CHAPTER - V
CHAPTER - V

CONCLUSION AND GENERALISATIONS

Introduction

The non-formal education of the present day has emerged from the formal system and still shares many attributes of the formal education system. It has been vividly expressed under the heading of basic education, fundamental education, functional literacy, adult education, out of school education, second chance education, continuing education, recurrent education, extension education and life long education. This basic learning is focused around the attainment of capability for correct thinking, problem solving, visualizing occupational prospects, realizing valuable and updated information and finally to develop vocational skills.

According to UNESCO (1972) the term adult education denotes the entire body of organised educational processes. Whatever, content, level and methods, whether formal or otherwise whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship whereby persons regarded as adults by society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in two-fold perspective of full personal
development and community in balanced and independent social, economic and cultural development. Adult education embraces all forms of educational experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability and in their changing roles and responsibilities throughout their lives.

5.1 Statement of Proposed Study

"An evaluation of curriculum for non-formal functional education programmes (Level 4-5) in Thailand".

5.2 Objectives of the Study

The study was designed in order to attain the following objectives:

1. To review the present curriculum for non-formal education programmes (Level 4 & 5).
2. To analyse the statements of course and subject objectives at level 4-5 in light of National goals of Education in Thailand.
3. To evaluate the syllabi and the instructional material of the non-formal education level 4-5 in light of the course objectives.
4. To evaluate the instructional activities in light of the course objectives.
5. To review and assess the evaluation programme in light of the course objectives.

6. To study dissonance and consonance among the stated objectives, content, instructional material and evaluation programme.

7. To study the impact of the curriculum with respect to students' achievement and their attitude towards curriculum of non-formal education.

5.3 Sample for the Study

The sample of the study was taken from the level 4 and 5 of the non-formal education in Thailand. For each school, the data were collected from teachers and students separately. Out of 225 teachers, 105 teachers from 15 schools for level 4 and 120 teachers from 15 schools for level 5 participated in the investigation. The seventy-five students were selected from 15 schools of level 4 and another seventy-five students from 15 schools of level 5.

5.4 Tools Used for the Study

Data collection for the present investigation was done with the help of the following tools:

1. Scale of attitude towards the courses.
2. Observation check-list for class-functioning.
5.5 **Design of the Study**

The investigation was essentially descriptive in nature. For process evaluation, an attempt was made to evaluate different components of the instructional programmes and their correspondence: the organisation of contents, method of teaching, teacher's activities, instructional material and media used in the teaching of different subjects, student's participation and the evaluation programme. The product evaluation was made in terms of the attitude changes and changes in the students' academic achievement.

5.6 **Procedure of the Study**

The investigation was carried out on the sample of level 4 & 5 (lower and upper secondary schools) of the non-formal education in Bangkok city area. As the non-formal classes run only in the evening schools, so for the data were collected only from the evening classes. In order to maintain rapport, the purpose of investigation was discussed separately in an informal climate to the students and teachers of different schools of level 4 and 5.

5.7 **Statistical Techniques Used**

Some of the descriptive statistics: percentages, coefficients of concordance, Means, SD's and Quartiles were employed for the analysis of the data of the study.
5.8 **Summary of the Findings:**

After processing data with the help of the mentioned statistical techniques, the following results were found tenable:

5.8.1 **Analysis of Objectives**

Analysis of Thai National Goals of Education.

1. The statement of the national goals of education reflects a typical blend of democracy and monarchy.
2. The statement categorically places on record the religious base of life in Thai community.
3. The statement reflects a picture of individual and society which in its cultural theme and form is typically Thai and has an indication of pride for being Thai.

5.8.2 **General Objectives of Non-Formal Education**:

1. The main focus of the statement of objectives for non-formal education is the community's mundane needs whereas in the former statement it was society's cultural values, beliefs and other characteristics.

2. The objectives of non-formal education is to uplift the masses and join the main stream of socio-political life of the nation.
3. The general objectives of non-formal education aims at converting masses into socially sensitive, productive and effective members of the community, who have attained essentials for paving the way to further growth and development of society.

5.8.3 Course-Objectives of Non-Formal Education (Level 4 & 5)
The two statements of objectives are functional and limited statements of intents specific for a particular level of learners.

1. The statement of objectives for level 4, focuses on the capability of using things as means of peaceful co-living, improvement of occupational aspects and life skills and training through which a citizen can conduct himself effectively in the Thai society.

2. The statement of objectives for level 5, focuses on morality in life, respect for rights and freedom, political awareness, pride in Thai history, problem solving ability, vocational preparation and life skills.

5.8.4 Study of Consonance and Dissonance - I

Analysis of objectives, content and question papers (Level 4):

a. Thai Language I

1. The course objectives of non-formal education in the subject were distributed across the ten objective
categories with a higher focus on application and ability to perform.

2. The distribution of content showed a bias towards knowledge, understanding, application and reflection.

3. The distribution of examination questions showed a sharp divergence where about 50 percent of the testing questions were concentrated around the skills of listening, speaking, reading and writing only.

b. Thai Language II

1. The distribution of instructional material depicted a tendency of more concentration upon knowledge objectives and less concentration upon affective objectives.

2. About 72 percent of the testing questions were concentrating upon knowledge and understanding objectives and remaining other categories were only tangentially touched.

c. Improvement in Quality of Life

1. The subject objectives showed a close agreement with the course objectives.

2. The distribution of instructional material depicted main emphasis upon knowledge, understanding, application and little on skill and the aspects of affective domain.
3. The distribution of question papers were highly loaded with information and knowledge with little reference of application and ability to perform.

d. Mathematics

1. The distribution of the subject objectives and instructional material showed a bias towards cognitive domain.

2. The distribution of questions sharply converged on to knowledge and understanding objectives with little concentration on skill aspects.

3. The major aspects of skill and others of affective domain were not touched in the process of teaching and testing.

e. The World of Occupation

1. The subject objectives as compared to the course objectives showed a definite bias towards knowledge objectives.

2. The 50 percent of the total instructional material has been devoted to knowledge and application aspects and 26 percent to application aspect.

3. The distribution of questions showed a major concentration to the extent of 54 percent and 23 percent on knowledge and application aspects.
f. Science

1. The distribution of instructional material showed a bias towards knowledge, understanding, application and ability to perform.

2. About 58 percent of the total questions were devoted to knowledge aspect and 22 percent to reflective aspect.

3. In the subject like science, the application and skill aspect were not emphasised and many of the aspects of affective domain were not touched at all.

g. English

1. The subject objectives are emphasizing knowledge and reflection more than others at the expense of affective category of objectives like respect values.

2. The distribution of instructional material confines itself only to cognitive and conative domains with major emphasis on understanding and skills of listening, speaking, reading and writing.

3. The distribution of testing questions does not cover proportionately the skill aspect.

5.8.5 Study of Consonance and Dissonance - II

Analysis of objectives, content and question papers

(Level 5)
a. **Thai Language I**

1. The distribution of subject objectives does not seem to correspond with course objectives. The former deviates from the later in emphasis upon knowledge, application, skills and affective category of objectives.

2. The distribution of instructional material emphasises much upon knowledge and information.

3. The skills of listening, speaking, reading and writing, the application and ability to perform did not carry proportionate weightage.

4. The distribution of testing questions was concentrating mainly upon knowledge and understanding.

5. The objectives that were not attempted to be attained and not attempted to be tested pertaining to affective aspects of personality of students.

b. **Thai Language II**

1. The subject objectives do not seem to correspond with course objectives as it deviates in its emphasis from the former on knowledge, application, ability to perform and all the affective objectives.

2. The distribution of instructional material was loaded heavily towards knowledge, application and skills of listening, speaking, reading and writing.

3. The aspects of affective domain did not figure on the instructional material.
4. The distribution of testing questions was concentrating mainly upon understanding and knowledge/information.

c. Social Studies I

1. The examination of social studies I (Table 4.13) shows a close correspondence between non-formal education objectives and course objectives.
2. The distribution of instructional material was loaded heavily on knowledge/information and application.
3. About 66 percent questions were devoted to knowledge/information aspects.
4. Cognitive category of objectives covered about 82 percent of the total, some 12 percent questions belong to affective aspects.

d. Social Studies II

1. The subject objectives closely correspond with the course objectives.
2. In the distribution of instructional material, the major emphasis (72 percent) was given to knowledge/information, understanding and application aspects.
3. The distribution of testing questions concentrated mainly upon knowledge and understanding levels.
e. Health/Physical Education

1. The subject objectives seem to closely correspond with course objectives.
2. The instructional material was proportionately allocated to all the three domains.
3. In the list of examination questions, about 50 percent emphasis was given to knowledge/understanding and 20 percent to other objectives of the cognitive domain.
4. The ability to perform and to reflect were the minor concentrations.

f. Agriculture

1. The subject objectives do not seem to correspond with the course objectives for higher emphasis on understanding and low emphasis on affective domain objectives.
2. The instructional material emphasizes much upon knowledge/information, application and ability to perform.
3. The objectives of affective domain were not exclusively touched in the instructional material as it was a practical subject.
4. The testing questions were concentrating mainly upon knowledge/information and understanding aspects.
g. **Science**

1. The subject objectives do not seem to correspond with course objectives as the later gives little importance to affective aspects.

2. The instructional material mainly emphasises on knowledge and understanding, application and ability to perform.

3. The examination questions were concentrating mainly upon knowledge/information understanding, reflection and ability to perform. They were not distributed over all the aspects emphasised in objectives and in instructional material.

h. **English**

1. The subject objectives did not closely correspond with course objectives as later emphasises more upon application and less upon affective category than the former.

2. The instructional material emphasises much on knowledge, understanding, ability to perform and skills of listening, speaking, reading and writing.

3. To affective aspects of objectives did not correspond with the content and instructional material.

4. The testing questions were concentrating mainly upon knowledge, understanding and performance skills.
5. The major aspects of skills and affective domain were not touched in the process of testing in the English course.

5.8.6. **Analysis of Curriculum Implementation**

5.8.6.1. The popularity indices of different classroom activities at level 4:

1. Out of the 18 activities and 8 sub-activities category, viz. "makes use of the experiences of students", "praises good behaviour of students", acknowledges student's talk", "shows some models or pictures to explain ideas", uses equipments in the classroom", "directing students behaviour from non-acceptable pattern to acceptable pattern of behaviour", "gaining experience through the process of performing activities" were found to be moderately popular and the other were highly popular.

2. Out of the seven activities recorded in student's participation category, "discusses problems related to content", "initiates", "shows reaction", "exhibits confidence" and "definite development of ideas" were found to be moderately popular and only the remaining two were highly popular.

3. In the category of evaluation, all the activities were found to be highly popular.
5.8.6.2. Analysis of the popularity indices of different classroom activities performed for level 5

1. Out of the 18 activities and 8 sub-activities of the presentation category, the seven activities and one sub-activities viz., "uses feasible methods of testing", "uses the experiences of students", praises good behaviour of students", "acknowledgement of student's talk", "makes jokes to release tension", "showing some models/pictures to explain", "uses equipments in the classroom", "directs students from non-acceptable pattern to acceptable pattern of behaviour" and "experience through activities" were found to be moderately popular and others were highly popular.

2. The activities related to student's participation and media were not much popular.

3. Out of the seven categories of students participation, the four viz, "initiates", "shows reaction", "exhibits confidence", "ideas are developed clearly and definitely" were found to be highly popular.

4. An overview of the list of activities indicates that about 70 percent of the total activities were frequently and regularly used and 30 percent were used in-frequently.
5.8.7. **Impact Study**

5.8.7.1. **Achievement study for different subjects separately for level 4**:

1. The students attained maximum mean scores in the subject "improvement in quality of life", and minimum in "mathematics".
3. English, Thai language I, science and the world of occupation fell in the middle category and improvement in quality of life in the top category.

5.8.7.2. **Achievement study for different subjects separately for level 5**

1. The group scored maximum marks in English and minimum in Social Studies II.
2. In the first category of subjects viz: Social Studies II, Social Studies I, Thai language I & Thai language II, 25 percent of students scored below 51, 50 percent below 52 and 75 percent students scored below 54.
3. In the second category of subjects viz: Health and Agriculture, 25 percent scored below 53 and 75 below 62. In Science and English 25 percent scored below 54 but 75 percent scored below 65 marks.
5.8.7.3 **Analysis of attitude towards non-formal education (level 4).**

1. An overwhelming majority of respondents feels that the non-formal curriculum of social studies is knit around the problems of daily life.

2. The course prepares for democratic way of life.

3. The majority favours the need of vocational subjects as more useful.

4. From the non-formal syllabus, the exclusion of physical education, elimination of religious performances at the school and study through activities and the working knowledge of language as the central theme of the language syllabus were favoured by high proportion of students.

5. The pupils didn't agree that the practical work is a waste of time and science subjects are not suitable for non-formal education.

6. Functional use of audio-visual aids are found very meagre.

7. In the evaluation category, learners favoured that the teacher get rich experiences and are helped to gain more knowledge through non-formal education.

8. The time for preparation for examination was insufficient.

9. Multiple choice questions were favoured by a very small fraction of the students.
10. The most of the participants feel that they get very rich learning experiences and teachers develop a rapport with them.

11. Regarding the convenience of teachers time for consultation, adequacy of non-formal course for improvement in job, provision for students, guidance at school and suitability of course content for developing speaking skills, the proportion of favourable response compared well with unfavourable responses.

5.8.7.4. Analysis of attitude towards the non-formal education level 5)

1. The statements viz. social studies curriculum focused upon the problems of daily life, "it prepares for democratic way of life", "mathematics syllabus is related with the problems of daily life", "vocational subjects are more useful for non-formal students" were favoured by a majority of 56 to 81 percent.

2. "Science subject was not suitable for the students of non-formal education", "practical work is a waste of time" were disfavoured by a majority of 58 to 68 percent more than those who feel contrary to it.

3. "The course helps the learners to get more knowledge", "Rapport with students is essential for effective teaching". And "Non-formal education adds to the professional competence" were favoured by 70 to 80 percent more than the others.
5.9. Educational Implications of the Findings

The present report has pointed out a number of mismatches and indirectly advanced suggestions to improve the quality of the curriculum of non-formal education at secondary levels, with respect to the correspondance in between objectives, content materials, teaching-learning process and the evaluation programmes.

1. A need of special techniques for encouraging teaching learning in respect of subject-delivery, instructional materials and the equipments needed, is immensely felt.

2. A curriculum of non-formal education appears to have a lopsided emphasis across different categories of objectives.

3. The results of this study pointed to a need to improve curriculum of non-formal education systems on some aspects on the lines of the formal education systems.

4. The findings throw light on teaching learning situation provided in all subjects at levels 4 & 5 of non-formal education in Thailand.

5. In the course of study the textbooks also were reviewed with respect to content coverage, behaviour to be attended and the get-up.

5.10. The Suggestions for further Study

The present study covered the evaluation of curriculum
of non-formal education at secondary levels.

1. More studies of similar nature could have been conducted with respect to variables of courses and levels in order to cross-validate the present findings.

2. More studies could be designed for the interaction in different types of instructional materials and the different learning types.

3. Effect of other variables like, instructional fields and other phases of school programme, classroom climate and teaching process could be studied on the model of integrated evaluation of non-formal education.