: (1) gender, academic performance, and religion; (2)

personality, such as a moral value system, self-concept, and self-arrangement abilities; (3)

family background, including social economic status, expectations from parents with

regards to education, and parent's attitude toward student behaviors; (4) school, including

the environment, grades, curriculum, expectations from teachers, and teaching methods;

and (5) support from society.

Self-Concept

According to Derlega (1981), the definition of self-concept concerns: (1) the feelings,

attitudes, and values people have in regard to their behavior, abilities, and worth, (2) the

way we believe we are, and (3) one's interaction with other people. Derlega (1981)

believes that the following three things influence self-concept:

1. Self-concept, or the way in which we view ourselves, will influence the manner

    in which we process information about ourselves.

2. Self-concept also influences the way people regard their own behavior--- both

    achievement and failures.

3. Self-esteem: students high in self-esteem tend to attribute success to internal

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factors (for example, ability and effort) and failure to external factors (for example, bad luck). Low self-esteem individuals do just the opposite.

Fitch (1970) also mentioned that students who were high in self-esteem were more likely to believe their successes were due to internal causes. Low self-esteem students tended to view success as resulting from external causes and failures are the result. It seems as though low self-esteem individuals have difficulty in believing anything good about themselves. High self-esteem individuals may have difficulty in believing anything bad about themselves. In addition, Cooley (1956) pointed out that the way we look at our own self could influence our self-image. The kind of self-image one has is determined by one's attitude toward oneself. A self-image of this sort appears to have three principal elements: (1) the imagination of our appearance to other people; (2) the imagination of the judgment of that appearance; and, (3) some sort of self-feeling, such as pride or mortification.

Culture Background

Erickson and Bekker (1987) said that cultural differences with regards to speaking and listening between a student's speech network and a teacher's speech network, lead to systematic and recurrent miscommunications in the classroom. Cultural difference can be

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thought of as a risk factor in the school experience of students and teachers. These risk

factors can serve as resources for escalating conflicts that might already exist for other

reasons, such as conflict between social class, gender, or race. Ausubel (1964) found that

school curriculum is based on the culture of majority and usually lacks attention to

minority culture. Erickson (1987) stated that after minority students enter school; they

often have to face cultural discontinuity. Cultural discontinuity exists when the language

being used for teaching is different from the language that the minority student is using for

speaking. This also occurs when the content of textbooks are from a different cultures or

when the environment of the school is different from the environment of the minorities'

native family and ethnic group.

Summary of Finding

Chapter two has addressed concepts relevant to this study. They included the

definition of ethnic minority, the ethnic minority in Taiwan – Native Taiwanese minority

ethnic identities, school adjustment of ethnic minority and the correlation of youth ethnic

minority in school adjustment – school performance. The literature review revealed that:

- Ethnic minorities have a common cultural pattern and usually have a

  membership that identifies itself.

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- Taiwanese aboriginal students still practice their traditional cultural background and unique life style.

- Minority ethnic individuals will adapt themselves into the majority in different degrees.

- Students who achieve what they are expected to achieve in school are considered to be adjusted.

- School adjustment tends to be related by academic achievement and social adjustment.

- School adjustment of youth minority ethnic groups is influenced by various reasons such as self-concept, culture background, school environment, family background, and personality.

- Achievement and failure in school can be correlated to self-concept.

- In Taiwanese society, the majority pays little attention to minority, the needs of the minority students usually have to confront cultural discontinuity when they enter school.

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CHAPTER III

METHODOLOGY

Introduction

A qualitative research approach is most appropriate in this investigation as the

phenomena under study and the questions to be answered are subjective. The qualitative

structured interview enables the researcher to investigate the inner perspectives of

respondents and the influences of their cultures concerning school adjustment as it is

described in their own words or terms and from their own interpretations. In this chapter

the researcher will discuss the research site and sample selection. In addition, the

researcher will discuss qualitative methods of data collection and analysis procedures used

in the study.

Research Site and Sample Selection

This research studied first and second year female nursing students who were at the

Jen-Te Junior College of Medical Nursing and Management in Miao-Li, located in the

middle east of Taiwan. There are two kinds of programs at this college. The first program

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was changed in 1997 from vocational high school program to a five-year upper secondary school. This program includes four departments: nursing, data-management, applied foreign languages, and rehabilitation. At this time, the program only has first and second year students. The ages of these students are from fifteen to seventeen years of age. The majority of students in the nursing department are female. The second program is a two-year junior college, which has two departments: nursing and data-management. The students in this program have usually graduated from a vocational high school. The age of the students is usually over eighteen. During the 2000-2001 academic year, the total number of students is approximately 5000. The number of aboriginal students is approximately fifty.

The population sample for this study will focus on students who are in the five-year, upper, secondary program that includes a total population of eleven aboriginal. All of these students are female. The researcher has worked as a nursing teacher at the selected junior college.

Five aboriginal students were selected from the total aboriginal student population to participate in this study. Teachers recommended three of the students selected for participating in the study. These three selected students introduced the remaining two

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students to the researcher. Three of the selected students are in the first year of junior college, and the other two are in the second year of the college. All of the participants were female and were willing to be interviewed.

Interview Development

The interview instrument for this study was created based on the personal and professional experience of the researcher and the review of literature. The interview instrument consisted of three parts. The first part of the interview contained personal information for each interviewee. The second part contained several open-ended qualitative questions where students were able to talk about their perspectives and inner feelings on school adjustment at Jen-Te Junior College. The third part of the interview was developed as a result of new insights that came from the open-ended qualitative questions.

The initial interviews were designed to seek responses to the following question prompts:

1. How do you feel as an aboriginal student about your school experience at Jen-Te Junior College?

2. Please describe your school experience at Jen-Te Junior College.

3. Please discuss your impressions of the teachers and students at Jen-Te Junior

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College.

Research on Conducting the Interview

Measor (1985) pointed out some important issues in conducting an interview. According to Measor (1985), these issues would have significant influence in gathering valid and reliable data. The first issue discussed was access. The initial problem with access is finding informants and getting them to agree to be interviewed and to give up their time. The second problem is the process of building relationships with people you want to interview, and hence getting access to their life and view of the world. The quality of the data is dependent on the quality of the relationships you build with the people being interviewed. Secondly, strategies for retaining a critical awareness about the respondent's replies during the interview were discussed. The third issue involves an analysis of the context of the interview, as it is an artificially arranged interaction. This issue is an important one to consider because qualitative research places much emphasis on observation of the natural context. The fourth issue concerned is validating the data that is gathered through interviewing strategies, together with the questions of objectivity and bias.

Preparation of the Interview

Before the interview, the researcher collected personal information from the students

with regards to number of students, tribes, residence, and social-economic status.

According to Powney & Watts (1987), there are several elements for affective preparation

for interviewing. These include familiarity with the overall research plan, structuring the

framework for the interviews, selecting and contacting the interviewees, planning,

recording and analysis, calculation of costs in time and money, piloting each of these

stages and making appropriate modification. All of these elements were accounted for

during the preparation work for this study's interviews.

Methods of Interview

The interviews were held from 5:00pm to 8:00pm, which was free time for the

students. The place selected for the interviews was the counseling center at the college.

One student was interviewed at a time. Before each interview, the student was asked to fill

out personal information (see appendix B). The student was then asked by the researcher

to answer the following open-ended question prompts:

1. How do you feel as an aboriginal student in your study experience at Jen-Te

    Junior College?

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2. Please describe your study experience at Jen-Te Junior College.

3. Please discuss your impressions of the teachers and students at Jen-Te Junior College.

According to Zhong-Dong Liu (1996), interviewees are not only interviewees but also informants. General interviewer skills were used during the interview, such as logic, listening, remembering, perceptive skills, sensitive/empathy, adaptability, self-awareness, questions and layout, prompts and probes, silence, recording what the interviewees say, ending the interview, and closure. Measor (1985) stated that the interviewer has to stay critically aware during the interview session. Interviewers need to keep their attention up for incidents of information, which lead toward the meaning of what is being said and for data that fits the themes of the research.

During the interview, the researcher recorded the conversation with the permission of the interviewee. The researcher reviewed each question with the interviewee before making written comments and thus allowing for an ongoing analysis of the data. From this review, the researcher decided if a second interview was necessary.

Data Analysis

The constant comparative method (Glaser and Strauss, 1967) of developing theory in qualitative research was used in this study. As Glaser and Strauss (1967) state, the constant comparative method is a research design for multi-data sources. Several stages in the collection of data in this study were based on the steps of the constant comparative method.

Stage One: Locating and Comparing Incidents

In stage one of the constant comparative process, the researcher searched for incidents in the data to find important insights that would answer the research questions of the study. An incident tells what is happening in the research. Incidents are units of data that serve as the basis for defining categories within the data (Lincoln and Guba, 1985). Comparing the similarities and the differences in the incidents enabled the researcher to begin formulating categories and developing answers to the guiding research questions of the study.

Stage Two: Integrating Categories

In stage two of the constant comparative process, the researcher built relationships between categories to form the answers to the guiding research questions of the study. In this stage, the researcher further sought the interrelationships between the incidents and categories. When questions or uncertainties occurred, the researcher returned to the

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interview data or conducted further interviews for clarification purposes.

Stage Three: Delimiting the Theory

The third stage of the constant comparative process is delimiting the theory.

According to Glaser (1978) and Glaser and Strauss (1967) delimiting is a process of

reduction whereby non-relevant incidents are withdrawn from categories and overlapping

incidents and categories are combined. Theoretical saturation, a component of the constant

comparative process also works to delimit non-relevant and overlapping incidents.

Saturation occurs when the collection of new data fails to turn up new incident types or

categories (Glaser & Strauss, 1967).

Stage Four: Writing the Theory

Stage four of the constant comparative process is the theoretical writing of the

research findings. In chapter four, the descriptive data discovered from the interviews is

presented. In addition, the research questions guiding this study are answered.

Credibility Criteria

Credibility is an umbrella term that includes criteria for judging the adequacy of a

study's research process and the grounding of its findings (Strauss & Corbin, 1990). Every

research study must be evaluated in terms of the specific credibility criteria of the research

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method that is used to generate the findings. In the following section, the research

discusses the credibility criteria that the researcher used during this study.

Prolonged Engagement

Lincoln and Guba (1985) suggest that the researcher must carry out the study so that

findings will be credible to the research community and the participants being studied.

Prolonged engagement is the investment of sufficient time to achieve the purpose of

learning the setting, testing for misinformation, and building trust. The researcher has been

teaching in the Jen-Te Junior College of Medical Nursing and Management for

approximately eight years and has established trust and credibility with students,

administrators and faculty members. In this study the researcher spent approximately

seven months building relationships with the students before data was collected.

Triangulation

Another technique for achieving a credible study is triangulation. Triangulation is the

use of multiple sources of data, multiple settings, and multiple methods of data collection

to support emerging research findings (Lincoln & Guba, 1985).

All of the findings and statements from the interviews were triangulated for accuracy

and completeness. Several types of data were collected for this study. First, observations

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concerning participants were collected from fellow teachers. Secondly, participants

completed information sheets concerning their backgrounds. Thirdly, all participants were

interviewed using the same questions. School records were obtained for participants.

Lastly, the researcher made observations and comments on each interview.

Peer Debriefing

Peer debriefing is another technique for promoting a credible study. Peer debriefing is

a process of communicating to a peer (e.g., a colleague) for the purpose of exploring

aspects of the study that might otherwise remain only implicit within the research's mind

(Lincoln & Guba, 1985).

During data collection, the researcher consulted often with colleagues at Jen-Te Junior

College. The researcher met with all of the members of her thesis committee at the

commencement of the interviews to get their feedback. Moreover, the researcher sent a

complete research draft to all the committee members for their approval.

Member Checks

Another technique for achieving a credible study is member checks. Member checks

give the researcher the opportunity to assess the participants' intent (i.e., what the

participant intends by acting in certain ways). Member checking also puts the research

participants on record for the accuracy of their transcribed statement, the acceptability of

field note data, and the reasonableness of interpretations and conclusions.

The researcher had oral dialogues with the research participants, students,

administrators, and faculty members after the interviews. Each was offered the chance to

confirm the research record as to the school adjustment of Taiwanese aborigines girl in

Jen-Te Junior College. Once the research was completed, the researcher found that the

administrators and students agreed with the findings proposed by the study.

Conclusion

In this chapter the researcher discussed the research site and sample selection. In

addition, the researcher discussed the process of interviewing and the steps of data

collection and analysis. The constant comparative method of grounded theory was used in

this study. The findings of the study will be discussed in the following chapter.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher discusses the findings of the study. The purpose of this study was to understand the schooling experience of aboriginal girl students at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li. More specifically, this study's purpose is to investigate the following research questions:

1. Do aboriginal girls feel that their culture background influences their schooling experience?

2. What problems do they experience at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li that they feel results from their cultural background?

3. What strategies do aboriginal girls use to adapt to life in school at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li?

4. How can the educational system in Taiwan better meet the needs of aboriginal girls who are adapting to life in Taiwanese schools?

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Descriptive Background Data Obtained from the Participants

There are fifteen aboriginal students in the five-year upper secondary nursing

program at Jen-Te Junior College (see Table 4-1).

Table 4-1: Total number of students at Jen-Te in nursing program

Students	1st year	2nd year	Total
Aborigines	11	4	15
Han	777	794	1571
Subtotal	788	798	1586

From the Office of the Dean of Studies at Jen-Te Junior College, 2001

Aboriginal students do not even represent 2% of the total population of the nursing

program (Table 4-2)

Table 4-2: The percentage of Aboriginal Students At Nursing Program

Students	1st year	2nd year
Aborigines	1.4 %	0.5 %
Han	98.6 %	99.5 %

From the Office of the Dean of Students at Jen-Te Junior College, 2001

Eleven of the aboriginal students entered the college by applying directly to the Office

of the dean of studies at Jen-Te Junior College during 2000. Four of the aboriginal students

came to Jen-Te Junior College through outside testing: one aboriginal student had applied

to enter Chang Gung Institute of Nursing (CGIN) but failed to pass the Private Entrance

Exam for Aborigines. However, she did pass the joint exam and was able to enter Jen-Te

Junior College. This information can be found in Table 4-3.

Table 4-3: The background information of interviewees

Student	Year	Entrance Path	Household Register	Parents' Occupation	Parents' Highest Education
A	2nd	Joint Entrance Exam	Changhua	F: Official	F: High School
				M: Housewife	M: Primary School
B	2nd	Applying	Miaoli	F: Policeman	F: Junior College
				M: Housewife	M: Junior H. School
C	1st	Applying	Nantow	F: Died	
				M: Extra Hand	M: Junior H. School
D	1st	Applying	Nantow	F: Truck Driver	F: Junior H. School
				M: Caring Nurse	M: Junior H. School
E	1st	Applying	Taichung	F: Extra Hand	F: Junior H. School
				M: Laborer	M: Junior H. School

From the Office of the Dean of Students at Jen-Te Junior College, 2001

Three of the female aboriginal students participating in the study are in the first year

of the 5-year program at Jen-Te Junior College. The other two participants are in the

second year of their 5-year program. Four of the participants are now living in the Han

society, while only one student is living in a society where native Taiwanese are the

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majority.

Most of the parents of the participating students do not have full-time jobs except for the fathers of participants A and B (see Table 4-3), and the mother of student E, who are all formally employed. The maternal grandfather is the economic supporter in student C's family because the father of C died several years ago. Student D's father thought it was easier to find a job in the city, so they moved to the city several years ago. D's father is a truck driver and has found that this is not a stable job. Sometimes, he needs to drive sixteen hours a day to complete his work while other times there is no business at all. The parents' educations range from primary school to junior college with most parents completing junior high school.

According to Qing-Fu Chang (1993) and Tian-Hui Jiang (1997), aboriginal families are in the lower economic status of Taiwanese society. Therefore, aboriginal students in private college are entitled by law to have their tuition paid in public school - regardless of how they entered the school.

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Student Reasons for Selecting Jen-Te Junior College of Nursing

Students in the study said that they came to study at Jen-Te Junior College for various reasons. Student A had finished her primary and junior high school in the schools where Han was the majority population. She was sometimes called names, such as "headhunter", which is considered to be a very derogatory term in Taiwan. Her experience of racial discrimination led her to dreams of being a policewoman so that she could seek righteousness in society and to be a voice for the minority native Taiwanese. However, her parents and relatives advised her strongly to be a nurse which, to them, provided a better opportunity to get a job in the future. She took their advice and initially sought to study at the Chang Gung Institute of Nursing (CGIN) because it provided a greater list of benefits for aboriginal students. In order to enter CGIN, she completed entrance exams, but she failed to be accepted because of her very low grades on both the Joint Entrance Exam and the Independent Entrance for Aborigines. She only had two choices open to her after this - either the Institute of Technology or Jen-Te Junior College. She disliked technology, so she chose Jen-Te Junior College.

Student C likes to dress up and would like to have been a businesswoman. Her father died and her mother did not have a regular job. Even though she is not interested in nursing,

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she decided to come to Jen-Te Junior College because she believes her choice of occupation will be more secure. She stated that there would always be patients so there would always be a need for nurses.

It is clear from the interviews that most of the participants must consider the economic states of their family in making their college career choices. Therefore, they may actually have other interests but will forgo these in order to choose a career with a strong potential for success employment.

Participants also expressed that they chose to come to Jen-Te Junior College because they were eliminated from other possible choices. Among the many junior colleges in Taiwan, the Chang Gung Institute of Nursing (CGIN) is the only junior college that provides an Independent Entrance Exam for Aboriginal Students. CGIN also offers lots of benefits (such as free tuition and free uniform) for aboriginal students (Nursing Department, 1998). Mei-Chei Hsu (1997) also pointed out that the preferential policy for aboriginal students in CGIN is the major attraction for aboriginal youth to study there. Student B said, "My grades are not that good in Jen-Te Junior College not only because I failed to learn some basic concepts before, but also because I do not really want to study here...." All participants expressed that they really did not dislike Jen-Te Junior College,

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but none of them would have entered Jen-Te Junior College if they had had better grades or performance in school.

The mother of student C is a single parent and has to work at night to make a living. Student C used to do all of the housework after junior high school to help her mother; therefore, she did not have enough time to concentrate on homework or review. As she fell behind in her schoolwork, she was afraid of asking for help from her teacher or classmates because of the fact that she is an aboriginal student who has darker color skin and a different accent in the Chinese language. Student C had considered taking the Independent Entrance Exam for Aboriginal Students that was provided by CGIN. However, she knew that it was impossible for her to pass the entrance exam, so she did not take it and eliminated the CGIN choice.

Being a good nurse and taking good care of patients has always been the goal of student E. Her cousin had graduated from CGIN, so her first choice of college was CGIN. She had taken the independent entrance exam for CGIN but failed. She states, "I also have thought about taking the Joint Entrance Exam for other colleges, but I know I only have very few opportunities in other colleges. So, I chose Jen-Te Junior College because I only had to apply for entrance. And then, I am here!"

As student E: said "If I had another chance to go through primary and junior high school, I would study harder and ask for help on my study even if my classmates laughed at me for being an aboriginal child." This study has shown that participants wanted to study at CGIN but were limited because of their achievement in middle school.

The advice of parents also contributed to participants' selection of Jen-Te Junior College. Student B did not really know which major she was most interested in. All she wanted was a school to study in after junior high school. She chose Jen-Te Junior College because it was near her home and only about 30 minutes away by driving. Student B's father is a policeman, which is one kind of governmental employee. All he wanted was for his daughter to have a steady job and income. A college degree is required for a governmental official qualifying exam. Thus, student B's father advised her strongly to finish a junior college first (such as Jen-Te Junior College) and then after that she could apply for the governmental official qualifying exam. Then, student B would have a steady job and a salary similar to her fathers. Student B reported, "My father really does not understand how poor I am in school performance!"

Family experience was also shown to impact the participants' selection of Jen-Te Junior College. Students D and E did not have any idea about the nursing profession; they

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chose to come to Jen-Te Junior College because their relatives had attended Jen-Te junior

college.

Challenges to School Adjustment for Aboriginal Students at Jen-Te Junior College

All students who come to a nursing junior college must learn professional nursing

subjects that are totally different from what students learned in the primary and junior high

school. The participants in this study discussed their adjustment to Jen-Te Junior College

in the following areas: unfamiliarity to the culture of native Taiwanese, wanting to find

acceptance, and their school performance.

Unfamiliarity to the Culture of Native Taiwanese

All of participants publicly identify themselves as aboriginal students. All of their

classmates knew that they were aboriginal students. As student E said, "They can identify

that I am native Taiwanese by my darker skin - at first sight." However, when the

researcher asked them to talk more about their culture, they did not know what to say.

Student A said,

> My parents brought me to a native Taiwanese festival last year. I could not understand
> what they were doing. All I knew was that they were dressed up in a traditional way
> and were dancing. Some people talked in native Taiwanese language, I knew none of
> them.

Student D also said that " I am growing up in the community of Han, I do not feel I am different to others." Both students A and E agreed with student D's statement that they did not feel that they were different from the community in which they were growing up. It was interesting to note that most of the participants received ideas about their culture from the media.

Wanting to Find Acceptance

All of the participants indicated that they have their own small group to which they belong. They state that it does not matter if you are Han or native Taiwanese. At first, student A was afraid that her classmates would not accept her as her entrance score was under the standard 25 percent when she took the Joint Entrance Junior College Exam. (This is a special policy to help the students who are aboriginal to protect their chances to enter higher education.) After a while, she grew close to classmates who were also her roommates. As student A said, " All of us come from far away and study here, we talk about boy friends, favorite singers, movies, etc. It's a good way to kill our time on the campus."

The participants shared that they had heard students call them names, such as "Headhunter," and that they felt disrespected by such a disdainful name. Yet, they would

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not report such incidents to teachers because they did not want to take the risk of damaging relationships with their peers. As student E said,

> None of the teachers in this school are native Taiwanese; Han teachers could not understand how I felt. Teachers usually just order them not to call me that kind of name. They would not call me that kind of name in front of teachers, but only students. And, it just put me in the list of 'big mouth'.

Actually, this situation had happened before when E was studying in her primary school. As time went by, she felt there was nothing she could do to stop others from calling her "Headhunter" when they choose to. So, she learned to accept this as part of life. Since aboriginal students were few in Jen-Te Junior College, they seemed reluctant to express their opinions in order to be accepted by Han students.

All interviewees understood that study at Jen-Te Junior College did not guarantee a diploma, and that a diploma does not guarantee that they can pass the nursing license exam. All female aboriginal students seemed to acknowledge that coming to Jen-Te Junior College was not a guarantee for future job. Student E stated, "I have tried to study hard...but when I have questions, I am afraid to ask because of my accent.... Sometimes, I do not even want to talk much about my opinions in front of classmates...."

As Sawrey and Telford (1971) reported, a person's self-regarding attitude is a focal component of personality, which functions as an important dimension of adjustment. What

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a person believes about himself constitutes a kind of inner map for living. All of the

participants seemed to have a lower self-concept of themselves when they see themselves

as native Taiwanese. They desire to fit in and be a part of the majority culture.

School Performance

From the interviews, participants expressed their concern about their performance in

the school. For an understanding of the participant's grades in Jen-Te Junior College, the

researcher has provided participant's grades versus their classmates in school year Fall

2000 (see Tables 4-4, 4-5).

Table 4-4: Interviewees' (A&B) grades report for Fall Semester, 2000
Two students in the second year of five-year junior college:

Subjects	Student A	Student B	Average Score of the Class
Chinese	69	68	74
English	67	65	77
Physiology	79	58	77
Physiology Experiment	82	77	83
Human Development	85	87	89
Nutrition	90	63	85
Nutrition Experiment	77	69	75
Medication	80	50	75
Fundamental Nursing	73	56	75
Nursing Experiment	88	71	81
Occupational Hospitalized	80	60	80
Average	77.5	64.6	78.3
Place in the Class	27th	47th	Total: 49 Students

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Table 4-5: Interviewees' (C, D, and E) grades report for Fall Semester, 2000
Three students in the first year of five-year Junior College:

Subjects	Student C	Student D	Student E	Ave. Score of the Class
Chinese	78	90	76	82
English	34	79	60	66
Chinese Culture History	55	71	68	68
Civics	61	79	62	71
Chemistry	63	75	77	74
Biology	65	77	67	69
Mathematics	60	60	60	72
Introduction of Art	87	89	89	85
Chemistry Experiment	83	86	81	84
Biology Experiment	70	74	68	74
Introduction of Nursing	68	91	75	82
Environment and Nursing	60	75	63	70
Introduction of Medicine Physical	60	65	70	74
Average	62.8	78.5	69.8	74
Place in the Class	43th	16th	38th	Total: 49 Students

From the Office of the Dean of Students at Jen-Te Junior College, 2001

From the grade reports the researcher noticed that the average score of student B was

clearly under the average of the class. Student B said, that some subjects she passed

because of the "kindness" of the teachers. Student A had five subjects that were under the

average of the class. Student D, who had qualified to Chang Gung Institute of Nursing by

taking the Private Entrance Exam for Aborigines, was listed 16th in the class competition

and had no subjects under a grade of sixty. Student E passed all of the thirteen subjects, but

she had nine subjects under the average of the class. Student C only had one subject over the average of the class; the other eleven subjects were under the average.

Some subjects such as medication, physiology, and fundamental nursing require previous knowledge in chemistry, biology, and math. Student C and E's grades in those required courses were already behind their peers. Their grades at Jen-Te Junior College were most likely influenced by their experiences and learning in the basic courses in their early school achievement.

Student A explained,

Exams are pretty emphasized by the teachers, especially in the subjects which are required in the nursing license exam. Many of those 'major' subjects are taught in English such as anatomy and pharmacy. I do not even know how to speak native Taiwanese language, how do I know about a foreign language?

Student C further explained, "I have not been good at English, math, or chemistry since I was in the junior high school. I always feel that I cannot compare with others."

Student B further expressed her frustration,

I felt much difficulty in the subjects of English and chemistry, for I have never been good at it when I was in the junior high school. . . . I have asked my classmates about some concepts that I am confused at. . .they usually tell me. . . those concepts have been taught in the junior high school. . . .In truth, I have no idea about them at all.

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Student B even asked the researcher, "Does it mean I will never be good at those subjects or concepts since I failed to understand them when I was in junior high school?"

Most participants stated that they wished to go to other colleges that provided special benefits for native Taiwanese. They all felt their futures would be decided by how hard they are working in school and the resulting academic performance. They came to Jen-Te Junior College and knew that they could not take the risk of failing to graduate or failing to pass the nursing license exam or failing to find a job. Frustration and fear of not achieving academically were on the minds of all the participants.

Participant Responses to the Challenges of Life at Jen-Te Junior College

The participants responded that they faced the challenges at Jen-Te Junior College by putting forth their best effort. Student A said,

> Here I am today, I would like to learn something here and prepare to take the nursing license, otherwise, how can I find a job. I came here because of the special policy for native Taiwanese, but I have to take the nursing license exam as an equal with thousands other students.

Student A feels, as do the other participants, that she must always give her best as nothing less will work.

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Another student described a less desirable strategy of response to the challenges at

Jen-Te Junior College. Student B said in embarrassment, "I know I should not do that

(cheat), but.... I just could not understand what the teachers talked about more and

more...I just want to pass...." When the challenges became too intense, cheating was a

response used by student B.

Other students deal with the challenges faced at Jen-Te Junior College through

self-doubt and hopelessness. According to student C, all the subjects that she is studying

right now are too difficult for her. She worried,

> I am so afraid that I cannot graduate.... my mom is working so hard to support me in
> my study here... I have adapted here pretty well and have some friends, but I just do
> not know how to catch up my study... I seem to be behind more and more in the
> study.... I do not know what to do and what I can do....

She also stated. "Sometimes, I really wish I would have studied harder before I came

here...maybe it would not be so awful now...." This self-doubt and feeling of hopelessness

was typical of all participants in the study.

Other students dealt with the challenges at Jen-Te by looking to leave the school for a

more suitable situation. Student D expressed that "...To get nursing license exam will

demonstrate what I have learned in school. There is no special policy for native Taiwanese

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students, nor Han students." As she said, she understood that a diploma could not help her to get a job in the future but that the nursing license could. She complained that the environment at Jen-Te Junior College was unsuitable to her goal of passing the nursing exam.

> Some teachers (teachers' names are not presented for confidential reasons) would give a very clear 'study guides' for the quizzes. Those study guides were almost same as the term exams. This may make students look very good with regard to their records but it does not help in the study for the license exam. Many classmates would not study at all; they just waited for the study guides.

Student D is going to take the transfer exam this summer in hopes of leaving Jen-Te Junior College for a better environment.

Participant Suggestions to Meet the Challenges of Life at Jen-Te Junior College

The participants discussed a need for one-on-one tutoring in their learning environment. Student B explained,

> There are about fifty students in my class. My difficulty in learning is that I sometimes do not understand and I ca not have individual attention from my teachers because of the number of students in the class . . .. I really wish I could get help from a tutor who is provided by the school.... I do not think my family can support me to have a private tutor...May be I would not be behind if I could get help for my studies in the first year of Junior College.

Tien-Tai Wu (1994) explains in his research about the pressures and expectations of the sponsored aboriginal students that most aboriginal students feel the needing for tutoring in their study and counselors in their school adjustment and career plans.

Participants also expressed the need for native Taiwanese teachers at Jen-Te Junior College. Student B explains,

I wish there were some native Taiwanese teachers in the school...native Taiwanese students would feel more comfortable with talking about their problems with native Taiwanese teachers...not every teacher really understands about us (native Taiwanese students)...aboriginal teachers would understand us much better...

The research of Chen, Wang, Chung, and Lai (Li-Hua Chen, Fengmin Wang, Chai-Yuan Chung, Hsiu-Chih Lai, 1997) supports this view. They explain that aboriginal teachers think more highly of and have greater expectations of aboriginal people than Han teachers do. Also, aboriginal teachers have a much more positive impression of aboriginal students than Han teachers do.

A Summary of the Finding for the Guiding Research Questions of the Study

The following is a summary of the findings of the guiding research questions for this study. While these questions have been addressed in the earlier sections of chapter 4, they are presented again below in summary format. Each question is listed and then answers are discussed.

Research Question 1: Do aboriginal girls feel that their culture and background influences their schooling experience?

The study found that aboriginal girls do feel that their culture and background influences their schooling experience. Parents' financial situations played a major role in the participants' decision making when they decided which school they would attend. The participants came to Jen-Te Junior College not because they wanted to be a nurse but because nursing has more potential in the job market. Coming to a nursing college without the motivation to study nursing causes difficulty in students schooling experience and adjustment. Furthermore, parents of the female aboriginal participants did not have time to encourage and see that their children were getting their earlier homework completed. Their economic status did not allow them to hire tutors to assist their children. As a result, many of the participants were already behind in their studies when entering Jen-Te Junior

College. While entrance laws provide opportunities for female aboriginal students to attend higher education, many of the students were at a disadvantage because of their poor previous academic achievements.

Research Question 2: What problems do they experience at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li that they feel results from their cultural background?

Female aboriginal students did not have direct conflict with students of Han in the Jen-Te Junior College. There was seldom direct conflict in school due to the different cultural backgrounds. However, the aboriginal students did have a low self-concept when comparing themselves to their peers. They were fearful of leaving the impression that they were not as academically capable. Thus, the participants chose not to actively seek assistance with their academic problems.

Research Question 3: What strategies do aboriginal girls use to adapt to life in school at Jen-Te Junior College of Medical Nursing and Management School in Miao-Li?

The participants described their response to life at Jen-Te Junior College as a combination of putting forth their best effort, cheating, learning to live through self-doubt and feelings of hopelessness, and of seeking to leave Jen-Te Junior College for a more

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suitable learning environment.

Research Question 4: How can the educational system in Taiwan better meet the needs of aboriginal girls who are adapting to life in Taiwanese schools?

It is clear from the participants that their problems with academic achievement began much earlier than their arrival at Jen-Te Junior College. This is not only a problem of students but also one for educators. The participants suggest that tutoring and one-on-one instruction be available at all educational levels for aboriginal students who are not achieving academic success. In addition, the participants revealed their desire to have aboriginal teachers at Jen-Te Junior College for better understanding and support in their school adjustment.

Summary

The information contained in Chapter IV illustrated the overall view of the results of the study. Special emphasis was placed on data analysis that related to the research problem and questions of the study. Chapter V will provide a conclusions, as well as recommendations from the data gathered and analyzed.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two major sections. In the first section, the researcher

presents conclusions based on results discussed in chapter four. In the second section, the

researcher lists recommendations derived from the study.

Conclusions

The following are conclusions based on the major findings of the study. Family

culture and background influence the choices of female aboriginal students when they

decide which school they are going to attend and what career they are gong to pursue. The

major reason for female aboriginal students to study at Jen-Te Junior College is the

influence of their parents. Most of the parents of the participating students are working but

without the security of stable jobs and salaries. They all wish their children to have stable

jobs and secure salaries. The parents see Jen-Te's nursing program as a way to achieve this

security.

College Entrance policies provide more opportunities for female aboriginal students

to get a higher education. However, the majority of these students discover that they achieve at lower levels than their peers. This creates adjustment problems for the participants. The lack of previous learning experiences and the lack of mastery in academic basics studied in elementary and middle school contributed to adjustment problems for the participants in this study. The responses of cheating to pass or dropping out from school were part of the participants' thought-patterns.

Participants also felt a disconnection with their own culture due to the immersion in a college setting in which they were a minority population. After the aboriginal people moved to the community of Han, their children did not have much opportunity to learn more about their own culture, thus, most aboriginal youth do not know much about their culture. The participants of this study longed for the mentorship and companionship of teachers from the aboriginal culture. It was felt that the cultural understanding an aboriginal teacher could provide would help the participants with their adjustment problems. Aboriginal students have low self-concept when it comes to comparing themselves to their peers. They want to be seen as equals and want to be accepted by their peers.

Recommendations

Recommendations for Teachers and Educators

According to The Council of Aboriginal Affairs in 1998, the education level in of the

aboriginal population (who are above six years of age) can be described by the following:

2.55% never attended to school; 2.24% dropped out of school; and, 41.34% are either

currently in or under elementary level. This shows that most Taiwan aborigines are still

struggling to be included in the education system. This is not just a problem for aborigines

but a problem that educators must actively seek answers to. It is the researcher's hope that

this research will help Han educators, parents, and counselors to know more about minority

aboriginal youths' learning situations. In addition, the following suggestions may be

beneficial for future policy decisions involving aboriginal students.

1. Strengthen multicultural education: Learning about different cultures should be

   added to course requirements from primary school to college. This can assist

   both majority and minority students to understand different cultures and give

   respect to both majority and minority students in their lives. This can also assist

   minority cultures in their drive to remain in touch with their own culture.

2. Provide free tutoring and one-on-one academic assistance to aboriginal students. This is needed in order to meet the academic challenges that aboriginal students face.

3. Strengthen the transition from secondary to professional education. Strengthen the skills of aboriginal students in basic subjects when they are in secondary schools.

4. Share learning resources between schools. Aboriginal students are the minority population in many schools. Some schools, with more experience in helping aboriginal students, can provide advice or share their experiences and material to other schools that have had fewer experiences with aboriginal students.

5. Providing vocational counseling. Provide vocational services in schools for aboriginal students. Help female aboriginal students to find their potential talents and interests, provide them with up-to-date information in the area of career options and mentoring.

6. Minority ethnic counselors should be established locally and trained by the educational system. They will provide the resources for ethnic minority counseling for every school.

7. Strengthen the database with regard to aboriginal students. A complete data set of aboriginal and other minority students should be maintained. This will help teachers and other educators have a greater grasp of the development of aboriginal and other minority students. This database can also be used to establish a support network to provide resources and other services to aboriginal and minority students.

8. Teachers and educators should understand how minority children's sense of social identity and their cultural frame of reference develop and influence their adjustment toward schooling. Teachers and educators need to be aware of how they can positively impact the school adjustment and success of aboriginal students.

Recommendations for Future Study

Suggestions for further study based on the data collected and analyzed in this study include:

1. Similar studies should be conducted in other nursing junior college to measure the school adjustment of aboriginal students, so that comparisons can be made between a larger samples of nursing junior college. Research conducted both qualitatively and

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quantitatively are needed.

2. Since this study was limited to the school adjustment in the nursing school, future

   research should be conducted to measure the adjustment of aboriginal students in other

   school areas.

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APPENDIX

APPENDIX A

Permission of Interview

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Code#_____

Permission of Interview

Dear Student,

I am a graduate student at West Texas A&M University. I am in the process of collecting data for my thesis. Your experience as a student at Jen-Te Junior College will contribute significantly to my study. Therefore, I sincerely hope you will agree to participate in this study. Would you please assist me by taking the time to have interview with me? Your efforts will help me better understand the influence of aboriginal culture in aboriginal students' school adjustment at Jen-Te Junior College.

This is an interview that you get to answer questions about how you think and feel about studying at Jen-Te Junior College. There are <u>No</u> correct or wrong answers. No one, but my advisors and myself will know what you talk about. Please know that while I would appreciate your time and your open-ended answers in the interview. You can skip any questions that you do not want to talk about. Again, thank you for your participation in this study.

Sincerely,
Hsueh-Yu, Chung

_____

I have read the procedures described above and I agree to participate in this study. I have received a copy of the description.

_____   _____   _____   _____
Participant   Date   Researcher   Date

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研究編號：＿＿＿＿＿＿＿

附錄 一

訪談同意書

親愛的同學您好！

　　我同意參與「探討台灣原住民女孩在仁德醫護管理專科學校的學校生活適應」所設立的開放式訪談。我了解這個訪談可幫助此研究能更深入的了解台灣原住民女孩在仁德醫護管理專科學校的學校生活適應情形，這個訪談是要我回答我在仁德學習的想法及感覺，並沒有所謂的正確或不正確的答案，也沒有好或不好的想法及感覺，我願意接受此訪談的邀請，並誠實無諱地述說我個人的感受及看法，我知道我的隱私權將被尊重，任何我所提供的意見及對訪談問題的回答將僅提供學術研究使用，並予以保密。

　　這個研究目的已由西德州農工大學的研究生鍾雪玉向我解釋，訪談的過程中，我有權利隨時問問題或終止訪談。

同意人：　　　　　　　　　　　　中華民國　年　月　日

研究生：　　　　　　　　　　　　中華民國　年　月　日

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APPENDIX B

Demographic Data

Code#_____

Demographic Data

Please answer the following questions as completely as possible:

Name: _____   Age: _____

Grade: _____   Department: _____

Tribes:

Father: _____   Mother: _____

Vocation:

Father: _____   Mother: _____

Highest Education:

Father: _____   Mother: _____

Beside Chinese, I can speak:

_____ Native Language _____ Taiwanese Language _____ Hakka Language

_____ Other, please specify _____

Your Current Residence:

_____ On campus _____ Off campus _____ Home, please specify _____

Brothers and Sisters:

_____ Brothers _____ Sisters

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研究編號：＿＿＿＿＿＿

附錄 二

個人基本資料

以下是有關於您的基本資料，請盡可能的詳細填寫：

姓名：＿＿＿＿＿＿＿＿　　年齡：＿＿＿＿歲

年級：＿＿＿＿＿＿＿＿　　主修科系：＿＿＿＿＿＿＿

父親所屬族別：＿＿＿＿＿＿　　母親所屬族別：＿＿＿＿＿＿

父親的職業：＿＿＿＿＿＿　　母親的職業：＿＿＿＿＿＿＿

父親的最高教育程度：＿＿＿＿＿　　母親的最高教育程度：＿＿＿＿

國語外，我會說的其它語言：

＿＿＿＿母語　　＿＿＿＿台語　　＿＿＿＿客語

＿＿＿＿其它，是＿＿＿＿＿＿＿

住宿方式：

＿＿＿＿校內宿舍　　＿＿＿＿校外宿舍　　＿＿＿＿與父母同住

＿＿＿＿其它，＿＿＿＿＿＿＿

兄弟姊妹人數：

有 兄＿＿＿＿人，弟＿＿＿＿人，姊＿＿＿＿人，妹＿＿＿＿人。

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