

**Evaluation of the Curriculum for Bachelor of Arts in Thai Language, Faculty of Humanities and Social Science, Nakhon Ratchasima Rajabhat University**

Wachirarat Nirantechaphat  
Faculty of Humanities and Social Science, Nakhon Ratchasima Rajabhat University

— *Review of* —  
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**ABSTRACT**

The objective of the Evaluation of the Curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555, Faculty of Humanities and Social Science, Nakhon Ratchasima Rajabhat University is to study the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment from students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555. The evaluation focuses on studying the opinion of the user of the curriculum which is the students year studying in the 1<sup>st</sup> to 3<sup>rd</sup> year in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555 of Nakhon Ratchasima Rajabhat University. The tool used for the research is questionnaire. The general information shall be reported in percentage, while the report of behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation, as well as the opinions on practicability of curriculum in terms of curriculum organization, instructional organization and environment shall be presented in average amounts categorized according to the score.

The research shows that there are 86 female participants, equal to 91.49 percent and 8 male participants, equal to 8.51 percent. There are 48 participants, or 48.94 percent, whose age ranges from 17 – 20 years old; and there are 46 participants, or 48.94 percent, whose age ranges from 20 – 23 years old. With regard to the status of the participants in the curriculum for Bachelor of Arts in Thai Language, there are 41 participants, or 43.62 percent, studying in first year; 22 participants, or 23.60 percent, studying in second year; and 31 participants, or 32.98 percent, studying in third year. The information shows that the numbers of students who are interested to study in this curriculum have increased. In addition, there are 78 participants, or 82.98 percent, who are domiciled in Northern Thailand, indicating that the students wants to study in Nakhon Ratchasima Rajabhat University because it is in their domicile. Apart from that, most of the participants, 55 persons or 58.51 percent, use their personal budget to pay tuition fees; the second most, 38 persons or 40.43 percent, use education loan; and only one participant or 1.06 percent uses other type of funding (Foundation for the blind). The information indicates that the students need education loan or scholarship to attend university. Despite their financial status, they realized that the higher education is important. Regarding the behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation, as well as the opinions on practicability of curriculum in terms of curriculum organization, instructional organization and environment, the participants give the highest score to 3 topics which are: The teachers are the experts in giving instructions (3.56), The students are proud when they graduated from the university (4.56), and The knowledge can be applied to daily life (4.50).

However, the improvement of instructional methods of the curriculum for Bachelor of Arts in Thai Language should be continue, in terms of developing teachers' knowledge,

holding activities in projects, developing media and innovations used for giving instruction and arranging the environment that shall facilitate the students in unlimited communication society.

### **1. Background and Importance of the Problem**

Teaching is a natural human behavior that happens in general, regardless of time and place. Teaching that has no pattern was initiated when savants, thinkers and cult leaders exist. They passed over and publicize their knowledge, thoughts, and beliefs using teaching ability and personal techniques. Teaching is to tell, instruct, describe, explain or show. Apart from that, teaching is passing over knowledge, skills and attitudes while the instructor and pupil or teacher and student interact with each other in the learning process. The teacher plays an important part as the organizer of the learning which shall follow one's opinions and abilities. Students and pupils are the recipients of whatever the teacher give. Teaching provided by teacher can occur everywhere, regardless of time and place, depending on the situation and teachers' preferences. Later the teaching that focuses on teachers' role developed into the systematic teaching using more principles from research and studies. However, teachers remained center of the teaching. Subsequently, the focus has shifted from teacher to student and the word teaching is changed to "instruction" which highlights the roles of student in the study and covers a wider range of learning, rather than simply reaction between humans. Later teaching in the form of training started to be popular because it can be used to solve specific problems or fulfill the requirements in a short period of time. (Tisana Kaemmanee, B.E.2553 : 2-4)

Based on the history of instruction above, it usually refers to the activities that the school or students participate in order to achieve main objectives of the curriculum or the target set by the school, as well as "the first mission to support the study of the students". (Cordingley.1999 : Randle and Brady. 1997 referred to in Suttanu Srisai. B.E.2551 : 18) Therefore, we need to set the curriculum to help the instructional organization to achieve the objective. In this regard, Suttanu Srisai (B.E.2551 : 19) describes that relation between the curriculum and the instruction is very closed because the curriculum is the document with guideline or indication to the practice ,while teaching is actual practical method that bring the curriculum to instruction process.

After setting the curriculum for using in the instruction, there should be an evaluation to see who should such curriculum be improved as described by Boonchom Srisa-ard (B.E. 2546 : 144) that the research of curriculum evaluation is very popular and the research can be done in various ways, such as curriculum evaluation or evaluation of the result of curriculum; evaluation of curriculum use or evaluation of the result of curriculum use; evaluation of curriculum organization and instruction; and evaluation of instructional curriculum or training curriculum.

Apart from that, Suwanna Sattanathammethee (B.E. 2554 : 423) has summarized that the curriculum evaluation is a stage of curriculum development in order to know whether the curriculum that was prepared and used is successful not and which part of the curriculum is incomplete, so that it can be improved. There are various patterns of curriculum evaluation. The selection of the patterns of curriculum evaluation shall depend on the objective of the

evaluation, i.e. which parts of the curriculum shall be evaluated or the evaluation shall be conducted for the whole curriculum. The result of curriculum evaluation shall be useful for the curriculum organizer and user, as well as the students.

In this regard, the curriculum evaluation is not only helpful for developing instructional organization or updating the curriculum to match current society, but also important and useful for quality assurance process at curriculum level as follows:

1. Establish credibility of the quality of people who graduate from every institute.
2. Use as the information to improve education quality assurance that leads to the expected result.
  - The students are qualified according to the Thai Qualifications Frame Work for Higher Education B.E. 2552 (TQF)
  - The students have a job.
3. Use to support consideration on the curriculum registration according to the Thai Qualifications Frame Work for Higher Education B.E. 2552.

The indicator and criteria of the evaluation at curriculum level is the quality assurance for instructional organization at curriculum level that it complies with the standard of the curriculum and other relevant standards, administration, instructional organization, student care and services providing to the students, in order to be capable of producing the good quality graduate. (Quality Assurance in Education, Nakhon Ratchasima Rajabhat University. 2557: 13)

The objective of this research is to study the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment from students studying in the curriculum for Bachelor of Arts in Thai Language, (Revised Edition) B.E. 2555 at Nakhon Ratchasima Rajabhat University. The result of the evaluation shall reflect the overall image of the curriculum users studying in the 1<sup>st</sup> to 3<sup>rd</sup> year and shall benefit Thai Language Department in terms of curriculum improvement and education quality assurance further.

## **2. Objectives of the Research**

2.1 To study the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment from students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555.

## **3. Scope of the Research**

Study the opinions of curriculum users which are students who are studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555 in the 1<sup>st</sup> to 3<sup>rd</sup> year at Nakhon Ratchasima Rajabhat University.

## **4. Expected Benefits**

4.1 To be acknowledged of the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment from students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555. 4.2 To use the data obtained from the research for curriculum improvement and education quality assurance.

### **Research Procedure**

This research is a quantitative research to study the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment from students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555.

**1. Population and samples** This research shall study the opinion of the curriculum users which are the students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555 in the 1<sup>st</sup> to 3<sup>rd</sup> year at Nakhon Ratchasima Rajabhat University. Therefore, we have studied from 110 samples which can be categorized by the year of study as follows:

1<sup>st</sup> year students 47 persons;

2<sup>nd</sup> year students 28 persons; and

3<sup>rd</sup> year students 35 persons (comprising Thai 20 persons and Chinese 15 persons).

**2. Research tool** This research uses questionnaire designed base on Gow's idea (1979 : 302 referred to in Suwanna Sattanathammethee. 2554 : 414 - 416) and the research of evaluation of the curriculum for Master of Education in Science Education, Revised Edition B.E. 2551 by Division of Science Education, Department of Education, Faculty of Education, Kasetsart University. The content of the research shall be divided into 3 parts as follows:

Part 1 General Information of the Participants

Part 2 Behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation

Part 3 Opinions on practicability of curriculum in terms of curriculum organization, instructional organization and environment. In this regard, the researcher shall collect the following information:

1.1 Evaluation of curriculum organization (Objective, total number of credits, subject categorization and content of the subjects in the curriculum)

1.2 Evaluation of instructional organization of the curriculum (Objective of the instruction, instructional activities, teaching material, learning evaluation and examination, teachers' advice and ethnics, teachers' qualification and expertise, and number of teachers)

1.3 Evaluation of environment organization to follow the curriculum, condition of the class room, learning center, condition of the library, learning facilities, academic activities, servicing activities for Student Affairs and academic atmosphere.

### 3. Research Procedure

The researcher's choice of population is the students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555 in the 1<sup>st</sup> to 3<sup>rd</sup> year at Nakhon Ratchasima Rajabhat University, 110 persons using questionnaire as the tool and have examined the reliability and validity of the tool by the scholars.

### 4. Data collection and analysis

Data from the questionnaire answered by the students studying in the curriculum for Bachelor of Arts in Thai Language, Revised Edition B.E. 2555 in the 1<sup>st</sup> to 3<sup>rd</sup> year at Nakhon Ratchasima Rajabhat University shall be collected and the researcher shall analyze the quantitative data obtained from the questionnaire by using Microsoft Excel to process the data as follows:-

Part 1 General Information of the Participants shall be reported in percentage.

Part 2 Behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation shall be converted to average score from the questionnaire which is divided in 5 levels.

Average of 4.50 – 5.00 The participants have the behavior at the highest frequency.

Average of 3.50 – 4.49 The participants have the behavior at high frequency.

Average of 2.50 – 3.49 The participants have the behavior at moderate frequency.

Average of 1.50 – 2.49 The participants have the behavior at low frequency.

Average of 1.00 – 1.49 The participants have the behavior at the least frequency.

Part 3 Opinions on practicability of curriculum in terms of curriculum organization, instructional organization and environment shall be calculated into average scores from the questionnaire which is divided in 4 levels.

Average of 3.50 – 4.00 The participants see that it is very practicable.

Average of 2.50 – 3.49 The participants see that it is quite practicable.

Average of 1.50 – 2.49 The participants do not sure whether it is practicable or not.

Average of 1.00 – 1.49 The participants see that must be improved.

## Summary of Research Findings, Discussion and Suggestion

### 1. Summary of Research Findings

#### 1. General Information

1.1 there are 86 female participants, equal to 91.49 percent; and 8 male participants, equal to 8.51 percent. The bigger number of female participants shows that female students tend to be interested in studying Thai Language more than male students.

1.2 There are 48 participants, or 48.94 percent, whose age ranges from 17 – 20 years old; and there are 46 participants, or 48.94 percent, whose age ranges from 20 – 23 years old. The equal percentage of age range shows that ages of the students who are studying Thai Language are not so different. In other words, after the finished high school, they applied for university admission right away.

1.3 With regard to the status of the participants in the curriculum for Bachelor of Arts in Thai Language, there are 41 participants, or 43.62 percent, studying in first year; 22 participants, or 23.60 percent, studying in second year; and 31 participants, or 32.98 percent, studying in third year. The information shows that the numbers of students who are interested to study in this curriculum have increased.

1.4 There is 1 participant from central region of Thailand and another 1 from northern Thailand, or 1.06 percent. The majorities, 78 participants or 82.98 percent, are domicile in Northern Thailand, indicating that the students wants to study in Nakhon Ratchasima Rajabhat University because it is in their domicile.

1.5 Majority of the participants, 55 persons or 58.51 percent, use their personal budget to pay tuition fees; the second most, 38 persons or 40.43 percent, use education loan; and only one participant or 1.06 percent uses other type of funding (Foundation for the blind). The information indicates that the students need education loan or scholarship to attend university because their financial status is not so good; however, they realized that the higher education is important.

## **2. Behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation**

2.1 Before studying in the curriculum, the participants wants to study in the curriculum at high level (4.30) and they have knowledge and experience in Thai language at high level (3.74) too. The result indicates that the students have done self-evaluation and found that they will be able to study in Thai Language Major at a very good level.

2.2 With regard to the behaviors during the study in the curriculum, the participants' opinion is at high level for every item which can be sorted in the following order: Receive supports from family (4.48), Be proud to study in the curriculum (4.38), Be interested in the lesson and seek for knowledge (4.21), Participate in the instructional activities (4.09), Be capable of studying according to the curriculum (4.05). The results shows that the student has done self-evaluation and found that, based on their family support and their personal interest, plus their learning capability; they are ready to study in the curriculum for Bachelor of Arts in Thai Language.

2.3 For the expected behaviors after graduation, majority of the participants give the score in the highest level for 2 items, which are: Be proud when graduated (4.56) and be able to use the knowledge in daily life (4.50). The participants give the score in high level for 2 items, which are: Have opportunity to get a job (4.34) and be able to use the knowledge at work (4.41). The results reflect that the students are proud of the university and their field of study. They are also confident that they will be able to use their knowledge

in daily life at the highest level. However, in terms of job opportunity and knowledge use at work, they have a little less confident.

### **3. Opinions on practicability of curriculum in terms of curriculum organization, instructional organization and environment**

3.1 The participants give opinion that every item of curriculum organization practicable. In other words, the participants see that the total number of credits of not less than 135 credits throughout the curriculum is appropriate (3.28), while the number of credits in each category gains the same score of practicability (3.28). With regard to the contents of the subjects in the curriculum, they are theoretically and practically suitable (3.23). The objective of the curriculum is updated (3.22) and the subject categorization into general education, specific courses and free electives is suitable (3.18). The result shows that the students get ready and expect that they will be able to achieve the total number of credit set out in the curriculum and they think that each subject they have taken is theoretically and practically appropriate.

3.2 The participants give opinion that 1 item under instructional organization is very practicable, which is the teacher's expertise in teaching (3.56) and the following 12 items are quite practicable: Teachers' qualification and expertise are suitable for the subject (3.47), the teachers have morality (3.45), advisor's care (3.40), convenience in visiting the advisor (3.38), instructional activities give priority to the students (3.34), the objectives of each subject are appropriate (3.32) get the score as learning evaluation and examination of each subject comply with the objectives that have been set (3.32), teaching material in each subject are up-to-date and appropriate with the content of the lesson (3.31), instructional activities in each subject facilitate students' learning according to the objectives that have been set (3.27) and convenience in visiting teachers of every subject (3.22). The result shows that the students see that instructional organization of the curriculum for Bachelor of Arts is appropriate in every aspect, especially for teachers' expertise in teaching which the students pointed out very practicable.

3.3 The participants give opinion that every item under the practicability of curriculum in terms of environment is at an appropriate level. They can be sorted by highest to lowest score as follows: Academic atmosphere that facilitate learning process (3.39), Student service activities are appropriate (such as site visit) (3.35) which got the same score as the synergy activities among friends and senior-junior are appropriate (such as Baisrisukwan and freshman welcome event) (3.35), the condition of the library is suitable for study and research (3.33), academic activities are appropriate (such as orientation and training by inviting external speaker) (3.29), Learning Centers both inside and outside class room are appropriate for the instruction (3.24), instructional equipment is appropriate (such as LCD screen, projector, microphone, speakers) (3.20), research and study through internet can be conducted fast and conveniently (3.18) and the condition of the class room is appropriate for the instruction (3.02). The result shows that the environment of the instructional organization of the curriculum facilitates the study of the students in every aspect.

## **2. Discussion**

According to the general information of the participants, it is found that the majority of students studying in the curriculum for Bachelor of Arts in Thai Language are female and their average age is not so different. In other words, after the finished high school, they applied for university admission right away and they chose to apply for the admission to Nakhon Ratchasima Rajabhat University which is the university locating in their domiciles. With regard to the budget for the tuition fee, the majority of the students use personal budget and there are a lot of students who used education loan. The information reflects that the students are supported by the family and see important of studying in higher education.

With regard to behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation, the students gave opinion that they want to study in Thai language Major and they have knowledge and experience in Thai language at high level. Apart from that, their families give support to them and they are proud to study in the curriculum. The students also seek for knowledge, participate in instructional activities and think that they have capability to study according to the curriculum at high level. In terms of the expected behaviors after graduation, the student will be proud when they have graduated and will be able to apply the knowledge in daily life at the highest level. Moreover, the participants think that after graduation they will have opportunity to get a job and will be able to use their knowledge at work at high level. It shows that the students have confidence in the studying in Thai Language field.

Regarding the opinions on practicability of the curriculum in terms of curriculum organization, instructional organization and environment, the participants think that the total number of credits, the number of credits in each category of subject, the contents of the subjects in the curriculum both theoretical and practical portion and subject categorization are suitable. In this regard, before the admission the students have received a Student Guide Book which they have studied and set out the plan already.

In terms of instructional organization, the participants see that the teachers are expert in teaching at high level. It shows that they have faith and confidence in the potential of the teachers. Apart from that, they think that teachers' qualification and expertise are suitable for the subject they teach; and the teachers also have morality. With regard to the advisor, the participants think that the advisor pays attention to them and it is convenient to visit the advisor. Furthermore, teachers provide instructional activities that focus mainly on the students and the teachers of every subject pay attention to the students. In terms of the objectives of each subject, they see that they are suitable and the learning evaluation and examination of each subject are complied with the objectives that have been set out. In addition, each subject uses teaching materials that are modern and suitable for the content of the subject. Apart from that, there are instructional activities in each subject that facilitate students' learning process according to the objectives that have been set out. Visiting teachers of every subject is also convenient. The results show that the students are satisfied with the instructional organization of the teacher both inside and outside the class. They also have the advisors that pay attention to them and accessible.

With regard to the opinion on the practicability of curriculum in terms of environment, every item are considered appropriate, as follows: Academic atmosphere that facilitate learning process, student service activities are appropriate (such as site visit), the



synergy activities among friends and senior-junior are appropriate (such as Baisrisukwan and freshman welcome event), the condition of the library is suitable for study and research, academic activities are appropriate (such as orientation and training by inviting external speaker), Learning Centers both inside and outside class room are appropriate for the instruction, instructional equipment is appropriate (such as LCD screen, projector, microphone, speakers), research and study through internet can be conducted fast and conveniently and the condition of the class room is appropriate for the instruction (3.02). The result shows that the environment of the instructional organization of the curriculum facilitates the study of the students in every aspect, including instructional equipment, learning organization provided by inviting the scholar to be a speaker, and site-visit. Apart from that the internet system is provided to facilitate the student to so the research fast and conveniently. There are also activities to establish a strong relationship between senior and junior.

According to the research findings, the participants have the behaviors prior to the admission, behaviors during the study and the expected behaviors after graduation at high and highest level. For the practicability of curriculum in terms of curriculum organization, instructional organization and environment, the participants give opinion that they are at an appropriate and very appropriate level.

There are 3 items that the participants give the highest score, which are: the teachers are expert in teaching, the student will be proud when they have graduated and will be able to apply the knowledge in daily life. However, the improvement of instruction in the curriculum for Bachelor of Arts in Thai Language should be continue, in terms of developing teachers' knowledge, holding activities in projects, developing media and innovations used for giving instruction and arranging the environment that shall facilitate the student in unlimited communication society.

### **3. Suggestion**

3.1 There shall be in-depth interview with the teachers who teach each subject and the teachers who are responsible for the curriculum to apply the opinion to improve the instructional organization, activities arrangement and environment development to facilitate the students learning process.

3.2 When the students are undergo training or graduated, the employer should be interviewed in order to apply the result to develop or improve the curriculum further.

3.3 There shall be in-depth interview with the foreign students in order to reflect the learning issues in the curriculum and use the information to adapt the curriculum to be suitable for foreigner.

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