# CHAPTER 1
## INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.0 REFORMS IN VOCATIONAL EDUCATION IN THAILAND

The economic, political, cultural and social crisis has caused all concerned to realize the expediency for the reform of Thai education. The urgently needed reform will undoubtedly redeem the country from the downward spiral, so nation of wealth, stability and dignity, capable of competing with others in this age of globalization.

Education was designed to underline the development of society in each age. In times of the 6th education development plan (1992 – 1996), Thai education system focused on "the expansion of educational opportunities", letting more 6th grade student step up to secondary classes. This was done because at that time a remarkable change took place in Thailand. The society at large concentrated on the shift from agriculture to industrialization. In times of the 7th education development plan (1997 – 2001), Thai society was found rapid in its changing pattern of science and technology for example was found on prominent place, through the development or communication system various nations were connected with Thailand and it sharply effected the socio-economic patterns of the nation on the and political environment and cultural patterns in general. Therefore, it was felt to make society prepared through education so as to enhance the learning attitude and the ability to select and receive with proper discretion the information and data that benefit themselves, their society and nation.

At present, social condition have changed rapidly under the influence of globalization. With the current of globalization, Thailand has changed in many ways, such as economy, society, culture, science, technology, politics and government. Thailand must inevitably compete with many other countries in economy and industry and since, the 8th social economic development plan (2002 – 2006) must aims at economic development by means of personnel or human resource development. The education system that used to be effective in its limited scope can no further satisfy the needs of people in this age of globalization. Therefore, to give the country the competitive potential and permanent stability with Thai dignity, "humans", which are essential resources, must be urgently developed. To make people attain high quality is, thus, vital and is the duty of education
system to make appropriate arrangement in correspondence with changes in economy, society, culture, science, technology, politics and government, as mentioned above.

Enjoying the status of a central body in charge of formulating policy and plan for national education, the Office of National Education Commission (ONEC), Prime Minister's Office, has made efforts to bring about genuine and effective education reform. Initial measures were therefore taken to conduct documentary research on successful experiences of 12 countries as well as an analysis of provision on education included in the constitutions of different countries. The Office of National Education Commission (ONEC), Prime Minister's Office, also prepared essential legal provision on education consideration of the Constitution Council with the result that the Constitution of the kingdom of Thailand of 1997 has had the privilege of having unprecedented provisions on education.

The educational reformation operation in Thailand first started in the reign of King Rama V of the Ratanakosin City, in the outstanding bureaucratic reformation of the Kingdom. Some time later, there was an effort to make another educational reformation in 1974. This was due to the political change on October 14, 1973 with a call to make an educational reformation conformingly with the altered social status. The government at that time was headed by Mr. Sanya Thamasak as the Prime Minister, who constituted a foundationally committee for the education reformation, on June 25, 1974. The committee presented a report to the cabinet on December 24, 1974. Then there was a designation of the Educational Reformation Committee on May 20, 1975. This Committee presented a scheme to the cabinet, in the cabinet meeting on January 4, 1978 and this proposal of the Educational Reformation Committee had been inserted in the National Social and Economic Development, Fourth Issue (1977-1981). However, the proposal for the educational reformation at that time could not be accomplished. This was due to the unpreparedness in the acceptance and in the decentralization condition of the educational administration. Although, the educational reformation could not be impelled to the operation, but the various proposals had been included in the National Education Development, leading to the proclamation of the Act to revise the educational system in Primary Education, with eight other related Acts. This compelled for the transference of the operational administration for the Primary Education of the Provincial Administration Organization and the Primary Education of the Department of General Education to the Office of the National Primary
Vocational education is provided in educational institutions belonging to state or the private sector. In this education reformation vocational education also recent education system, there has been a favorable success to some extent both in quality and quantity under the circumstances. However, in the current globalization, the recent education cannot further support the situation; hence, the education system must be improved it was felt by educational reforms which will bring the education to a systematic change. Consequently, the government by the Ministry of Education decided to implement the education reform in 1997. The cabinet was informed of this implementation in 1999 for the purposes of the rise in the education quality to a higher standard with emphasis on the reform.

To reform the education in consistency with the technology, economy, politics and government in Thailand, by means of selection, maintenance, change, or addition to the usual past methods, the educational reforms are arranged in the following aspects: (Office of National Education Commission. 2004: 62)

1) Reform in building and environment
2) Reform in personnel development
3) Reform in curriculum and instruction
4) Reform in system of educational administration

1.1 SUBJECT AND DEFINITION OF THE TERMS

The present research is studied under the problem:

"A STUDY OF EDUCATIONAL REFORMS IN VOCATIONAL EDUCATION IN THAILAND AND STUDENTS' ATTITUDE TOWARDS IT"

The definitions of the important terms are as follow:

1) REFORM

The word "Reform," as defined in the New Model English-Thai dictionary (So Sethaputra. 2000:157) means, "to improve appropriately."

2) EDUCATIONAL REFORMS

The "Educational reforms" means the improvement of Thai education in consistency with social needs, technological advances and socio-economic conditions,
selection, maintenance and change or addition to the usual ways. The objectives of educational reforms are: 1) To raise Thai education standard quality of education to the international level, 2) To campaign for the continuous learning achievement for the Thai youths, 3) To bring Thai education to the excellence.

Educational reforms in the present study comprised of four aspects of reforms:
1) Reform in building and environment
2) Reform in personnel development
3) Reform in curriculum and instruction
4) Reform in system of educational administration

3) VOCATIONAL EDUCATION
The word "Vocational Education" means the education, which provided for the students through the vocational institutions belonging to government or private sector, in accordance with the Vocational Education Act, 2004 and relevant laws.

4) STUDENT
The word "Student" means the students studying in vocational schools in government as well as private sector.

5) ATTITUDE
The word "Attitude" means the sum total of man's inclination and feelings, prejudice or bias, preconceived motions, ideas, fears, treats, and convictions about any specific topics, events etc.

The "students' attitude" means the attitude of vocational students belonging to the vocational government schools as well as vocational private schools towards the educational reforms in vocational education, which divided into two aspects i.e.
- Perception of students regarding educational reforms,
- Educational reforms in relation to social change.

1.2 EXPLANATION FOR SELECTION OF THE SUBJECT
Education is an essential process to develop people to their full potential in many respects, such as wisdom, physical and mental conditions and emotions, from the first
development of childhood until maturity, which helps produce occupations and incomes, which make a good living for each individual, family, community and society. This leads to the peaceful innovation and development of society and country as a whole for all their life. Hence, education is an important tool for laying the social foundation, innovating, progressing, thriving and solving a wide range of social problems, from individuals to their families, countries and the world.

For the present circumstances, Thailand has become a member of globalization like many other countries; the forces of globalization drive many changes to Thailand inevitably, especially resulting from high technologies of communication. Apparent cases in point are the changes in economy, society, culture, science, technology, politics and administration, Thailand has a significant economic growth so far as a consequence of industrial expansion and modern services. The recent national development has aimed at general economic growth of the nation but that led to the problems of income distribution, and social problems such as rural community collapse, family rift, family and social inequality and environmental problems, which came from the lack of balance among economic, social and environmental development. All of these have to be resolved rapidly so as to lead to a future permanent development.

Over and above mentioned about forces, some other forces have inevitably brought Thailand into international competition to encourage Thailand’s competitive potential and permanent stability with Thai uniqueness and dignity, Thai human resources must be rapidly developed. As such, the development of human resources is vital to the country, as seen in many countries including the successful Japan, with its quality citizens developing from good education. Therefore, education is the only tool for developing a person to his full potential and quality.

Considering pass education system, Thailand has made a favorable success in quality and quantity. However, people still have inadequate knowledge. Education, therefore, comes as a procedure to prepare and guide Thai people and the country to the modern life path permanently and to the global update.

The increasingly complex problems of life, environment and rapid global change currents, both constractive and destructive, which result from globalization, are alarming of the need for urgent reform of education. Looking from the past success of education
arrangements, the solutions to the existing problems or the satisfactions with the success are not virtually adequate. (The office of National Primary Education Commission. 2001: 88)³

The policy of compulsory education expansion reflects the inability of system and managerial process to tackle those problems. Consequently, there needs to be the modification of education by means of reform, which denotes the improvement and rearrangement of the whole education system.

The current of change in globalization due to the progresses in technology, data, information and communication leads to the exchange of information, society, politics and cultures. National economy brings various countries to get involved inevitably. Thus, the preparation of citizen’s equalities is of the essence in civilized countries.

The Thai past education system has made an adequate progress, but within the strong current of global change and surrounding critical social problems such as weakening bureaucracy, lack of creative and innovative ideas, broader financial gap, rural community collapse, family rift, social inequity, etc., the present education system is unable to support that quantum leap of change any further. The vocational education system in Thailand, accordingly, needs to be improved to keep pace and catch up with the civilized countries. The improvement in education system so as to support such global change cannot be made step by step as present. Consequently, education needs to be improved by bringing reform which means a systematic modification of the whole education system.

Vocational Education reform is the development of education quality so as to raise the citizen’s quality levels. Its aim is to develop the education quality to the excellence by the year 2007.

1.3 OBJECTIVES OF THE STUDY

To fulfill the expectation requirement, the objectives of the present research has frame as follow:

1) To study the existing educational reforms in vocational education in Thailand.

2) To compare the mean scores of the level of existing educational reforms in vocational education in Thailand rated by vocational school teachers belonging to different groups of sex, age, teaching experience, qualification, size of school, and type of school.

3) To study students’ attitude towards the reforms in vocational education.
4) To compare the mean scores of students' attitude towards the reforms in vocational education classified by sex, level of education of parents, monthly income of parents, occupation of parents, size of school, and type of school.

1.4 VARIABLES OF THE STUDY

TEACHERS' GROUP

1) Independent variables

1.1 Sex of teacher : Male, Female
1.2 Age of teachers : 20-30 year, 31-40 year, 41-50 year, 51-60 year
1.3 Teaching experience : 01-10 year, 11-20 year, 21-30 year, 31-40 year
1.4 Qualification : graduate, post graduate
1.5 Size of school : Small, Medium, Large, very large
1.6 Type of school : Government school, Private school

2) Dependent Variable

The educational reforms in vocational education.

STUDENTS' GROUP

1) Independent variables

1.1 Sex of students : Male, Female
1.2 Level of education of parents : Under Graduate, Graduate
1.3 Monthly income of parents: 05,000-10,000 Baht, 10,001-15,000 baht, 15,001-20,000 baht, 20,001 baht onwards
1.4 Occupation of parents : Labour, Agriculture, Business, Government
1.5 Size of school : Small, Medium, Large, very large
1.6 Type of school : Government school, Private school

2) Dependent Variable

Attitude of students towards educational reforms in vocational education.

1.5 HYPOTHESES OF THE STUDY

1) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of sex.
2) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of sex.

3) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of sex.

4) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of sex.

5) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of sex.

6) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of age.

7) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of age.

8) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of age.

9) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of age.

10) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of age.

11) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of teaching experience.
12) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of teaching experience.

13) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of teaching experience.

14) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of teaching experience.

15) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of teaching experience.

16) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of qualification.

17) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of qualification.

18) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of qualification.

19) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of qualification.

20) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of qualification.

21) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of size of school.
22) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of size of school.

23) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of size of school.

24) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of size of school.

25) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of size of school.

26) There will be no significant difference between the mean scores of the existing educational reforms in vocational schools rated by vocational school teachers belonging to different groups of type of school.

27) There will be no significant difference between the mean scores of the existing educational reforms (building and environment) in vocational schools rated by vocational school teachers belonging to different groups of type of school.

28) There will be no significant difference between the mean scores of the existing educational reforms (personnel development) in vocational schools rated by vocational school teachers belonging to different groups of type of school.

29) There will be no significant difference between the mean scores of the existing educational reforms (curriculum and instruction) in vocational schools rated by vocational school teachers belonging to different groups of type of school.

30) There will be no significant difference between the mean scores of the existing educational reforms (system of educational administration) in vocational schools rated by vocational school teachers belonging to different groups of type of school.

31) There will be no significant difference between the mean scores of students' attitude towards educational reforms in vocational education rated by students belonging to different groups of sex.

32) There will be no significant difference between the mean scores of students'
attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of sex.

33) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of sex.

34) There will be no significant difference between the mean scores of students' attitude towards educational reforms in vocational education rated by students belonging to different groups of level of education of parents.

35) There will be no significant difference between the mean scores of students' attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of level of education of parents.

36) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of level of education of parents.

37) There will be no significant difference between the mean scores of students' attitude towards education reforms in vocational educational rated by students belonging to different groups of monthly income of parents.

38) There will be no significant difference between the mean scores of students' attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of monthly income of parents.

39) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of monthly income of parents.

40) There will be no significant difference between the mean scores of students' attitude towards educational reforms in vocational education rated by students belonging to different groups of occupation of parents.

41) There will be no significant difference between the mean scores of students'
attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of occupation of parents.

42) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of occupation of parents.

43) There will be no significant difference between the mean scores of students' attitude towards educational reforms in vocational education rated by students belonging to different groups of size of school.

44) There will be no significant difference between the mean scores of students' attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of size of school.

45) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of size of school.

46) There will be no significant difference between the mean scores of students' attitude towards educational reforms in vocational education rated by students belonging to different groups of type of school.

47) There will be no significant difference between the mean scores of students' attitude towards educational reforms (perception of students regarding educational reforms) in vocational education rated by students belonging to different groups of type of school.

48) There will be no significant difference between the mean scores of students' attitude towards educational reforms (educational reforms related to social change) in vocational education rated by students belonging to different groups of type of school.

1.6 LIMITATION OF THE STUDY

1) The present study is confined to only the vocational schools in Thailand belonging to government and private schools.
2) The study is further delimited to the sample of vocational school teachers and vocational school students in the central part of Thailand.

3) The data collection operated in the academic year of 2004.

1.7 ORGANISATION OF RESEARCH REPORT

The researcher had planned to divide the present study into six chapters as follow:

The first chapter described the reforms in vocational education in Thailand, subject and definition of the terms, explanation for selection of the study, objectives of the study, variables of the study, hypotheses of the study, organization of research report, conclusion and reference.

The second chapter concerned to the theoretical orientation and the review of the past studies related to the educational reform i.e. indispensability for the educational reforms, the process of educational reformation, the essence of the educational reformation, the achievement of education reformation in Thailand, education reform in the past, global education reforms, guideline for reforming Thai education in globalization period, aspects of education reforms.

The third chapter described about the review of the related literature which consisted of objectives of the study, method and procedure of the past studies, findings of the past study, discussion on the review of the past studies, and conclusions.

The fourth chapter mainly composed of the technique of the study, characteristics of the tools, the construction of the tools, the step of pre-pilot and pilot form of the tools, the item analysis (i.e. discrimination of the tool, reliability of the tool, validity of the tool), the administration of the tool, scoring of the tools, selection of the sample, technique of analysis of data, and statistics to be used.

The fifth chapter indicated the results of the study in various aspects according to the data and variables such as the analysis of the level of vocational educational reforms rated by the respondents in entire sample and in different groups of variable, the comparison of the mean scores of the level of the vocational educational reform rated by the respondents belonging to different groups of sex, age, teaching experience, qualification, size of school and type of school, the level of students' attitude towards the vocational educational reforms rated by the respondents in entire sample and in different groups of
variable. The comparison of the mean scores of students' attitude towards vocational educational reform rated by the respondents belonging to different groups of sex, level of education of parents, monthly income of parents, occupation of parents, size of school, and type of school.

The last chapter presented the review, major findings, conclusion as well as the suggestions, and suggestion for further research study. The frequency distributions, tables also prepared and placed in the report comprehensively.

1.8 CONCLUSION

The first chapter concerned to the introduction of the research report, consisted of 9 aspects of points of view i.e. reforms in vocational education in Thailand, subject and definition of the terms, explanation for selection of the subject, objectives of the study, variables of the study, hypotheses of the study, delimitation of the study, organization of research report, conclusions, and reference.
REFERENCES


