CHAPTER II

METHOD AND PROCEDURE
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The present study is aimed to study the growth and development of vocationalisation under the supervision of the Department of Vocational Education (DOVE), Ministry of Education, to evaluate its functioning at all levels (both formal and non-formal education), to investigate the implementation gaps of the programmes offered, and to recommend necessary remedial measures for its effective and meaningful functioning and future course of action. Keeping in view the objectives mentioned above, it was decided to collect information from the administrators at the Ministry level, the top executives of DOVE, the heads of institutions, teachers, students, students' parents and people in each community concerned. The relevant details about the sampling of units, instruments utilized along-with their development, reliability and validity, procedure of data collection and statistical techniques used are discussed as under:

2-1 METHOD

Historical and Descriptive Survey Methods were used for gathering various types of information.

The Historical Method was used to collect data pertaining to history of
vocationalisation of education so as to understand the growth and development of vocationalisation of education in Thailand. In order to get precise and valuable information concerning the proposed objective, various sources such as books, official records, reports, reports on conferences, seminars, workshops, journals, newspapers and magazines were consulted.

In order to evaluate the functioning of vocationalisation of education under the Department of Vocational Education (DOVE) as well as to find out the implementation gaps for suggesting necessary remedial measures for its effective and sufficient functioning in the future perspective, the Descriptive Survey Method of research was used.

2-2 SAMPLING

As it is mentioned earlier that the present investigation aimed to study the growth and development of vocationalisation of education in Thailand and also to discover the implementation gaps of vocational programmes offered, especially in the field of Trade and Industry. In addition to these objectives, it also aimed to suggest necessary remedial measures for functioning and the future course of action. To achieve the proposed objectives, it was decided to collect the information from various institutions, directors, and ministries. The necessary details are given as under:
2-2.1 Selection of Institutions

For the purpose of local educational administration on the delegation of responsibilities and power to local organization(s), Thailand is divided into 12 educational regions and Bangkok Metropolis. To be in line with this policy, DOVE further classifies all the vocational institutions of the country into 5 following major groups:

Northern Group - Region 7 and 8
Southern Group - Region 2, 3, and 4
Central Group - Region 1, 5 and Bangkok Metropolis
North Eastern Group - Region 9, 10 and 11

The location of these regions is presented in Figure 2.1.
The map indicates that the regional distribution of DOVE’s institution is even so that every region can offer opportunities to students to select the field of their study according to their interest. The distribution of various types of institution under different college divisions is presented in the Table 2.1.

Table 2.1 : Distribution of Various Types of Institutions under Different Divisions

<table>
<thead>
<tr>
<th>Divisions/Institutions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technical College Division</td>
<td></td>
</tr>
<tr>
<td>i) Technical Colleges</td>
<td>82</td>
</tr>
<tr>
<td>ii) Ship Building Colleges</td>
<td>2</td>
</tr>
<tr>
<td>iii) Industrial and Ship Building Training Centre</td>
<td>1</td>
</tr>
<tr>
<td>2. Vocational College Division</td>
<td></td>
</tr>
<tr>
<td>i) Vocational Colleges</td>
<td>34</td>
</tr>
<tr>
<td>ii) Commercial Colleges</td>
<td>5</td>
</tr>
<tr>
<td>iii) Arts and Crafts Colleges</td>
<td>2</td>
</tr>
<tr>
<td>iv) Business Administration and Tourism Colleges</td>
<td>1</td>
</tr>
<tr>
<td>3. Agricultural College Division</td>
<td></td>
</tr>
<tr>
<td>i) Agricultural Colleges</td>
<td>43</td>
</tr>
<tr>
<td>ii) Agricultural Engineering Training Centre</td>
<td>1</td>
</tr>
<tr>
<td>iii) Agricultural Training Centre</td>
<td>2</td>
</tr>
<tr>
<td>iv) Fishery Colleges</td>
<td>5</td>
</tr>
<tr>
<td>4. Industrial Community Education College Division</td>
<td></td>
</tr>
<tr>
<td>i) Polytechnic Colleges</td>
<td>42</td>
</tr>
<tr>
<td>ii) Industrial and Community Education Colleges</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>271</strong></td>
</tr>
</tbody>
</table>

Students' enrolment in all institutions under DOVE in various vocational programmes in the academic year 1994 from both the formal and non-formal stream is given in Tables 2.2 and 2.3 respectively.

Table 2.2 : Students' Enrolment in 1994 (Formal Stream)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Certificate</th>
<th>Vocational</th>
<th>Technical</th>
<th>Higher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>Diploma</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>144700</td>
<td>41846</td>
<td>3643</td>
<td>1009</td>
<td>191198</td>
</tr>
<tr>
<td>Art &amp; Craft</td>
<td>9510</td>
<td>421</td>
<td>53</td>
<td>-</td>
<td>9984</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8317</td>
<td>15</td>
<td>3833</td>
<td>-</td>
<td>12219</td>
</tr>
<tr>
<td>Commerce</td>
<td>72859</td>
<td>25964</td>
<td>4585</td>
<td>-</td>
<td>103408</td>
</tr>
<tr>
<td>Home Economic</td>
<td>20130</td>
<td>2485</td>
<td>63</td>
<td>-</td>
<td>22678</td>
</tr>
<tr>
<td>Total</td>
<td>255570</td>
<td>74549</td>
<td>8359</td>
<td>1009</td>
<td>339487</td>
</tr>
</tbody>
</table>


Table 2.3: Students' Enrolment in 1994 (Non-Formal Stream)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Under Certificate Course for Short Vocational Training</th>
<th>Secondary Students</th>
<th>Agri. Agri. Short Mobile Vocation Course Training</th>
<th>Education Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vocational</td>
<td>248</td>
<td>763</td>
<td>-</td>
<td>-</td>
<td>1011</td>
</tr>
<tr>
<td>College Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Technical</td>
<td>-</td>
<td>917</td>
<td>-</td>
<td>-</td>
<td>917</td>
</tr>
<tr>
<td>College Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Agricultural</td>
<td>-</td>
<td>-</td>
<td>24040</td>
<td>50950</td>
<td>6760</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Industrial</td>
<td>1200</td>
<td>132400</td>
<td>19786</td>
<td>-</td>
<td>153394</td>
</tr>
<tr>
<td>and Community Education College Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1456</td>
<td>134060</td>
<td>19786</td>
<td>24040</td>
<td>50950</td>
</tr>
</tbody>
</table>

The number of institutions and students studying in various trades or vocations in the academic year 1994 was very large and it was impossible for the investigator to collect data from all institutions and students under DOVE’s Programme. Thus, it was decided to select the students from the 'Trade and Industry Programme' only as they formed the majority group of students among various programmes offered. In 1994, from the formal stream, they are 56.31 percent of the total. Moreover, the institutions under the Technical College Division and the Industrial and Community Education College Division are the main institutions which highlight the Trade and Industry Programme.
Thus, there were 80 technical colleges and 42 polytechnic colleges which was taken as the population for selecting the institutions for the present study. Ideally, it would have been desirable to include all these institutions in the study. But since the number of institutions is very large, the maximum or minimum enrolment of students in the programme of Trade and Industry in the academic year 1995 was the major criterion for selecting institutions from each educational region.

The seven institutions with maximum enrolment of students in the academic year 1995 and six institutions with minimum enrolment were finally selected from Technical College Division for the present study. The name of these institutions along with the serial numbers of their educational regions and numbers of the students' enrolment in the academic year 1995 are presented in Table 2.4 and Table 2.5 respectively.
Table 2.4: Students' Enrolment in Institutions under the Technical College Division and their Educational Regions in the Academic Year 1995 (only in the Field of Trade and Industry)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Students</th>
<th>Institutions/Colleges</th>
<th>Educational Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4643</td>
<td>Pathumthani Technical College</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>4553</td>
<td>Phra Nokhon Si Ayuthaya Technical College</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>3918</td>
<td>Nakhonsawan Technical College</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>3824</td>
<td>Chachoengsoo Technical College</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>3775</td>
<td>Yala Technical College</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>3768</td>
<td>Hadyai Technical College</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>3740</td>
<td>Dusit Technical College</td>
<td>Bangkok Metropolis</td>
</tr>
</tbody>
</table>

Source: Planning Division (1995)
Table 2.5 : Students' Enrolment in Institutions under the Technical College Division and their Educational Regions in the Academic Year 1995 (only in the Field of Trade and Industry)

<table>
<thead>
<tr>
<th>Sr No</th>
<th>No of Students</th>
<th>Institutions/ Colleges First Majority</th>
<th>Educational Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80</td>
<td>Amnatchareon Technical College</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>156</td>
<td>Potharam Technical College</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>200</td>
<td>Luang Pho Koon Technical College</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>1203</td>
<td>Phang-Nga Technical College</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>1210</td>
<td>Nong-Kai Ship-building Technology &amp; Industrial College</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>1962</td>
<td>Nan Technical College</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Planning Division (1995)

Similarly, criterion of maximum and minimum enrolment of students was also applied for selecting institutions from the Industrial and Community education Division. There were six institutions with maximum enrolment of students in academic year 1995 and seven institutions with minimum enrolment being finally selected for the present study. The name of the selected institutions along with the serial numbers of the educational regions and number of students' enrolment in the academic year 1995 are presented in Table 2.6 and Table 2.7 respectively.
Table 2.6: Students' Enrolment in Institutions under the Industrial and Community Educational College Division and their Educational Regions in the Academic Year 1995 (only in the Field of Trade and Industry)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Students</th>
<th>Institutions/ Colleges</th>
<th>Educational Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>654</td>
<td>Nakhon Sri Thammaraj Polytechnic College</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>626</td>
<td>Saraburi Polytechnic College</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>332</td>
<td>Nakhonratchasima Polytechnic College</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>312</td>
<td>Cheangmai Polytechnic College</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>183</td>
<td>Ubonrajchathani Polytechnic College</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>182</td>
<td>Samutprakan Polytechnic College</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Planning Division (1995)
Table 2.7: Students' Enrolment in Institutions under the Industrial and Community Educational College Division and their Educational Regions in the Academic Year 1995 (only in the Field of Trade and Industry)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of Students</th>
<th>Institutions/ Colleges</th>
<th>Educational Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>32</td>
<td>Chanthaburi Polytechnic College</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>61</td>
<td>Ratchaburi Polytechnic College</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>64</td>
<td>Thonburi Polytechnic College</td>
<td>Bangkok Metropolis</td>
</tr>
<tr>
<td>4.</td>
<td>80</td>
<td>Trang Polytechnic College</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>102</td>
<td>Narathiwat Polytechnic College</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>112</td>
<td>Petchaboon Polytechnic College</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>139</td>
<td>Udonthani Polytechnic College</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Planning Division (1995)

2-2.2 Selection of Directors

For eliciting information concerning the various aspects of vocational programmes offered in colleges under DOVE a cluster sample of all the 26 directors of the respective institutions was selected for the present study.
2-2.3 Selection of Teachers

As already discussed a sample of 26 institutions was selected from 13 educational regions. There were so many teachers serving in these institutions. The number of teachers teaching the vocational courses in these institutions ranged from 3 to 30 depending upon the standing of the college. Hence, for sake of uniformity a sample of these teachers was selected randomly from the institutions where the total number of teachers teaching vocational courses exceeded three and a total of 78 teachers was finally selected for collecting information about different components of vocational programmes under the Trade and Industry.

2-2.4 Selection of Students

Twenty students studying in the Trade and Industry Programme of each selected college under the present investigation were selected keeping in view their marks or grades obtained in the previous academic year i.e. 1994. Ten out of twenty were high achievers and the rest were low achievers. A total sample of 520 students from 26 colleges were finally selected so as to obtain their views about vocational programmes offered by them.

2-2.5 Selection of Parents and Local People in Community

Apart from the directors, teachers and students of colleges under DOVE, some pertinent information was also gathered from parents and local people from the community living nearby to colleges to get their opinion towards the vocational programmes introduced in various institutions.
2-2.6 Selection of Administrators at the Departmental Level

The top executives of DOVE, viz., Director-General, the Deputy-Director-General, and the Director of Divisions were also selected for the present study as they perform significant roles in promoting the functioning of vocational education under the Department as well as formulating the policy, its implementation, and the execution of the vocational programmes.

2-2.7 Selection of Administrators at the Ministry Level

The Ministry of Education formulates policy and also provides direction for its implementation regarding vocational education programmes under DOVE. Hence, a group of 5 administrators from the Ministry was selected so as to gather data pertaining to policy formulation and its implementation.

2-3 RESEARCH TOOLS

Keeping in view the nature of the present study, following research tools were designed and developed for obtaining various types of information:

- Questionnaire

- Interview schedule

- Observation schedule

The necessary details about these tools are given as under:
2-3.1 Development of Questionnaires

Questionnaire is a popular means of collecting all kinds of data in research, especially in descriptive research as it is widely used to obtain information and attitudes of an individual or a group. Thus, for the present investigation, the three questionnaires were designed and developed for: (a) The directors of institutions under DOVE where the Trade and Industry Programme has been introduced till date; (b) The teachers teaching vocational courses under the Trade and Industry Programme in the selected institutions for the present study; and (c) The students taking vocational courses under the Trade and Industry Programme in the selected institutions.

It is worth mentioning that during the process of the questionnaire development, the investigator took due care in the content, language and structure of the questionnaire so that meaningful information could be obtained from respondents properly and effectively and also the objectives set for the present study could be achieved through different specific items provided in the questionnaires. The content of the questionnaire was developed on the basis of the investigator's experience as a planner in the Planning Division, DOVE, literature, policy of the present government, the ministry and experiences of the DOVE's policy makers as well as staff who is involved in the process of policy formulation and implementation of the Trade and Industry Programme in institution, under DOVE in Thailand.
The three questionnaires, one each, for director, teachers and students of each institution were sent officially from the Department (DOVE) in order to ensure that all the respondents would respond quickly and sincerely because of the official endorsement of DOVE. The respondents were also ensured that the information provided by them will be kept confidential and only utilized for the research work. Each director performed a good job by distributing all questionnaires to teachers and students according to the guidelines set by the investigator and then collecting them and sending them officially to the Department to the Director-General.

It is worth mentioning that even though the questionnaires were lengthy but each item provided was constructed as precise as possible so that the respondents could provide required information without wasting their precious time. In addition, each item was designed and written in unambiguous terms so that the respondents could understand them properly because of single idea presented. For obtaining relevant suggestions needed for further improvement of the vocational programmes from the respondents, both close and open-ended questions were utilized systematically.

Moreover, the investigator took care in presenting the question logically so as to obtain information from general to specific nature and also tried to avoid using annoying and embarrassing questions. Each item presented in each questionnaire was attractive and interesting. The responses to items were not only confined to "Yes" or "No" forms, but the respondents were also required to mention specific reasons
for their agreement and disagreement as well as to provide precise suggestions freely according to their own views.

After the preliminary drafts of the questionnaires were designed and developed, the experts were requested by the investigator for having a look at all questionnaires and also give their valuable suggestions and opinions regarding the language used, content and structure. The tools were tried out with ten Thai students from Panjab University and Delhi University. After giving the tools a try out, some necessary minor modifications were made in accordance with the suggestions provided by the respective respondents. Finally, the modified drafts were prepared and finalised by the supervisor before they were translated into Thai language so that the Thai respondents are motivated to supply information as much as possible. The copies of the research instruments both in English and Thai version are given in the Appendix-A.

2-3.1 Development of Questionnaire

2-3.1(a) Questionnaire for Directors

This questionnaire designed for directors in institutions under DOVE is divided into 2 major parts, general information and specific information concerning the implementation of vocationalisation of education in each institution. The general information includes the directors’ bio-data such as name, age, sex, qualification and experience apart from the name of institution, nature, location of the institute as well as the level of education offered in each college. The information regarding various
aspects of vocationalisation of education implemented in each institution included the following components:

- Objectives of Vocationalisation of Education under the administration of DOVE through the view of the institutions
- Vocational survey
- Criteria adopted for selection new programmes offered in each institution
- Infrastructural facilities (Building, Classroom, Workshop/Instructional Materials, Raw Materials, Library and other Instructional Material, etc.)
- No. of vocational programmes offered in each institution and the level of education provided
- Mode of publicity of vocational course offered as well as new courses
- Suitability between vocational courses offered and the demands of local community as well as the requirement of the country
- Admission procedure of students
- Relationship between the institution and the private sectors
- Guidance and counselling cells
- Teaching staff and their motivation
- Evaluation
- Supervision and job training
- Employment
Vertical mobility

Management system

Financial allocation

And further development and expansion of the programme including the vocational education through distance mode.

2-3.1(b) Questionnaire Designed for Teachers

The questionnaire designed for the teachers was also divided into 2 main parts; general information and specific information concerning the vocationalisation of education implemented in each college. The general information included name, age, sex, qualification, experiences and location of the institution. The specific information concerning the implementation of the vocationalisation of education in the institution consisted of the following aspects:

Objectives of vocationalisation of education implemented in the institution at all levels

Relevance of vocational course being offered

Teachers' work load

Criteria adopted for selection new programmes offered in the institution

Admission procedure of students

Suitability between vocational courses offered and the demands of local community
Potentiality of vocational courses offered in the institution in terms of self employment, wage, employment and higher education

Guidance and counselling cells

Infrastructural facilities (Building, Classroom, Workshop, Laboratory, Equipment, Raw Materials, Library, Textbooks, and other Instructional Materials)

Curriculum/syllabus

Collaborative arrangement

Job training

Staff pattern and motivation

Teaching methodology

Relationship between the institution and the private sectors as well as the other international organizations

Supervision and evaluation procedure

Vertical mobility

Management system

Financial allocation

Further development and expansion of the vocational programme including the vocational education through distance mode.
2-3.1(c) Questionnaire for Students

The questionnaires designed for the students was divided into 2 major parts; general information and specific information concerning the implementation of vocationalisation of education at the institutional level. The general information contained students’ bio-data i.e. name, age, sex, qualification as well as their parental occupations, demographic aspects and family income and the specific information comprised of the following aspects:

--- Students’ choice to join the vocationalisation of education

--- Admission criteria

--- Mode of publicity of vocational courses

--- Infrastructural facilities (Classroom, Workshop, Laboratory, Library, Equipment, Raw Materials, and other Instructional Materials)

--- Text-Books

--- Teaching techniques/methodology

--- Potentiality of courses offered in terms of wage employment, self employment and higher-education

--- Relationship between institution and the private sectors

--- Guidance and counselling cells

--- Staff pattern

--- Hostel Accommodation
Curriculum
Fields trip
Scholarship/incentives
Evaluation of procedures
Placement service
Collaborative arrangements
Suggestion to the improvement of the vocational programmes offered as well as the scope for further of education.

2-3.2 Development of Interview Schedules

Apart from the development of the questionnaires, interview schedules were also developed and designed for the administrators at the Ministry and the Departmental levels and also for local community people including students’ parents so as to obtain useful information with greater depth towards different aspects of vocationalisation verbally in face-to-face situation. Besides, it provided the investigator a chance to gain crucial information concerning feelings, attitudes or emotions in relation to certain questions/items through the respondents’ facial expressions and gestures in a natural setting.

During the process of development and design the interview schedules, the investigator followed the same procedure which was adopted in the construction of the questionnaires. The copy of the interview schedules are presented in Appendix-B.
The brief description of interview schedules is presented below:

2-3.2(a) Interview Scheduled to the Administrators at the Ministry Level

The interview schedule developed and designed for the administrators at the Ministry level emphasized the following major components in order to gain the information about various aspects of vocationalisation of education.

-- Policy formulation and administration (existing management structure of vocationalisation of education as well as the present structure)

-- Financial allocation

-- Co-operation and co-ordination

-- Employment and incentives for both teachers and students

-- Teachers’ training

-- Vertical mobility (further education)

-- Development of instructional material

-- Orientation programme for key personnel of the state to run the programme

-- Management system

-- The distance mode of education

-- Job transfer

-- Research and development.
2-3.2(b) Interview Schedule for Top Executives of the Department of Vocational Education

The interview schedule designed and developed for the top executives of DOVE was divided into 2 crucial parts; the general information and the specific information. The general information included the interviewees' bio-data such as name, age, sex, qualification, experiences and the specific information regarding the implementation of vocationalisation of education under the administration of DOVE comprised the following:

-- Objective of Vocationalisation of Education under DOVE

-- Criteria utilized for selecting institution and vocational courses offered

-- Special courses offered for special groups

-- Vocational survey

-- Relevance of vocational courses offered and the demands of local community

-- The suitability of the duration provided for each vocational course for employment and further study

-- Budget allocation

-- Collaborative arrangements

-- Admission procedures adopted in selection of the students into vocational courses

-- Teachers' training

-- Staff pattern
Infrastructural facilities (Building, Classroom, Workshop/Laboratory, Equipment, Raw Material, Library, etc.)

Co-operation and co-ordination

Evaluation procedures

Provision of scholarship/incentives for both teachers/students

Management system

Research and development (policy formulation, development of instructional materials, follow-up programme etc.)

Job transfer

Guidance and counselling cells

The distant mode of education.

2-3.2(c) Interview Schedule for Parents and People in Community

The interview schedule designed and developed for students' parents and people in each local community included various aspects of vocationalisation in each institution under DOVE. It was divided into 2 major parts: the general information and the specific information. The general information section included the bio-data of the interviewees such as name, qualification, occupation, and address. The specific information comprised of the following components of vocationalisation of education programme operated by institutions under DOVE:

Mode of publicity of vocational course(s)
Name as well as number of vocational course introduced in the institution

Relevance of vocational courses

Need of the new vocational course(s) should be introduced

Their attitude towards the institution provided vocational courses in terms of:

. Potentiality of courses offered
. trust
. Co-ordination and co-operation with private sectors and other public organizations.

Infrastructural facilities (Classroom, Laboratory/Workshop, Equipments, Raw Material, Text-Books and other instructional Materials)

Special courses provided for special groups

Girls’ opportunities in participating the vocational courses

Employment (wage, self and further study)

The distant mode of education

Suggestion for further improvement.

2-3.3 Development of Observation Schedule

To gain more information precisely about vocationalisation of education in each institution under DOVE, the investigator developed an observation schedule keeping in view the objectives set for the present study and also to validate the
information collected through questionnaires and interview schedules. The observation schedule composed of the following major components:

- Physical facilities in terms of building and classroom provided
- Institutional environment in terms of workshop, classroom and library as well as its address and location
- Progress of construction work
- Availability of workshop/laboratory, equipments, raw materials and certain other relevant aspects
- Library facilities in terms of text-books and other related instructional materials
- Audio-visual aids utilized for supporting teaching methodology/techniques
- Guidance and counselling facilities
- Extent of student participating in vocational education
- Co-operation and co-ordination among head of the institution, teachers and people in community.

2-4 COLLECTION OF DATA

The data pertaining to the historical perspective of vocationalisation of education pertaining to the growth and development of vocationalisation in Thailand were collected from different sources which included books, officials records and reports, reports on conferences/ seminars, workshops, journals, newspapers and
In addition to the functioning of vocationalisation of education under the administration of the Department of Vocational Education (DOVE), Ministry of Education, Thailand, the data were also collected and obtained from institutions and agencies through the questionnaires, interview schedules and the observation schedule. To ensure that directors, teachers, and students responded questionnaires properly, the questionnaires were mailed directly from the Department of Vocational Education on behalf of the Director-General to 26 institutions. Each director performed a significant role to distribute questionnaires to teachers and students and then, send all questionnaires officially back to the Director-General or the investigator within 15/20 days after their receipt. It is worth mentioning that all institutions responded well in receiving and returning the questionnaires.

Apart from the questionnaires, the interviews were arranged with the administrators at the Ministry level, and at the Departmental level. The administrators at the Departmental level included the policy makers such as Inspector-General, the Deputy-Permanent Secretary at the Ministry level, the Director-General, Deputy-Director-General, Director of Divisions. Besides, to gain more information in depth, interviews were also organised with students' parents and people in each community along with the observation by the investigator.