

Thesis Title Evaluation of Master's Degree Program in Education
Project Jointly Managed by Chiang Mai University's
Faculty Of Education and Chiang Rai Rajabhat
Institute

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M.Ed. Educational Administration

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Abstract

This thesis was set out to evaluate the Master's Degree in Education Program in Educational Administration jointly offered by Faculty of Education, Chiang Mai University and Chiang Rai Rajabhat Institute. Such evaluation covered Program's context, inputs, processes and products. Altogether, 185 involved personnel and parties, i.e., executive committee and faculty members, program staff, students and their superiors served as thesis sample. They were asked to respond to the rating-scale questionnaire while some key figures acceded to unstructured interviews conducted by the researcher. Subsequently, collected data were analyzed using percentage, average and standard deviation.

Research findings were as follows:

As regards the context the program was found to be responsive to the needs of educational personnel in Chiang Rai and nearby provinces. Most of them wanted to apply acquired knowledge to their assigned tasks and responsibilities as well as to increase their academic credentials and raise their social status. Furthermore, they agreed with the joint nature of the operation with Chiang Rai Rajabhat Institute serving as an instructional site which was in congruence with program objectives.

As far as inputs were concerned, it was found that curricular appropriateness was highly rated. At the same time, qualifications and instructional competencies of instructors were also given the same rating. Nevertheless, when it came to academic sources for self-study, the sample gave them a middle-level rating while classrooms, activity quarters, toilets, parking space, library, cafeteria and small-sized conference rooms were given a low-level rating. Students and faculty members were of the opinion that educational fees should be adjusted.

As regards operational process most students and instructors reported that application and selection processes as well as instructional formats, general and independent study advisors' counseling were highly appropriate.

As regards operational results it was found that students changed to the better and their performance after having gone through the program positively affected both themselves and their respective organizations. What were found changed to the better included their knowledge, decision making, responsibility, creativeness, communication skills, moral and ethical standing as well as visions. Finally and on these based, they were in agreement that the program be continued or expanded further.