Evaluation of the Curriculum for the Master of Education in Teaching Thai Language program (Revised Version of 2014) the Faculty of Education at Silpakorn University

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Abstract

This study is an evaluation of the curriculum of the Master of Education in Teaching Thai Language program at the Faculty of Education in Silpakorn Education (with regards to the version of the curriculum that was revised version of 2014). The objectives in this study are: 1) to evaluate the curriculum of the Master of Education in Teaching Thai Language program, and 2) to study ways to develop and improve the curriculum of said program. The sample of this study is 94 people, including: program directors, instructors in the faculty, and people working with the department. Following the CIPP Model, the research tools include: questionnaire, interviews, and informational analysis. Data is analyzed through statistical analysis to find percentage (%), averages ($\overline{X}$), and standard deviation of the data (S.D.), along with content analysis. The study finds:

1. In terms of context, the curriculum objectives are very suitable, implementation plans are good, and the strength of the department's reputation. The good and wide-spread reputation of the curriculum is variety of subjects, qualifications of the faculty members, and production of high-quality theses. The weaknesses of the department are that there are not enough faculty members and the abilities of the students upon entering the program are very low.

2. In terms of input, the subject descriptions in the curriculum are very suitable; the qualifications of learners and the admissions are suitable; the teachers' and supervisors' qualifications are very suitable; the environment, materials, and accommodations are suitable; and undergraduate and graduate students in the program agree that the budget for the curriculum is very suitable.

3. In terms of process, learning management of teachers is very suitable.

4. In terms of product, employers are very satisfied with the characteristics of the Master's students.

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Key words: curriculum evaluation, Master's curriculum, teaching Thai language

Background of the Problem

The curriculum evaluation procedure at Silpakorn University evaluates and checks the curriculum every five years to improve its quality following the steps of curriculum development according to the standards of the Ministry of Education. Therefore, it was necessary to re-evaluate the curriculum to meet the needs of modern society.

Theoretical Framework

This research is an evaluative study that follows the CIPP Model. The Model has four factors: Context Evaluation: C; Input Evaluation: I; Process Evaluation: PC; and Product Evaluation: PD.

Research Objectives

1) to evaluate the curriculum of the Master of Education in Teaching Thai Language program (Revised Version of 2014), Faculty of Education, Silpakorn University

2) to study ways to develop and improve the curriculum of said program

Scope

Sample

The sample of the study includes the following: 3 reviewers,6 faculty members and teachers, 4 administrators, 21 alumni from the Teaching Thai Language department that graduated between 2012-2015, 39 current students at the Teaching Thai Language department between 2012-2015 academic years, 21 supervisors of Master's students during student teaching at the Teaching Thai Language department.

Research Tools

The tools used in this research include: structured interviews and questionnaires, which were checked for content validity by three independent experts. The Index of Item Objective Congruence (IOC) for the questions was found to be 1.00, so the research tools were determined to be valid.

Methods of Analysis for Data from Questionnaire

1. Context (C)

1.1 C1 Curriculum objectives of Master's in Teaching Thai Language

Reviewers and faculty members agree that the curriculum is suitable. The results of the questionnaire show that alumni of the program strongly agree (average 4.73, S.D. 0.47) and current students strongly agree (average 4.72, S.D. 0.46) with the following statements:

Statements about curriculum evaluation	Alumni		Current Students	
	Avg.	S.D.	Avg.	S.D.
1. Curriculum objectives meet the standards of the Office of Higher Education Commission.	4.71	0.46	4.64	0.54
2. Learning management conforms with curriculum objectives.	4.71	0.56	4.69	0.47
3. Curriculum objectives conform with social demands.	4.76	0.44	4.72	0.46
4. The curriculum aims to produce graduates that are experts in Thai language learning management.	4.71	0.46	4.77	0.43
5. The curriculum aims to develop graduates that have high research abilities.	4.76	0.44	4.79	0.41
Total	4.73	0.47	4.72	0.46

1.2 C2 Curriculum structure

Reviewers and faculty agree that the structure of the curriculum conforms with the objectives. Alumni strongly agree (average 4.68, S.D. 0.52) and current students strongly agree (average 4.53, S.D. 0.59) with the following statements:

Curriculum structure evalutation	Alumni		Current Students	
	Avg.	S.D.	Avg.	S.D.
1. Required courses and elective courses are suitable.	4.62	0.59	4.33	0.70
2. The courses in the curriculum promote students' independent learning and creativity.	4.67	0.58	4.62	0.54
3. The courses in the curriculum promote leadership in effective learning management.	4.67	0.48	4.59	0.50
4. The organization of courses in the curriculum is suitable.	4.76	0.44	4.59	0.59
Total	4.68	0.52	4.53	0.59

1.3 C3 Implementation of curriculum

The faculties of Teaching Thai Language, Master's curriculum agree that the curriculum is implemented properly. This includes the faculty development plan, which encourages faculty members to do research. Also, the faculty adjusts and improves the curriculum (Revised Version of 2014) according to changes in the educational landscape.

1.4 C4 Strengths and weaknesses of the curriculum

The faculty in the Teaching Thai Language department agrees that the strengths of the curriculum are that it has a variety of courses, the faculty is highly qualified with degrees in related fields, and the students further their learning while working on their theses. The weaknesses are that the students usually continue to work while studying and cannot devote their full attention to their courses.

The results from the alumni strongly agree with the strengths of the curriculum (average 4.46, S.D. 0.69). Current students strongly agree with the strengths of the curriculum (average 4.46, S.D. 0.73) as follows:

Strengths and weaknesses of the curriculum	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
To what extent does the department have the following strengths:				
1. The curriculum of the Master's program	4.76	0.44	4.69	0.44
2. The faculty of the Master's program	4.81	0.40	4.77	0.40
3. The administrative worker and staff	4.48	0.60	4.08	0.60
4. Cooperation with other departments, both inside and outside the University	4.29	0.64	4.08	0.64
5. Knowledge and ability of the students upon entering the program	4.00	0.84	4.05	0.84
6. Environment, including buildings, classroom, materials, and other accommodations	4.24	0.70	4.13	0.70
7. The reputation of the curriculum	4.67	0.73	4.77	0.73
Total	4.46	0.69	4.46	0.73

2. Input (I)

    2.1 I1 The subject descriptions in the curriculum

Reviewers and faculty members agree that the curriculum is suitable and has a variety of courses that are comprehensive, which is consistent with the results of alumni of the program, who strongly agree (average 4.74, S.D. 0.50) and current students, who agree (average 4.72, S.D. 0.27) with the following statements:

Subject descriptions in the curriculum	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
Suitability of required courses				
465511 Linguistics and Language Teaching	4.81	0.40	4.74	0.50
465521 Literary Criticism Theory for Teaching	4.86	0.36	4.92	0.27
465531 Development of Thai Language Curriculum and Instruction	4.90	0.30	4.90	0.31
465535 Research Methodology in Thai Language Instruction	4.86	0.36	4.85	0.37
Suitable of selective courses				
464512 Oriental Languages Related to Thai Language	4.62	0.67	4.54	0.72

Subject descriptions in the curriculum	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
465513 Seminar in the Use of Contemporary Thai Language	4.62	0.59	4.59	0.59
465514 Thai Identity in Literary works	4.62	0.59	4.67	0.58
465522 Seminar in Local Wisdom	4.67	0.58	4.54	0.85
Total	4.74	0.50	4.72	0.57

2.2 I2 The qualifications of learners and the admissions

The faculty of Teaching Thai Language, Master's curriculum agrees that the qualifications of students and the admissions are suitable, along with the admissions standards, cooperation project, paper tests and interviews.

The results from the alumni strongly agree (average 4.74, S.D. 0.48).   Current students strongly agree (average 4.73, S.D. 0.55), as follows:

The qualifications of learners and the admissions	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
1. The qualifications of students specified in the curriculum	4.67	0.48	4.74	0.50
2. Types of admissions techniques and entrance exams	4.67	0.58	4.74	0.50
3. Paper tests and interviews for admission	4.81	0.40	4.79	0.41
4. Students from the cooperation project	4.71	0.46	4.59	0.75
Total	4.74	0.48	4.73	0.55

2.3 I3 the teachers' and supervisors' qualifications

The faculty agrees that teachers are suitable.   The teachers have knowledge, experience, and strong morals.   The can also provide academic advice and guidance to the students.

The results from the alumni strongly agree (average 4.84, S.D. 0.34).   Current students strongly agree (average 4.88, S.D. 0.34), as follows:

The teachers' and supervisors' qualifications	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
1. Teachers have knowledge and experience in teaching.	4.90	0.30	4.95	0.22
2. Teachers have ethics and strong morals.	4.86	0.36	4.87	0.57
3. Teachers keep office hours and spend their time consulting students.	4.81	0.40	4.79	0.47
4. Teachers can give advice to the students, both academic and otherwise.	4.81	0.40	4.92	0.27
Total	4.84	0.34	4.88	0.34

2.4 I4 The environment, materials, and accommodations

The administrators, consisting of the Dean, Head of department and faculty are agree that media and teaching materials are sufficient, but the maintenance is insufficient.

The results from the alumni strongly agree (average 4.33, S.D. 0.66). Current students agree (average 4.29, S.D. 0.75), as follows:

The environment, materials, and accommodations	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
1. Media and teaching materials (such as: computers, internet, speakers, projectors, etc.) are sufficient.	4.19	0.68	4.38	0.59
2. Media and teaching materials (such as, (such as: computers, internet, speakers, projectors, etc.) are in a good condition.	4.38	0.59	4.33	0.74
3. Books, textbooks, journals articles, research, theses (in Thai and other languages) in the University are sufficient and current.	4.43	0.68	4.41	0.79
4. The computer lab meets the demands.	4.33	0.73	4.15	0.84
5. The Center for Teaching and Learning Excellence (CTLE) meets the students' demands.	4.38	0.67	4.23	0.78
6. Classrooms, meeting rooms, seminar rooms, and activity spaces have enough tables and chairs.	4.33	0.48	4.26	0.72
7. There are good places for students to work independently.	4.29	0.78	4.26	0.82
Total	4.33	0.66	4.29	0.75

Current students have suggested that the Wi-Fi system is insufficient.

2.5 I5 Budget for curriculum

Curriculum administrators use the budget on projects for developing teachers, orientation for the new students, and theses.

From the questionnaire, the alumni strongly agree (average 4.62, S.D. 0.67) and current students strongly agree (average 4.57, S.D. 0.79), as follows:

Budget of the curriculum	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
1. Extra fees in each semester are suitable.	4.62	0.67	4.57	0.79
2. Extra fees are used properly to benefit the students.	4.62	0.67	4.57	0.79
Total	4.62	0.67	4.57	0.79

3. Process (PC)

3.1 PC 1 Teaching behavior

From the questionnaire, the alumni strongly agree (average 4.76, S.D. 0.43) and current students strongly agree (average 4.76, S.D. 0.51), as follows:

Teaching behavior	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D
1. The teachers do teacher evaluations for each subject.	4.76	0.44	4.72	0.56
2. The teachers are prepared for class.	4.81	0.40	4.74	0.50
3. The teachers have good teaching techniques.	4.67	0.48	4.72	0.60
4. The teachers' personalities, including appearance, manners, and use of language, are suitable for teachers.	4.81	0.40	4.85	0.37
Total	4.76	0.43	4.76	0.51

3.2 PC2 Learning behavior of students

From the questionnaire, the alumni strongly agree (average 4.58, S.D. 0.56) and current students strongly agree (average 4.60, S.D. 0.68), as follows:

Learning behavior of students	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D
1. Students participate in learning management.	4.52	0.60	4.64	0.54
2. Students know and understand the objectives, learning processes, and evalutation criteria of each course.	4.71	0.46	4.67	0.48
3. Students take responsibility for the work assigned.	4.52	0.60	4.54	0.82
4. Students attend class.	4.62	0.50	4.74	0.50
5. Students are prepared for class.	4.43	0.68	4.26	0.91
6. Students study independently and effectively.	4.62	0.59	4.67	0.62
7. Students can collaborate with other students.	4.62	0.50	4.72	0.72
Total	4.58	0.56	4.60	0.68

3.3 PC3 Thesis process

From the questionnaire, the alumni strongly agree (average 4.66, S.D. 0.50).

Thesis process	Avg.	S.D.
1. Thesis Procedures	4.62	0.50
2. Selecting thesis topics based on students interests and abilities	4.67	0.48
3. The process of arranging a thesis supervisor	4.76	0.44
4. Selecting thesis reviewers	4.67	0.48
5. Research tools reviewers assist in thesis creation	4.71	0.56
6. Time spent on thesis creation	4.52	0.60
7. Thesis evalutation method	4.67	0.48
Total	4.66	0.50

3.4 PC4 Learning management

From the questionnaire, the alumni strongly agree (average 4.67, S.D. 0.50) and current students strongly agree (average 4.64, S.D. 0.49), as follows:

Learning management	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D
1. Classes are student-centered.	4.62	0.59		
2. Class activities are varied and suitable to the content.	4.57	0.51	4.74	0.44
3. Classes stress real-world skills.	4.67	0.48	4.67	0.53
4. Class activities promote ethics and morality.	4.62	0.59	4.69	0.47
5. Classes utilize guest speakers and outside resources to enhance student education.	4.67	0.48	4.72	0.46
6. Classes encourage critical thinking.	4.76	0.44	4.56	0.60
7. Assessments are varied.	4.76	0.44	4.67	0.48
8. Teaching evaluations improve the classes.	4.67	0.48	4.69	0.47
Total	4.67	0.50	4.64	0.49

3.5 PC5 Services and Support

From the questionnaire, the alumni strongly agree (average 4.32, S.D. 0.71) and current students strongly agree (average 4.14, S.D. 0.83), as follows:

Services and Support	Alumni		Current students	
	Avg.	S.D.	Avg.	S.D.
1. Staff maintains classroom facilities (including projectors, visualizers, computers, and DVD players) properly	4.38	0.74	4.23	0.71
2. Graduate school staff encourages learning.	4.43	0.60	4.18	0.88
3. Service and guidance of department staff concerning documents and procedures are acceptable.	4.14	0.79	4.03	0.90
Total	4.32	0.71	4.14	0.83

3.6 PC6 Curriculum Administration

The director and the administrator agree that the Master's curriculum should meet the needs of society and the country. The faculty agrees that Master's curriculum

administration is well-organized, in terms of the needs of the students, the society, and the country; teacher selection; writing curriculum; and inviting quality assurance advisors.

4. Product (PD)

Product (PD) is the study of alumni. The study found that employers and co-workers are highly satisfied with alumni (average 4.77, S.D. 0.48), as follows:

Characteristics of the alumni	Avg.	S.D.
1. Professional knowledge and ability/level of education	4.77	0.45
2. Work skills/level of education	4.62	0.58
3. Professional personality/level of eduation	4.85	0.43
4. Ethics and morality as a teacher	4.77	0.48
Total	4.77	0.48

Discussing the results of the research

1. Context (C)

Curriculum objectives (C1), Curriculum structure (C2) and Implementation of curriculum (C3) are suitable and very suitable. This is because the department has regular meetings and is well-planned. The quality of the faculty members is ensured by the hiring process, which includes rigorous interviews with and discussions about teacher candidates.

In addition,. The curriculum tries to improve the students' ability to do research. Students generally improve in doing research, similar to the suggestions outlined in research by Sunanta kaewsuk (2009).   That research evaluated the Master of Education Program in Educational Administration (Revised Version of B.E. 2549) of Dhonburi Rajabhat University which wanted the students to focus on the Thesis-Option Plan can help develop learner to be able to do research.

2. Input (I)

The input is divided into five parts, as follows: the subject descriptions in the curriculum, the qualifications of learners and the entrance exams, the teachers' and supervisors' qualifications, the environment, materials and accommodations, and the budget for the curriculum. The result of the study is that the sample agrees at a high level that these five parts are very suitable. .

The research finds that the thesis advisors are at a high level and are able to guide the students well. This is related to the research of Nuancharee Prasertsuk et. al (2008), which found that the thesis advisors are of a high quality.

The budget and accommodations of the curriculum are well planned, such as the department library, the CTLE and projects that are designed to help students complete their theses. If the subject descriptions in the curriculum, the qualifications of learners and the entrance exams, the teachers' and supervisors' qualifications, the environment, materials and accommodations, and the budget for the curriculum are finished, the curriculum is ready to be implemented.

3. Process (PC)

Teaching behavior is found to be at a high level in terms of: teacher personality, preparation, techniques and teaching abilities. This is similar to Nuanchavee Presertsuk , et.al. (2008), which found teaching behavior to be at a high level. Services and support from other departments to assist students found that the evaluators strongly agree that the services of the graduate school and the support staff are very suitable. This is related to the findings of Unchalee Saiyawan, et.al. (2012), that found service management, accommodations management and the use of materials are at a high level and help the students to perform well.

Last in Process is curriculum administration. The department's plan to develop the curriculum was to: start by studying the needs of the students, society and country; determine which teachers would be the curriculum teachers; write the curriculum; invite a committee to evaluate said curriculum; and use research to gather information systematically, especially information from alumni and their employers, who offered insight into the strengths and weaknesses of the graduates. This is related to the research of Mariam Nillapun (2012: 126), the results of which showed the process of evaluation to be suitable at a high level because learning management followed the projects and the purpose of the curriculum, had a department meeting and used a curriculum.

4. Product (PD)

Employers of program alumni were found to be satisfied at a very high level in terms of personality, morality, ethics, professional ethics, knowledge, abilities, and work skills. These results are similar to the work of Nuanchavee Presertsuk , et.al. (2008). Their research found that their program could product graduates that have knowledge, ability and a strong work ethic, leading to satisfied employers.

Based on the findings above, it is clear that the Master of Education in Teaching Thai Language (Revised Version of 2014) has been studied thoroughly in terms of context, input and product. The curriculum has been evaluated so that the strengths and weaknesses can be outlined clearly and can guide curriculum planning in the future.

Recommendations for future curricula

Based on this study, the next curriculum should consider the following:

1. Survey the needs and expectations from different departments, including educational marketplace, Office of the Higher Education Commission, The Teachers' Council of Thailand, and local schools.

2. Study the Twelfth National Economic and Social Development Plan (2017-2021).

3. Manage student orientation to be appropriate for master's level students and stress thesis writing.

4. Improve the courses to emulate real-world teaching situations.

5. Improve learning management by integrating practical, real-world skills into the classroom.

6. Promote using English for communication skills.

7. Promote cooperation with internal and external departments and foreign countries.

8. Prepare students to complete their theses and assess them continuously and systematically.

9. Improve services and support from related departments, such as the services from department staff, administrative assistants and graduate school staff.

10. Improve the educational environment (classrooms, buildings, materials and other accommodations, such as Wi-Fi, etc.).

1.1 Develop the quality of curriculum teachers.

Suggestions for further research

1. The department should evaluate the curriculum using formative evaluation while it is being implemented in order to identify any problems or weaknesses with the curriculum before the term of the curriculum has expired.

2. The department should evaluate the curriculum when it is finished to develop a better curriculum.

3. The department should analyze research about teaching Thai language to develop guidelines for adjusting and improving the curriculum.

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