

Thesis Title	A Comparative Study of Electronic Vocational Program at the Diploma Level Between 2536 B.E. and 2540 B.E.
Thesis Credits	6
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Degree of Study	Master of Science in Industrial Education
Department	Electrical Technology Education
Academic Year	1999

Abstract

The objectives of this research were to compare the curriculum on 2536 B.E. and on 2540 B.E. then to study some problems and obstacles about applying of curriculum on 2540 B.E. by CIPP model. The sample of 18 administrators, 36 teachers and 290 students were studied. The instruments for data collection were a questionnaire and attitude test. These were analyzed by percentage, means, standard deviations and a T-test with the help of SPSS / PC+ programs. The conclusion of this research was as follow;

Most of the administrators had Bachelor Degrees and were in these position for 1-5 years. They taught more than 20 periods per week and had never been trained about curriculum. Most of the teachers were full time teachers, had Bachelor Degrees and taught more than 30 periods per week. Most students had Primary Vocational Certificate and were studying only.

The study on the content was found significantly different only on one point that the content of curriculum on 2540 B.E. was modern and consistent with current situation more than the old one.

It was found that the students in the curriculum on 2536 B.E. had a good attitude towards the vocation and most of them had the Vocational Certificate more than those from curriculum on 2540 B.E. curriculum. The teachers evaluated no significance in others items such as the qualities of teacher and facilities.

On the process of teaching, it was found significantly different on sets of instruments and experimental training for students to practice, efficiency of these sets and training place with

were suitable. The teacher evaluated the items of curriculum on 2540 B.E. higher than those of curriculum on 2536 B.E. There was no statistical significance in other items.

On product of curriculum, it was found that the teachers evaluated skills and knowledge (requirement career group) of these two curriculums not differently.

For teachers and students' opinion towards curriculum on 2540 B.E. There were significant differences on almost every item except the modern and efficiency of material. The opinion on others items weren't significant differences except on items of textbooks and documents.

On the study about process of curriculum on 2540 B.E., these were teaching management, measurement and evaluation and curriculum management. It was found that teachers weighed higher than students in almost every item except the explanation of studying objective pretest and selecting students.

The teachers weighed students' skill (requirement career group) higher than the students' weight except on the item of applying measurement of electrical instruments and electronics.

The students in curriculum 2540 B.E. evaluated their knowledge in moderate levels and showed their attitude towards career as the highest level. Fifty percent of teachers evaluated the students attitude towards electronics vocation in a high level and 47 percents evaluated it in a moderate level.

For the problems and obstacles of applying curriculum on 2540 B.E. The minority of administrators teachers and students noticed the problem of input factors, processes and curriculum products.

Keywords : comparative study / 2536 curriculum / 2540 curriculum / administrator /
teacher /student