

The work was supported by the Faculty of Education, the results of which were to help improve graduate study affairs.

The Faculty of Education, Chiang Mai University began its master's degree program in 1985. Two years later the first master's degree in education was conferred. Since then eighty-eight master's theses have been completed. Currently the total of seven programs educational administration, educational technology, educational measurement and evaluation, science education, curriculum and instruction, elementary education, and non-formal education are being offered.

In one of the graduate program committee meetings, the topic of graduate research quality was raised and discussed. With such problem in concern, the Faculty of Education provided a fund for this research staff to analyze the eighty-eight theses.

The theses comprise 25 studies in educational administration, 30 in educational measurement and evaluation, 17 in science education and 16 in curriculum and instruction. The following topics were then analyzed : content type, research type, objectives, and quality of the research including the statement and importance of the problem, theory and literature review, research method, data source, tool and gathering of data, analysis of data, research results, conclusion and discussion, presentation of the report, and thesis's worth. Each thesis was analyzed and conclusion was made within each field of study. The results are shown as follows.

1. Most study was done as a survey, investigating the state, problem and obstacles of the subjects or reporting the attitudes of personnel in a particular office, for example. No more than five studies were carried out in an experimental manner. Except for developing measuring tools by the educational measurement and evaluation program students, most theses aimed at investigation for understanding of a phenomenon. Next to that, the purpose was to find fact in order to solve a particular problem. Only a few concerned proof of a theory or development of an innovation.

2. Most of research was conducted within an educational institution, involving administrators, teachers and students, for instance. Only in some works, subjects of other occupations such as medical technicians and nurses were studied. This indicates that majority of theses emphasized fact-finding in an educational institute.

3. Tools used most in the studies were questionnaires, achievement tests and tests measuring other types of attributes. Data collecting via other means such as observation and interview are scarcely employed. It was also observed that sometimes the rating scales were used inappropriately.

4. Most master's theses were quantitative in their nature, using descriptive statistics. Research done for the educational measurement and evaluation program utilized more advanced statistics, which could be incomprehensible to readers from other subject fields.

5. Most of research results yielded practical benefits to the greater extent than the theoretical ones. That is the research aimed at application of an idea in an institution rather than presentation new thoughts which could be deduced into a principle or an approach.

6. Most theses were rated as good when each research element was considered. The presentation of the statement and problem was adequate. The theory and literature review were congruent with the research topic. Analysis of data and results were adequately presented. Theories were appropriately referred to when the results were concluded and discussed. At this point some research done under supervision of the educational administration program was found to lack clarity. Organization of ideas and the use of language were effective. Reference cited and bibliography were accurate.

In conclusion, the master theses under the supervision of the four educational programs in general could be rated as good.