Assessment of the Graduate Diploma in Teaching Profession Curriculum at St. Theresa International College, Nakhon Nayok, Thailand

Pornkamon Nilarun*

Office of Private Education Commission

Email: pukpik.pornkamon@gmail.com

*Corresponding Author

Dr. Pongthep Jiraro

Faculty of Education, St Theresa International College, Thailand

Email: pongthep@stic.ac.th

Dr. Buncha Panacharoensawad

Faculty of Education, St Theresa International College, Thailand

Email: bancha@stic.ac.th

Dr. Annop Phothisuk

Faculty of Education, St Theresa International College, Thailand

Email: annop@stic.ac.th

Abstract

Research objectives were to 1) assess the Graduate Diploma in Teaching Profession Curriculum at St. Theresa International College, Nakhon Nayok, Thailand in 4 aspects: context, input factors, operational processes, and products; and 2) compare the respondents of assessment classified by gender, age, status. The sample group consisted

of 85 administrators, faculty, and students. The instrument used for data collection was a five rating scale questionnaire. The statistics used for data analysis were percentage, mean, standard deviation, independent t-test, and one-way ANOVA. The research results were as follows; 1). In overall aspect curriculum was assessed at high level (Mean = 4.32, S.D. = .07); when considered in each aspect, context of curriculum aspect was at high level (Mean= 4.21, SD = .18), input factors aspect was at high level (Mean = 4.32, SD = .14), operational processes aspect was at high level (Mean = 4.32, SD = .10), while products from curriculum aspect was at the highest level (Mean = 4.52, SD = .18) 2) When compare the assessments among respondents classified by gender, age and status, there were no significant statistically different. That shows the congruence evaluation results are in the same direction.

Keywords: Course evaluation, Graduate Diploma in Professional Teaching

1. Background and The importance of the problem

Today is an era in which the world has rapidly advanced due to the use of technology to connect information of all regions of the world. The trend of social change that occurred in the 21st-century, therefore, affects the living in a society thoroughly. In the past, the Thai society, the way of life of the Thai people was simple and not changed. But a society that is open to accept an external culture and adapt to the environment and their way of life appropriately, when Thailand entered the 21st-century is a period that changes according to the current world caused by scientific progress technology and information, which is an important factor that makes the world in the era of wireless communication, which creates both opportunities. And development in line with global changes educational development is therefore very important to prepare for the future situation (Higher Education Commission, Office, 2005). For this reason, teachers must be alert and prepared to learn to prepare students to have skills for living in the 21st-

century world (Secretary of the Teachers Council of Thailand, Office,2007). The most important skills are Learning Skills that focus on knowledge, ability, and essential skills as a result of the reform to change the teaching and learning model, as well as preparation in various fields that is a supporting factor that will lead to learning (Wongyai, 1994). Nowadays it is a period of quite high social competition. affecting the adjustment to be equal and up to date with changes that occur in every social context in all dimensions. Therefore, enhancing Content Knowledge, Specific Skills, Expertise, and Literacy competency is an important variable. That has to happen to the students.

Therefore, the graduate diploma program in the teaching profession that provides postgraduate education able to meet the needs of schools and graduates of various disciplines that are interested in the teaching profession Have the opportunity to develop knowledge and experience in accord with the professional standards set by the Teachers Council of Thailand to build confidence in the quality of professional teachers (Secretary of the Teachers Council of Thailand, Office, 2007). Considered as a high profession. Graduate Diploma Program in Teaching Profession B.E. 2561 from St. Teresa International College Nakhon Nayok Province is a tertiary institution that meets the teacher development policy and educational personnel which is a high profession has taught the Diploma Program in Teaching Profession according to professional standards for a while and the last course was revised in 2018. The researcher wishes to conduct a research study on the evaluation of the Graduate Diploma Program in Teacher Education 2018 of St. Theresa International College Nakhon Nayok Province, to study information and use the results of the study as a guideline In the development of a graduate diploma program in the teaching profession to be modern and effective according to the standards of the Teachers Council of Thailand.

2. Research objectives

1. To assess the Graduate Diploma Program in Teaching Profession Curriculum at St. Theresa International College Nakhon Nayok, Thailand in 4 aspects; context, input factors, operational processes, and products.
2. To compare the respondents of assessment classified by gender, age, status.

3. Benefits from this research

Recognizing the status of the Graduate Diploma Program in Teaching Profession (2018) at St Theresa International College, Nakhon Nayok Province, Thailand in 4 aspects; context, input factors, operational processes, and products. Recognizing the perceptions toward the Graduate Diploma Program in Teaching Profession (2018) at St Theresa International College, Nakhon Nayok Province, Thailand among the respondents of assessment classified by gender, age, status utilizing those results in curriculum improvement.

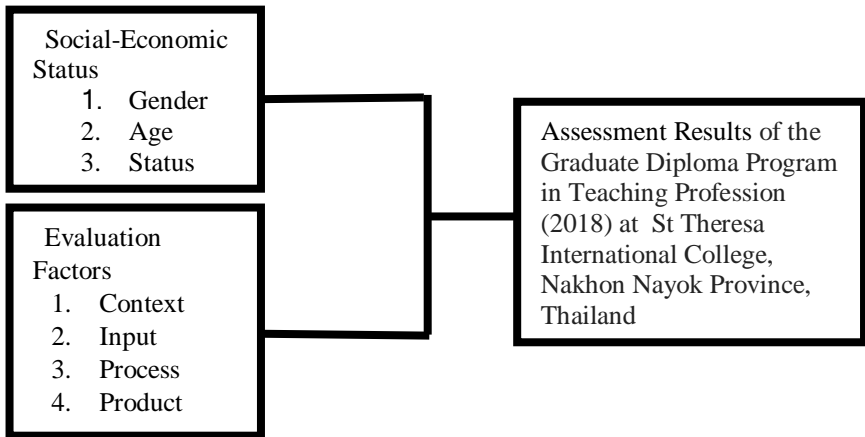## 4. Research scope
4.1 Population Scope

The respondents in this research consisted of administrators, instructors in the curriculum and students of the Graduate Diploma Program in Teacher Education 2018 of St. Teresa International College Nakhon Nayok Province, the academic year 2019, amount 165 people.

4.2 Content scope

In this research, it is evaluated according to the framework of the CIPP Model, which consists of Context, Input, Process, and Product. The introduction of the concept should naturally apply to projects that have not yet, started to begin by evaluating context first. In this section, the indicators for evaluating context are Needs, Appropriately, congruence of the project, and environment at the project implementation. To set objectives more comprehensive, appropriate, and more likely. Next, the input assessment is to assess the readiness of inputs. In this section, the indicator may be taken from the management process, which includes the availability of Man, Money, Material, and Management. Next, after the project has been run for a while, the process is evaluated. The determination of this indicator must cover the nature of the project, what is being done. What activities or may evaluate management indicators based on Deming processes, such as the Plan Do Check Act. In determining the indicators should cover, according to the objectives set to define the indicator in the output section, expected benefits specify the indicators in the outcome section, but the indicator about impact was previously unexpected, both positive and negative. Which is summarized as follows:

1. Context refers to the evaluation of objectives or objectives that exist in the curriculum.
2. Input refers to the evaluation of the structure of the curriculum. Including management systems also manage courses.
3. Process refers to the evaluation of teaching and learning activities.
4. Product means the assessment of results from curriculum using.

5. Research framework

```
┌─────────────────────┐
│  Social-Economic    │
│ Status              │
│    1.  Gender       │
│    2.  Age          │                    ┌──────────────────────────┐
│    3.  Status       │                    │ Assessment Results of the│
└─────────────────────┘                    │ Graduate Diploma Program │
                                           │ in Teaching Profession   │
┌─────────────────────┐                    │ (2018) at  St Theresa    │
│  Evaluation         │                    │ International College,   │
│ Factors             │                    │ Nakhon Nayok Province,   │
│    1.  Context      │                    │ Thailand                 │
│    2.  Input        │                    └──────────────────────────┘
│    3.  Process      │
│    4.  Product      │
└─────────────────────┘
```

5.1 Research Methodology

Assessment of the Graduate Diploma Program in Teaching Profession (2018) at St Theresa International College, Nakhon Nayok Province, Thailand was an Evaluation Research. The research processes were described as follows:

5.2 Population and samples

5.2.1 Population

In this research, the population consists of 150 students, 7 faculty members, 8 administrators.

5.2.2 Sample

Evaluation determines the sample size by Kerlinger's method (Kerlinger, 1966). In the case of a population are not more than 1,000 people, the number of samples should

be not at least 25%. This research, 85 samples were obtained by collecting data by Accidental sampling.

5.3 Research instruments

This research tool was a 3 parts questionnaire;

Parts 1- Personal data of the respondents, including gender, age, status.

parts 2- The assessment in 4 aspects were 5 rating scale questions which 5 means the highest level, 4 means high level, 3 means moderate level, 2 means low level, and 1 means the lowest level.

Part 3-The opened end comments and additional suggestions for respondents to express their perceptions independently.

In term of research tool quality management, tests of content validity and reliability were administered;

1) Content validity, with 3 experts examining the content validity by Index of Item Objective Validity: IOC, was found that the IOC is between .66 - 1.00.

2) Reliability was an internal consistency precision. The Cronbach's Alpha coefficient formula gets the whole Reliability = 0.761

3. Data analysis

The statistics used in the research consisted of,

1) Frequency and percentage describe general information

2) Mean and standard deviation describe the course evaluation results

For item, dimension, and overall.

2) Independent t-test for comparing course evaluation results, classified by gender and status.

3) One-way ANOVA analysis to comparison course evaluation results by age group.

5.4 Research findings

Section 1: Results of Socio-economic status data analysis of those who completed the assessment form of assessment of the Graduate Diploma in Teaching Profession Curriculum (2018) at St Theresa International College, Nakhon Nayok, Province, Thailand.

Table 1: Frequency and percentage of administrators, lecturers, and students classified by gender, status, and age.

	Frequency	Percentage
Gender		
Male	35	41.18
Female	50	58.82
Status		
Administrators	1	1.18
Lecturers	2	2.35
Students	82	96.47
Age		
19 – 23 years old	16	18.82
24 – 28 years old	40	47.06
29 – 33 years old	26	30.59
34 years old and above	3	3.53

The administrators, faculty and students who answered the evaluation were classified by gender, status and age. Most of the administrators, faculty and students were female=58.82 percent, males= 41.18 percent, by status found that most students = 96.47 percent and the least being manager group, by the age, it was found that 24-28 year was the most=47.06 percent and found that the minimum age group was over 34 years old = 3.53 percent.

Section 2: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in 4 Aspects and Overall.

The results of the assessment classified by item in overall Context were found to be at the high level (Mean= 4.21, S.D. = .18) and when considering the items in descending order, the curriculum was consistent. Suitable for learners with the highest average score (Mean= 4.61, SD = .54), followed by the arrangement of school hours consistent and complete according to the institution curriculum structure (Mean= 4.48, SD = .63). Community engaged in operations have the lowest average score (Mean= 3.39, S.D. = .79) as detailed in table 2.

Table 2: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in Context Aspect.

Item	Context Aspect	$\bar{x}$	S.D.	Agree Level
	Introduction			
1	Clear and easy to understand	4.18	.73	high
2	Can be implemented	4.09	.73	high
	Vision			
3	There is a clear goal to support the change and development for the education industry in the future.	4.15	.73	high
4	Consistent with the institution's condition and current conditions	4.19	.65	high
5	Unique / able to create faith / spark the mindset of personnel	3.84	.81	high
6	Learning and teaching are organized in response to changes in the 21st century.	3.98	.77	high
	Important competencies of learners			
7	Show capabilities that are needed according to current conditions.	4.24	.72	high
8	Able to be further planned and implemented	4.34	.65	high
9	Give the community the opportunity to participate in the operation	3.39	.79	moderate
	Course structure			
10	Suitable for learners	4.61	.54	highest

Item	Context Aspect	$\bar{x}$	S.D.	Agree Level
11	Able to apply various knowledge and skills from subject areas in personal and professional development	4.24	.65	high
12	Proportionally aligned with the structure of the Graduate Diploma Program in Teacher Education 2018 of the International College of Theresa Nakhon Nayok Province	4.48	.61	high
13	Organize study times that are consistent and complete according to the institution curriculum structure.	4.48	.63	high
14	Have a good attitude towards the teaching profession	4.41	.60	high
15	Consistent with current social conditions	4.35	.65	high
16	Able to achieve the objectives of the school curriculum	4.32	.68	high
Total		4.21	.18	high

Mean = 4.32, SD = .14) and when the items were arranged in descending order, it was found that there were 3 items with the highest evaluation which As for Input, it was found that each aspect of Input was at high level (were teachers with punctuality and attention to those who Learners have knowledge, understanding, knowledge of the goals of the curriculum, educational institutions have knowledge, understanding, standards / indicators according to the curriculum, teachers have the ability to make learning plans that focus on the learners and knowledge In the measurement and evaluation of learning

had the highest evaluation (Mean = 4.88, S.D. = .32), while the lowest evaluation was the school having sufficient budget for the development of learning resources (Mean = 3.64, S.D. = .72) as detailed in table 3

Table 3: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in Input Aspect.

Item	Input Aspect	$\bar{x}$	S.D.	Agree Level
	Lecturers			
1	Teaching ability	4.53	.61	highest
2	Responsibility for teaching and learning	4.76	.48	highest
3	Punctuality and attention to learners	4.86	.38	highest
4	Regularly reviewing assignments and providing feedback	4.82	.41	highest
5	Knowledge, understanding, and knowledge of educational institution curriculum goals	4.87	.34	highest
6	Knowledge, comprehension, standards / indicators according to the Graduate Diploma Program in Teacher Education 2018 of the International College of Teresa	4.88	.32	highest
7	The ability to create learning plans that are student-centered	4.88	.32	highest
8	Ability to organize student-centered experiences	4.68	.54	highest
9	Knowledge and understanding in conducting research in the classroom	4.86	.35	highest

Item	Input Aspect	$\bar{x}$	S.D.	Agree Level
10	Knowledge and understanding in conducting research in the classroom	4.88	.32	highest
11	Knowledge, ability to create and use learning media	4.48	.61	high
12	The ability to use technology to develop learners.	4.26	.71	high
	Learning media			
13	Educational institutions have technology media. And modern equipment that is suitable and conducive to learning	3.69	.79	high
14	The teaching materials are sufficient for the number of students.	3.79	.66	high
15	Books / Documents That is used in teaching is sufficient for the number of students	3.85	.68	high
16	The media used in organizing learning activities is appropriate for the learning content.	4.19	.59	high
17	The faculty gives students the opportunity to participate in the production and use of learning resources.	4.19	.68	high
18	Educational institutions have a variety of learning sources.	3.69	.72	high
19	Educational institutions set up learning resources in accordance with the activities. Student learning	3.86	.66	high

Item	Input Aspect	$\bar{x}$	S.D.	Agree Level
	Budget			
20	The school plans to allocate budget appropriately covering all aspects of the mission.	4.25	.63	high
21	The educational institutions allocate sufficient funds for the organization of learning activities.	3.87	.74	high
22	The educational institutions have budget to support in making sufficient learning media.	3.80	.67	high
23	Educational institutions have sufficient budgets to improve and develop learning resources.	3.64	.72	high
24	The school has budget to improve and Develop sufficient school curriculum	4.35	.65	high
25	The school has budget to support. And develop knowledge The ability of the personnel sufficiently	4.14	.68	high
Total		4.32	.14	high

The process was found to be at a high level (Mean = 4.32, S.D. = .10) and each item in descending order, it was found that the educational institutions had a learning schedule for all subjects. And educational institutions have internal supervision regarding learning activities. With the highest mean score (Mean = 4.98, SD = .15), followed by educational institutions encouraging teachers to create a learning management plan (Mean = 4.96, SD = .19), while the community participated in the

transfer of knowledge Learn local wisdom skills for learners have the lowest average score (Mean = 2.86, S.D. = .60)   as detailed in table 4.

Table 4: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in Process Aspect.

Item	Process Aspect	$\bar{x}$	S.D.	Agree Level
	Learning process			
1	Organizing learning activities with student Center	4.42	.61	high
2	Organizing learning activities with consideration of the ability of learners individually	4.02	.67	high
3	Organize learning activities using a variety of teaching methods	4.18	.74	high
4	Organizing learning activities by allowing students to think critically	4.35	.70	high
5	Organizing learning activities by allowing students to practice	4.55	.57	highest
6	Organizing learning activities by including ethics	4.08	.71	high
7	Organize learning activities by allowing learners to know how to seek knowledge from various sources	4.42	.62	high

Item	Process Aspect	$\bar{x}$	S.D.	Agree Level
8	Providing opportunities for learners to participate in learning activities	4.62	.56	highest
9	There is classroom action research.	4.93	.26	highest
10	Use research results to improve And develop learning activities	4.71	.57	highest
	Measurement and evaluation of learning			
11	There are methods of evaluation and evaluation for each learner in advance.	4.46	.66	high
12	There are ongoing evaluations and evaluations along with teaching and learning.	4.84	.37	highest
13	Give students the opportunity to participate in the evaluation and evaluation.	4.27	.61	high
14	Measurement and evaluation covers learning including knowledge, attitude and practice.	4.41	.68	high
15	Use a variety of methods and tools to assess. In order to get the information to assess adequately	4.46	.59	high
16	Evaluation and evaluation before studying During school and after school To develop the ability of learners	4.40	.71	high
17	Use the evaluation results to adjust the teaching and learning to develop learners to their full potential	4.41	.60	high

Item	Process Aspect	$\bar{x}$	S.D.	Agree Level
	Curriculum management			
18	The institution plans to implement the curriculum in all subjects and activities.	4.28	.67	high
19	Educational institutions have prepared teachers to organize learning activities.	4.34	.61	high
20	Educational institutions have a schedule for learning all subjects.	4.98	.15	highest
21	Educational institutions encourage teachers to create learning management plans.	4.96	.19	highest
22	Educational institutions encourage faculty to organize learning activities according to the plan prepared.	4.88	.32	highest
23	Educational institutions have internal supervision regarding learning activities.	4.98	.15	highest
24	Educational institutions have activities that support and organize learning activities.	4.78	.45	highest
25	Educational institutions periodically assess the learning activities of all faculty. Continuously	4.81	.39	highest
26	Educational institutions provide learning media facilities and tools that are beneficial to learning activities.	3.93	.69	high
	Community participation			
27	The community is involved in defining the vision, mission and goals.	3.28	.53	moderate

Item	Process Aspect	$\bar{x}$	S.D.	Agree Level
28	The community participates in transferring knowledge, skills, and local knowledge to learners.	2.86	.60	moderate
29	The community is involved in organizing learning activities.	3.00	.53	moderate
30	The community participates in recruiting speakers / local wisdom	3.01	.39	moderate
Overall		4.32	.10	high

The product, it was found that it was at the highest level (Mean = 4.52, SD = .18) and when considering each item in descending order Found that the ability to solve problems And various obstacles had the highest scores (Mean = 4.79 , SD = .47), followed by the spirit of being a teacher. Giving and helping others Sharing, sacrificing personal happiness for the benefit of the public (Mean = 4.74, S.D. = .49), while receiving knowledge and understanding about curriculum development have the lowest average score (Mean = 4.2, S.D. = 68) as in Table 5.

Table 5: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in Product Aspect.

Item	Product aspect	$\bar{x}$	S.D.	Agree Level
1	Have the ability to manage teaching and learning And various activities in the classroom confidently and efficiently	4.54	.55	highest
2	Be a leader in education by studying curriculum that is up to date with education reform.	4.38	.64	high
3	Gain in-depth knowledge in education, ethics and Thai culture.	4.33	.68	high
4	Gain knowledge and understanding about curriculum development.	4.27	.68	high
5	Get knowledge And skills related to relationships between teachers and students, correct communication, critical thinking, problem solving and decision making.	4.39	.62	high
6	Have the ability to teach using modern technology	4.52	.61	highest
7	Have the ability to think, use intelligence	4.73	.52	highest
8	Have the ability to solve problems And various obstacles	4.79	.47	highest
9	There is a teacher spirit. Giving and helping others Sharing and sacrificing personal happiness for the benefit of the public.	4.74	.49	highest

Item	Product aspect	$\bar{x}$	S.D.	Agree Level
Total		4.52	.18	highest

By each dimension and overall, it was found that the overall evaluation results were at a high level (Mean = 4.32, S.D. = .07). Performance had the highest mean value (Mean = 4.52, S.D. = .18) and found that the lowest evaluation result was contextual (Mean = 4.21, S.D. = .18) as in Table 6.

Table 6: Assessment Result of the Graduate Diploma in Teaching Profession Curriculum (2018) at St. Teresa International College, Nakhon Nayok Province, Thailand in Each Aspect and Overall.

4 aspects of assessment	$\bar{x}$	S.D.	Agree level
Context	4.21	.18	high
Input	4.32	.14	high
Process	4.32	.10	high
Product	4.52	.18	highest
Total	4.32	.07	high

6. Discussion

From the results found that the overall is in a high level when considering each aspect found that in the product is the highest rating, next is the input, but the lowest evaluation is the process, in which the comparison result is classified by gender, status, and age group, both in each dimension and overall, without statistically significant

showing the consistency of assessment results from assessors. Therefore, the evaluation results are consistent opinions of all groups. The evaluation results show the importance of the Graduate Diploma Program in Teacher Teaching, which can produce teachers according to the needs of the learners and affiliation including contextual information Input, Processes, and Productivity. The results of this analysis can be used to develop and support correct and relevant issues in the future.

From the evaluation found that low participation with the community, faculty should support and promote participation in the transfer of knowledge, skills, and local knowledge to learners, not only defining the curriculum from the institution listening to opinions from the community in the development of proposals. Improving the curriculum for future teaching careers is an important part. By the community learning of teachers is considered a part of classroom learning. After studying the academic principles in the classroom, they must apply the knowledge gained. Adapted to the education community or called academic service to the community, this is another way of learning the community that allows students to do a role in community development. With unity in the workplace is a good leader and follower knows how to plan as well as responsible to society. Students in the teaching profession considered being a part of social development through the community learning process by using academic principles in community learning, planning, implementing the plan monitor and evaluate be aware of problems and solutions. including learning resources and wisdom of the community. These all create a good experience for students in the teaching profession in community learning. The way of life and things that have been obtained can be used as a basis for teaching and learning in schools in the community and creating awareness of love in their homeland in Thai, there is a conservation mind for local knowledge to remain in the society or community as well.

7. Suggestion

7.1 Suggestions from research findings

1) Community-engaged in operations have the lowest average score. The faculty should adjust the learning management process to have activities that encourage greater participation from the community.

2) The lowest evaluation was the school having a sufficient budget for the development of learning resources. The institution of the institution management teams should present information about student services for understanding, participation, and acceptance about budget support or may proceed via an advisor.

3) The community participated in the transfer of knowledge Learn local wisdom skills for learners have the lowest average score therefore learning management in some courses needs to be improved to use local knowledge to participate in the transfer of more knowledge.

4) Receiving knowledge and understanding about curriculum development have the lowest average score, in the teaching and learning of teachers in every course. There should be activities that learners have the opportunity to get to know and participate in improvements. Develop the curriculum too.

7. 2 Suggestions for further research

The curriculum should be evaluated from other educational institutions that offer the graduate vocational certificate program. To use the information obtained from the research to use in developing the school curriculum to be more efficient.

References

Higher Education Commission, Office. (2005). *Bachelor Degree Program Criteria, 2005.* Bangkok: Office of Higher Education Commission Ministry of Education.

Kerlinger, F.N. (1966). Foundations of behavioral research. Holt, Rinehart and Winston: New York.

Secretary of the Teachers Council of Thailand, Office. (2007). *A Guide to Operations for Certifying Degrees and Certifications for Professional Practice*. Bangkok. Ministry of Education

Wongyai, W. (1994). Curriculum and learning development process. Bangkok: Suweeriyasan.