Findings and Conclusions
CHAPTER - V

FINDINGS AND CONCLUSIONS

5.1 Introduction

An evaluation of past development suggests that the objectives of the policy's main plan viz. "The Seventh National Economic and Social Development Plan 1992-1996", will have to be carefully balanced in terms of quantitative and qualitative dimensions of the economic, social and educational development. These are the developmental targets of education to develop human resources and improve quality of life and environment.

The main objective of this study was to follow-up the implementation of lower secondary school curriculum B.E. 2521 (Revised Version 1990) in secondary schools of Educational Region - I in Thailand. The major focus of the study was the process of implementation of the present curriculum. In order to explore quality and proficiency of the learning process, impact of the curriculum upon efficiency of the schools was also studied.

5.2 Statement of the Problem

The problem has been precisely stated, as: "Study of the process of lower secondary school curriculum implementation and its impact upon school efficiency".
5.3 Objectives of the Study

The objectives of the investigation were:

(1) To study the readiness and process of implementation of the B.E. 2521 (Revised Version in 1990) lower secondary school curriculum in secondary schools in the Educational Region - I of Thailand.

(2) To compare the process of implementation of the B.E. 2521 (Revised Version in 1990) lower secondary school curriculum in large, medium and small secondary schools of the Educational Region - I.

(3) To study the problems of implementing the B.E. 2521 (Revised Version 1990) lower secondary school curriculum in secondary schools of the Educational Region - I.

(4) To study the impact of the said curriculum implementation on the school efficiency in respect to the size of schools.

(5) To develop guidelines for the implementation so that school efficiency is improved.

5.4 Hypotheses

The study was designed to test the following hypotheses:
(1) The large, medium and small secondary schools have equal level of school readiness concerned with building, location and various equipment etc.

(2) The lower secondary school curriculum B.E. 2521 (Revised Version in 1990) can be equally effectively implemented in large, medium and small schools.

(3) The impact of the lower secondary school curriculum B.E. 2521 (Revised Version in 1990) was uniform on the efficiency of large, medium and small schools.

5.5 Design of the Study

The present study was designed to investigate objectively the process of curriculum implementation as perceived by the school administrators, teachers and students in large, medium and small secondary schools of Educational Region - I in Thailand and its impact on school efficiency. A detailed questionnaire for the process, the efficiency impact and suggestions for improvement was administered to school functionaries choosing one administrator, 9 teachers and 10 students per school. It was a survey type of investigation.

5.6 Sample

For the purpose of present investigation, 42 secondary schools were randomly selected from the population of secondary schools of the Educational Region - I falling in
the jurisdiction of the Department of Secondary Education in Thailand. The data were collected on 42 school administrators, 380 teachers and 420 students in different subjects.

5.7 Tool Used

The tools used for the present study were (i) an interview schedule and (ii) a questionnaire constructed by Chutamanee (1988) to follow-up the study of the implementation of the B.E. 2521 lower secondary school curriculum in private schools in Bangkok Metropolis. The questionnaire consisted of four parts each one dealing with:

(1) School Readiness
(2) Process of Implementation
(3) Problems of Implementation
(4) Suggestions

(iii) the school efficiency questionnaire was extracted from the tools of readiness and implementation. Out of 125 items of school readiness, process of implementation, 27-items were identified as indicative of school efficiency.

5.8 Procedure of the Study

In the very beginning of the study, the researcher obtained the official permission from the Director General of the Department of Secondary Education. The researcher
started the collection of data on 1st July in the academic year of 1992. Out of 84 government secondary schools, 42 schools were randomly selected. The 800 copies of the teachers and students questionnaire along with the forwarding letter from the director were sent to the schools selected as per sample from the Educational Region-I by mail. After the lapse of one month, the investigator visited each school and contacted the teachers and school administrators. The investigator collected the tools not mailed by then and conducted the interview with the officers. The work of data collection lasted up to 30th September, 1992.

5.9 Statistical Technique Used

Some of the descriptive statistical techniques which were used to analyse the data were as follows:

- The computation of frequencies and their percentages
- The analysis of variance (1-way ANOVA)
- The t-ratio
- The $x^2$ values
- The coefficient of concordance $W$

5.10 Summary of the Finding

The summary of the findings have been presented below:
Part I

The finding from interview schedule as perceived by school administrator show that:

- Regarding instruction and media, the large schools have a large proportion of highly capable teachers and they used the new curriculum effectively unlike medium and small schools.

- Subject associations were popular in all the schools though the lack of personnel support was severely lacking everywhere.

- There was uniform pattern of remedial teaching in all the three types of schools. Somewhere it was in the form of core subject at the rate of five hours per week on Saturdays. At other places last period was assigned to it daily.

- Remedial teaching was considered helpful in increasing student performance.

- In guidance, large schools had adequate facilities and run the guidance programme of their own. But in medium & small schools one guidance teacher was allotted to more than one school.

- For evaluation large schools followed the guidelines of curriculum document and medium & small schools prepared their own guidelines to follow as the former guidelines were not applicable in these schools.
Part II

Regarding readiness of schools for the implementation of the curriculum with respect to building, playground and materials as perceived by teachers, the large schools were found superior than the medium as well as small schools whereas no difference was found in the later two.

Part III

- Regarding the process of implementation of curriculum documents as perceived by teachers, large and small school were rated uniformly better than the medium schools.
- With regard to teaching and learning programme as perceived by teachers, large schools as well as small schools were rated slightly better than the medium sized schools.
- Regarding the activities of instructions as perceived by teachers, the three types of schools were rated equal.
- With regard to the media of teaching as perceived by teachers, large schools were rated uniformly better than the medium and small schools.
- With regard to the activities of special teaching as perceived by teachers, the three types of schools were rated equal.
The teachers perceived the work and practice of evaluation and the programme of remedial teaching in the three types of schools as equal.

With regard to supervision, teaching arrangement & placement as perceived by teachers, large and small schools were rated uniformly better than the medium schools.

Part IV

Regarding the process of implementation of curriculum documents, as perceived by students, small schools were rated better than large and medium schools.

According to the students perception, the teaching and learning programme as perceived by students, the three types of schools were rated equal.

The activities of instruction and media as perceived by students, small schools were rated better than large and medium schools.

The activities of special teaching in the three types of schools were rated equal according to the student’s perception.

With regard to the remedial teaching as perceived by students, the three types of schools were rated equal.

As perceived by students, the guidance programme among the large schools was rated uniformly better than the same in medium and small schools.
- As perceived by students, the evaluation programme in the three types of schools was rated equal.
- With regard to supervision, teaching arrangement & placement as perceived by students, small schools were rated slightly better than the medium and large schools.

Part V

Regarding the impact of curriculum on school efficiency, as perceived by teachers:
- All the items of 1st dimension of school efficiency viz. building, location and material showed a significant agreement for all the three types of schools.
- For the second dimension of school efficiency i.e. Personal administration, large medium and small schools showed a marginal agreement on items pertaining to home-room opportunity to choose teaching learning plan in accordance with aptitude & skills and facilities pertaining to school readiness.
- Most of the items pertaining to the aspect of school administration, showed a perfect agreement among large, medium and small schools.
- The impact of curriculum implementation on teaching and learning activities indicates a moderate degree of agreement in the ranks given to different items of this category.
The impact of the new curriculum on school assembly showed no significant agreement in the system of ranks given to different items by large, medium and small school teachers. The three types of schools were found different with regards to the organization of extra curricular activities for students done outside the school, job information given at school and the students freedom to choose any extra curricular & special teaching.

Regarding the impact on school efficiency as perceived by students:

- All the items of first dimension of school efficiency, as perceived by students viz. building, location and material showed agreement in the ranks given to different items of this category.

- For the second dimension of school efficiency viz. personnel administration, large, medium and small schools showed a perfect agreement on items pertaining to home-room, opportunity to choose teaching & learning plan and encouragement guidance and counselling.

- The impact on the aspect of school administration, showed a perfect agreement among large, medium and small schools.

- The impact on the aspect of teaching and learning activities indicates a moderate degree of agreement in the ranks given to different items of this category.
The impact on the fifth aspect of school efficiency viz. school assembly showed a little agreement on the ranks given to different items by large, medium and small schools as perceived by students.

Part VI

The different problems of the curriculum document, teaching programme, learning programme, activities of instruction and media and the activities of special teaching, guidance, evaluation, supervision were found independent of the types of schools.

However, the problems of remedial teaching were least in large schools and increased with the decreasing size of the school. With regard to teaching arrangement the teachers of small schools complained more for excess of teaching periods than the teachers of large and medium schools.

Part VII

Teachers perception:

Vast majority of large, medium and small schools suggested that the curriculum document and text-books should be supplied before the schools re-open. The knowledge about using new curriculum was considered much valuable by medium and small schools and the need of uniform implementation policy by the large schools.
All the three types of schools uniformly felt much concerned with the need to increase free elective subjects according to the goals of the curriculum.

Medium and small schools were much in need of increasing personnel and variety of subjects as well as basing teaching plan upon survey of students needs.

Regarding activities of instructional media, uniformly high priority was given to training for production and operation of media by all the three types of schools.

Need of special teaching for each subject was a concern of a larger proportion in large and medium schools and the need for increasing the teachers in different subject areas was the main concern of small schools.

Need for seminars for school teachers and administrators, need for material & building for special teaching and incentive in order to generate new ideas was uniformly reported by a vast proportion of different types of schools.

The need of special classes for weak students and personnel facilities for remedial teaching were reported by majority of all the three types of schools uniformly.

Higher importance to a similar pattern of remedial teaching was given by medium and small schools, large schools showed a special concern for remedial teaching to advanced students.
Top priority was uniformly given by all the three types of schools to the need of guidance teachers and guidance rooms. Large and medium schools expressed the need of promoting quality programme to the school children. Small schools showed much concern to family and economic problems of the students.

The need of systematic training for intra-supervision and special training courses in the use of curriculum were the uniformly high priority areas in all the three types of schools.

Promoting personnel through training in different subject areas, in management of personnel training were given top priority by all the three types of schools.

Students Perception

Regarding the teaching and learning programmes it was felt that providing large number of programmes to suit to students needs, teachers possessing better knowledge in the concerned subjects were the uniformly highly preferred areas. Large schools recommended provision for variety of elective subjects and medium and small schools wanted a proportional increase of teachers as the top priority.

On the dimension of activities of instruction, all the three types of schools suggested improvement of instructions by incorporating more instructional
activities. Teacher should train students in the conduct of group activities, was another top priority of all the schools.

- Implementing simple and interesting instructions was preferred by medium and small schools and increase in the teacher’s knowledge in the subject of teaching was the top priority of large schools.

- All the three types of schools uniformly placed top priority to remedial teaching for weak students, special teaching on weekends and additional teaching to intelligent students.

- On the aspect of guidance, need of special guidance section, need to pay more attention to students and guidance needs of the subjects where large group of students failed, were the most important suggestions given uniformly by all the three types of schools.

- Regular testing of students learning after every lesson, uniformity of standards of grading and teacher test for receiving important points of lesson, were the three most important suggestions regarding the evaluation aspect.

- Students of the three types of schools suggested that there should be discussion and consultations among administrators, teachers and students and teachers should be prompted to training in instructional procedure in different subjects.
- A need of adequate number of teachers in accordance with the school needs in every subject, increase of teachers for the subjects where, there is short supply and provision of subject teachers for vacant periods were the important suggestions on this aspect.

5.11 Implication and Suggestion

Having considered the performance of lower secondary school curriculum B.E. 2521 (Revised Version 1990) in the large, medium and small schools, it was found that the large schools can implement curriculum better than the medium and small secondary school on the average. Therefore, the size of schools as standard of ministry of education was one factor which affect implementation of curriculum performance on some aspects. Based upon the finding of the research, the government agencies which are responsible for curriculum implementation can identify schools with high readiness, the schools where least inputs can results in the increase of school efficiency, and where major inputs would be required. This result of the research can show the main problems and the point to improvement and suggestion for the new curriculum implementation in various areas as reported by the school administrators, teachers and students as follows:

1. The Department of General Education, Ministry of Education and Educational Region - I should raise the standard of teachers training about the usage of the
lower secondary school curriculum B.E. 2521 (Revised Version 1990) so that they will know how to use the curriculum according the policy for the same during the session. So that the teachers may have the time to study and use curriculum and adapt according to the local needs.

2. The Educational Techniques Department or other committees responsible for the implementation should arrange for the more curriculum documents and send to those schools which cant manage it by themselves. The groups of schools may make collective efforts to arrange the texts enough to distribute to the teachers.

3. The workshop, laboratory and teaching aids should be provided to the teachers. That will help them in real performance in respect of the right media usage in teaching and learning activities.

4. The schools within the group should support and exchange ideas, material and establishments on techniques with each other for example; audio-visual laboratory, field and library etc.

5. Variety of teaching programme both on compulsory core subjects and free elective subjects should be increased and students should be free to select any learning programme on their own.
6. The needy schools should organise training courses to supplement knowledge on evaluation and arrange its handbooks so that the teachers are able to use evaluation in a right way.

5.12 Suggestions for the Further

1. Research on curriculum implementation may be made on other levels and a general programme on both lower and upper secondary schools be drafted to overhaul the entire programme.

2. Similar research should be made in other educational regions to compare the curriculum implementation of the lower secondary school curriculum B.E. 2521, (Revised Version 1990).

3. The conditions of implementation and the problems pertaining to the field of concentration may be studied in depth for their relative importance and impact on related variables such as students performance.