

Thesis Title : A Study of the Newly Improved Thai Language Curriculum B.E.2521 (Revised Edition B.E.2533) : An Evaluation of Its Implementation

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ABSTRACT

The purpose of this study was to evaluate the Thai curriculum implementation by comparison among of Thai teachers and students' opinion levels toward the newly improved Thai curriculum for lower secondary education, B.E.2521 (Revised Edition B.E.2533) on the Saylor and Alexander's curriculum evaluation facets; the appropriateness, clarity, and practicability of the curriculum objectives, content, teaching-learning process, measurement and evaluation, and administration and service. The studied variables for the teachers were their educational qualifications, years of teaching Thai experience, Thai curriculum seminar experience, and school sizes. The variable for the students was only their school sizes. The research population consisted of the Thai teachers and the Mathayomsuksa I students from Educational Region 7. By using multistage random sampling technique, the sample size consisted of 61 teachers and 305 students. The instrumentation with coefficient alpha of .92 and .83 developed by the researcher. Two sets of questionnaire were separately administered to the samples for gathering data. The collected data were then analyzed by descriptive statistics, t-test, One-way ANOVA, and Tukey's B Techniques.

The research findings were as the following:

1. The Thai teachers indicated the levels of appropriateness, clarity, and practicability toward the curriculum objectives and content at a moderate level, and to the teaching-learning at a high level. On the contrary, to the administration and service was very low.

2. The Thai teachers with different educational qualifications did not make a statistically significant difference on the over-all curriculum implementation.

3. The Thai teachers with different experience in terms of teaching duration and Thai curriculum seminar experience showed statistically significant differences on the curriculum objectives, that is, ones with a ten-year and over of teaching duration had a higher level than those of the teachers with less than 10 years. Likewise, the teachers with experience in curriculum seminar indicated a higher level than those of the teachers who had none on the same facet.

4. The Thai teachers with different school sizes did not show any significant differences on Thai curriculum implementation.

5. The students as classified by the school sizes revealed their levels of opinions toward the curriculum implementation significantly differences :

5.1 The students in the large and small schools considered the curriculum objectives higher than did the students in the medium schools.

5.2 The students in the small school size considered the curriculum content higher than did the ones in the large and medium schools.

5.3 The students in the large school considered

the curriculum administration and service higher than did the ones in the medium and small school sizes.

5.4 The students with all school sizes did not show any statistically significant differences on the measurement and evaluation facet.

6. The teachers and students' problem, suggestions and needs toward Thai curriculum implementation was its teaching-learning aids. They all agreed that it was incumbent solely upon the government sector to provide such aids sufficiently.