

# **The Evaluation of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University**

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## **Abstract**

The objective was to evaluate the curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University. The samples used in this research were 420 people by stratified random sampling. The research instruments were a document analysis form and evaluation forms. The statistics used for the data analysis were contextual analysis, mean ( $\bar{x}$ ), and standard deviation (S.D.). The results were significant at the highest level at .05. The appropriateness of the context evaluation was at the highest level ( $\bar{x}$  = 3.63, S.D. = 0.03), the basic factor evaluation was at the high level ( $\bar{x}$  = 3.30, S.D. = 0.21), the process evaluation was at the highest level ( $\bar{x}$  = 3.51, S.D. = 0.20), and the outcome evaluation was at the highest level ( $\bar{x}$  = 3.54, S.D. = 0.04). The opinions and suggestions were the highest in each aspect. In the aspect of the context, the grading criteria for students in every course should have the same standards. In the aspect of the basic factors, the elevator and wifi connection should be improved. In the aspect of the process, the announcement of students' grades should be faster. Lastly, in the aspect of the outcome, it should be focused on developing the students' technology literacy skills. Lastly, the curriculum structure of courses organized by Teacher Profession group got higher quality than the Teacher Council of Thailand stipulated, but should have more courses, which are Education for Sustainable Development, and Education for Persons with Special Needs.

**Keywords:** Evaluation, Curriculum Evaluation, Bachelor of Education, Rajabhat University

## **Introduction**

From the changing situations of present societies, it is pointed out that developing a country to be a competitive stage of the world's market needs to develop the citizen to be knowledgeable, competent, skillful, and moralistic. The most important thing is to catch up the changes and needs of a society in all dimensions. Educational management in the new century, thus, needs to prepare new generations to serve the changes and agree to the policy of developing the country according to the changes of the world. Educational institutes are key mechanics to drive this notion to achieve the purposes by managing the qualified

education and getting the social needs done with the effective, appropriate and fashionable curricula.

“Curriculum” is, therefore, an essential educational management in all levels, and reflects the progressiveness of the country. When the country has the appropriate, fashionable and effective curriculum, people in the country will be knowledgeable and competent, and have potential in developing country. Consequently, curriculum development is a process, method and system. Also, it must evaluate the quality of each curriculum. A qualified curriculum which passes the evaluation process will be acceptable and certified that the educational management is effective. Any works need evaluation to investigate to some extent what objectives are achieved and what problems and obstacles are. So does education. If we would like to know how much the educational management is successful, and what is problems and obstacles, it needs curriculum evaluation, since curriculum evaluation is a tool to reveal the effectiveness of the curriculum, and the findings will be used as the data to make a decision in revising or changing the curriculum, which is consistent to Suthirat (2016: 227) who stated that the curriculum evaluation is important for developing the quality of curriculum because curriculum evaluation is a consideration to measure the value and quality of the designed and developed curriculum. In addition, it is also a way to find out the weakness of the curriculum, and the data from the curriculum evaluation is beneficial for development, edition or revision for further improvement of the curriculum.

The Faculty of Education of Bansomdejchaopraya Rajabhat University is an educational institute in the tertiary level where the philosophy of educational management is “building the organization of learning to produce and develop qualified teachers and educational staff.” The present curriculum is the curriculum of Bachelor’s Degree (Revised Curriculum in 2012) which provides learning and teaching for students in all aspects as written in the curriculum. Therefore, it is the most appropriate for curriculum development to collect the data and the findings for developing and managing the curriculum of Bachelor’s Degree of the Faculty of Education of Bansomdejchaopraya Rajabhat University to be more consistent to the needs of learners and societies effectively and efficiently.

### **Research Questions**

- (1) What is the effect of the evaluation of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University?
- (2) What are the opinions of students, graduates, stakeholders, the university lectures and administrators towards the development and curriculum administration of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University?

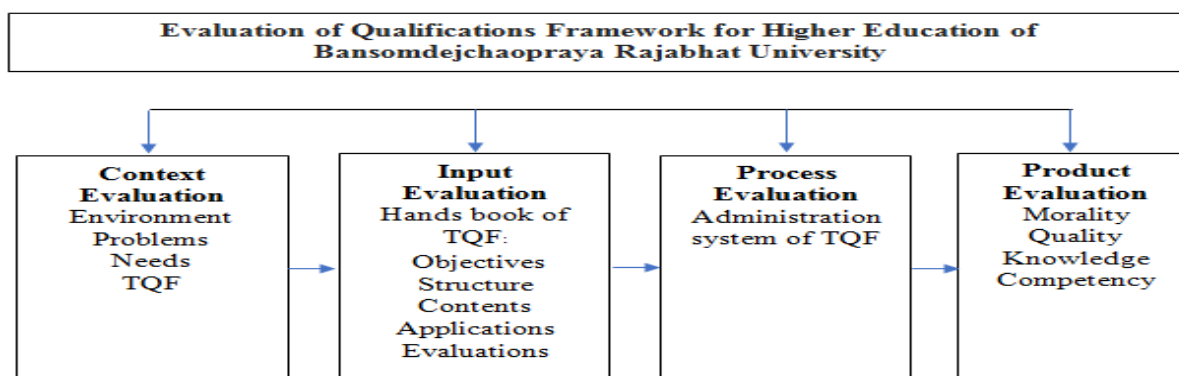
### **Research Objectives**

- (1) To explore the effect of the evaluation of Bachelor of Education Program (Revised Curriculum) of the Faculty of Education of Bansomdejchaopraya Rajabhat University.
- (2) To examine the opinions of students, graduates, stakeholders, the university lectures and administrators towards the development and administration of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University.

### **Research Methodology**

The research methods were divided into three steps. The first step was studying the information about theories and approaches from documents and the other related research. The second step is evaluating the curriculum by using the CIPP Model. The third step is organizing the focus group meeting with the experts to find out the suggestions of the curriculum development and administration.

The evaluation forms employed to evaluate the curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University with the CIPP Model were divided into 3 categories. The first evaluation form was for the university administrators, and the reliability of evaluation form was statistically significant at.95. The second evaluation form was for lecturers, and its reliability was statistically significant at.91. The third evaluation form went to graduates, and its reliability was statistically significant at.94. The CIPP Model was designed as follows:



**Figure 1** Framework of the Evaluation the Curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University

The model which was used to evaluate the Curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University was as follows:

Objectives of CIPP component	Types of Data	Methods of data Collection	Sources of Data
<b>Context:</b> Environment Problems Needs	Δ Knowledge Δ Scope Δ Resources of data	Pre-Experiment of Curriculum Evaluation form	Δ 35 undergraduates Δ 25 graduated Δ 300 employers Δ 40 lecturers Δ 20 administrators
<b>Input:</b> Handbook of Curriculum Objectives Structure Contents Applications Evaluations	Δ Knowledge Δ Scope Δ Resources of data	Pre-Experiment of Curriculum Evaluation form	Δ 35 undergraduates Δ 25 graduated Δ 300 employers Δ 40 lecturers Δ 20 administrators
<b>Process:</b> Administration system of Curriculum	Δ Knowledge Δ Scope Δ Application	Post-Experiment of Curriculum Evaluation form & Descriptive	Δ 35 undergraduates Δ 25 graduated Δ 300 employers Δ 40 lecturers Δ 20 administrators
<b>Product:</b> Morality Quality Knowledge Competency	Δ Research for Following & Not Following Δ Recommendations Δ Variable Δ Plan specification	Post-Experiment of Curriculum Evaluation form & Discussion	Δ 35 undergraduates Δ 25 graduated Δ 300 employers Δ 40 lecturers Δ 20 administrators

**Figure 2** Model of the Evaluation of Curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University

**Population and Samples:** The population and the samples were divided into two groups as follows:

(1) Population and Samples for Evaluation:

(1.1) The population was comprised of the 2,688 second- to fourth-year students, 753 graduates in 2017, 48 lecturers who was teaching in professional courses in the academic years of 2012-2017, 21 administrators of the Faculty of Education in 2012-2017, and 1,303 stakeholders.

(1.2) The samples were drawn from the calculation of the timetable size of the samples of Krejcie and Morgan (1970: 608) which was at the confidential values of 95%, consisting of the 35 students, the 25 graduates, and the 300 stakeholders from the stratified random sampling, the 40 lecturers, and the 20 administrators from simple random sampling.

(2) Population and Samples for Focus Group Meeting:

(2.1) The population was the experts who were or used to be the administrators of Faculty of Education. The experts in pedagogies or ones who had experiences or work for the development and the evaluation of the curriculum of the Bachelor of Education or the educational curriculum in the university level.

(2.2) The samples were the 5 experts chosen by the purposive sampling under the condition of being the representatives of all the experts who had the characteristic requirements according to the researchers' objectives.

**Instruments:** The research instruments were comprised of document analysis and evaluation form for students, graduates, lecturers, and the university administrators. The evaluation forms were the 4-level rating scales and free to comment and give more suggestions by using open-ended questions. The result of the quality of the instruments by the index of Items of Objective Congruence (IOC) was between 0.80 and 1.00, the discriminative value was between 0.23 and 0.90, and the statistical significance was at 0.95.

The evaluation form for the stakeholders was the 4-level rating scales and open freely to comment and suggest by using open-ended questions. The result of the quality of the instruments by the index of Items of Objective Congruence (IOC) was between 0.60 and 1.00, the discriminative value was between 0.65 and 0.90, and the statistical significance was at .94.

The semi-structured interview had open-ended questions. The result of the quality of the instruments related to the index of Items of Objective Congruence (IOC) was at 1.00.

### **Data Collection**

(1) The evaluation forms were distributed to the samples by regular mail to collect the whole data, and they replied the forms back by Google Form.

(2) The focus group with the experts was held to collect data by using the semi-structured interview.

### **Data Analysis**

(1) The data from the evaluation forms of students, graduates, lecturers, and the university administrators were analyzed by mean, standard deviation, and the content analysis.

(2) The data from the focus-group interview of the experts were analyzed by content analysis and thought grouping.

### **Results**

The research results revealed that:

(1) The Evaluation of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University in the aspect of the context evaluation, the overall appropriateness was at the highest level ( $\bar{x} = 3.36$ , S.D. = 0.03). Regarding the context evaluation, the appropriateness of the content was at the highest level

( $\bar{x}$  = 3.67, S.D. = 0.13). The appropriateness of the objectives and the practicum evaluation were at the highest level ( $\bar{x}$  = 3.65, S.D. = 0.08). The appropriateness of the method and criteria of educational evaluation of each course was at the highest level ( $\bar{x}$  = 3.64, S.D. = 0.08). The appropriateness of the structure of learning hours was at the highest level ( $\bar{x}$  = 3.51, S.D. = 0.17). In the aspect of the input evaluation, the overall appropriateness was at the highest level ( $\bar{x}$  = 3.30, S.D. = 0.46). When considering in each item, the appropriateness of lecture was at the highest level ( $\bar{x}$  = 3.42, S.D. = 0.05). The appropriateness of other facilities which supported the instruction was at the high level ( $\bar{x}$  = 3.23, S.D. = 0.14). In the aspect of the process evaluation, the overall appropriateness was at the highest level ( $\bar{x}$  = 3.51, S.D. = 0.20). With regard to this aspect, the appropriateness of instruction was at the highest level ( $\bar{x}$  = 3.60, S.D. = 0.46). The appropriateness of the measurement and assessment was at the highest level ( $\bar{x}$  = 3.55, S.D. = 0.02). The appropriateness of the supplementary activities was at the high level ( $\bar{x}$  = 3.47, S.D. = 0.05). The appropriateness of the administration and the curriculum service was at the high level ( $\bar{x}$  = 3.41, S.D. = 0.10). In the aspect of the product evaluation, the overall appropriateness was at the highest level ( $\bar{x}$  = 3.54, S.D. = 0.04). When considering item by item, the appropriateness of the interpersonal skills and responsibility was at the highest level ( $\bar{x}$  = 3.62, S.D. = 0.01). The appropriateness of the virtue and morality was at the highest level ( $\bar{x}$  = 3.58, S.D. = 0.05). The appropriateness of knowledge was at the high level ( $\bar{x}$  = 3.54, S.D. = 0.03). The appropriateness of numeral analysis, communication, and use of information technology was at the highest level ( $\bar{x}$  = 3.52, S.D. = 0.03). The appropriateness of intelligent skills was at the highest level ( $\bar{x}$  = 3.51, S.D. = 0.02). The appropriateness of learning management skill was at the high level ( $\bar{x}$  = 3.42, S.D. = 0.06). The opinions were to have clear stipulation of criteria for grading and assessment, and this should be announced to all students. For basic factors, the university should develop elevators and wifi connection system. For the process, the university should announce the grade reports as quickly as possible. For the outcome, the university should focus on developing technology literacy skills and should promote students to use knowledge continuously so that they would not forget what they had learned.

(2) Guidance on developing and administrating the curriculum of Bachelor of Education Program of the Faculty of Education of Bansomdejchaopraya Rajabhat University was reported in strength, limitation, promotion and improvement. The strength of the curriculum was having the curriculum structure of teacher professional courses higher than the criteria which the Teacher Council of Thailand stipulated. In fact, it was advised to provide more courses to students, i.e. Education for Sustainable Development, Education for Persons with Special Needs, and Boy Scouts, Girl Scouts, Girl Guides, and Mind Servicers. In overall, the graduates of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University passed the national teacher examination to be co-teachers at schools at the third rank of the country. The limitation was that the students' practicum and the internship must be for secondary schools only (except the Early Childhood Education Program), and the management of the course of Boy Scouts, Girl Scouts, Girl Guide, and Mind Servicers should be for the secondary level only. The promotion and improvement was about revising the overall curriculum structures not to have more course credits when compared with the other Rajabhat universities, stipulating the teacher students' identity of each particular curriculum outstandingly, and producing students who had the special characteristics of Bansomdejchaopraya Rajabhat University.

Suggestions for developing and administrating the Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University, firstly to the university administrators should stipulate the policy or obviously practical way of curriculum management, including action and various activities related to the management of

the curriculum to create effective work. The decision of the organization management especially with the policy of curriculum management should study the advantages, limitations and the effects that would probably happen by distilling lesson learned from success and failure of the university. University administrators should hold the meeting between university administrators, Faculty curriculum managers, and lectures of teacher profession in order to build the system of producing pre-service teachers which was special for Bansomdejchaopraya Rajabhat University only. If it is needed to employ lecturers who are experts in major subjects from other faculties to cooperate producing the teacher students, the administrators should study the effect that might happen and plan to solve the problem systems and the curriculum of Bachelor Education which need cares, training and teacher being with the supplementary activities to build up role models. Learning and teaching in this curriculum should be organized by the Faculty of Education. Besides, for the faculty administrators, they should hold a meeting of faculty board, curriculum executives and lecturers of teacher professional course to help shape the identity of the instruction and students. The Faculty administrators of Education should cooperate in producing graduates with other faculties. Board of Executives should hold seminars to enhance the competence to lecturers who don't have the certificate or experience in teaching for basic education to understand and be able to transfer teaching knowledge to create profession standards of university' lecturers. Course executives should hold meetings for curriculum managers and lectures to figure out the ways to develop the instruction to promote the students' identity. Desired characteristics should be implemented to new students, together with teaching the competency-based learning in each curriculum to develop students' outstanding in content, and major courses should be reconsidered to be suitable for the teacher profession context, and not bring all specific major courses to teach them. Course executives should develop the competency-based curriculum and lecturers to be good models in Teacher Profession especially, lectures who are initially cooperate in producing to use techniques and teaching strategies in classroom management or using of media and technology teaching. The measurement and assessment of students and coaching their teaching that practice their teacher profession should get experiences and can suggest them correctly. Coaching the students' Teacher Profession should consider the supervisor from their major expertise with the lectures from teacher profession to supervise overall academic content and teaching techniques which are useful for the teachers, students to work in the future. Preparing conducting research should be taught step by step starting from surveying the problem issues found in the school that the pre-service teachers are teaching right then to realize the continual problems existing in the school and apply to their profession, the course executives should stipulate the basic qualifications of the students and their targets in developing the students' qualifications in each year to assess the development of teacher qualifications and bring the result to develop the students in the following year. Lecturers are those who teach major courses and should teach in teacher profession courses variously and efficiently. The lecturers should avoid teaching with talk and chalk in order to be good models to teach pre-service teachers. The lecturers of each course have to cooperate clearly and focus more on assessment to enhance the equality and the standards for the whole system. Assessing students of each course have to inform students the different criteria used for the different content between students whose teaching focuses on content and teaching techniques, and those who focuses on their subject matters according to the instructional management of the curriculum of Bachelor of Education. Lecturers should teach them the skills of mother-tongued language and universal languages, technology literacy skills, innovation creation in teaching, thinking skills, life skills, collaborative skills for work and promoting them to take part in the projects or activities of enhancing teachers' spirituality, teachers' ethics for students to have characteristics of the Thailand 4.0 policy and the 21st century skills.

## Discussions

1) The Evaluation of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University can be discussed as follows: The context aspect: The overall opinion of the participants towards the context evaluation had the appropriateness at the highest level, and the result of the purposes in the aspect of the structure of learning hours, content/courses, methods, and assessment criteria in each course and the practicum and internship assessment had the appropriateness at the highest level. The results revealed that the objectives, structure of learning hours, content/courses, method, and assessment criteria of each course and the practicum and internship assessment in the curriculum of Education Program of the Faculty of Education of Bansomdejchaopraya Rajabhat University had the appropriateness to be used for instruction to develop the learning outcome of characteristics that was consistent with producing teachers according to the students' needs and society. Students have sufficient knowledge, essential skills, spirit and good attitudes for work. The content/course is consistent with the objectives of the curriculum and assessment criteria of each course, practicum and internship and covered all the qualifications according to the course stipulated. In general, managing education regarding a curriculum will be more or less effective depending on a good context so that the learning and teaching will be also effective and achieved the purposes as stipulated on the curriculum. From the components of the context aspect of the curriculum, it is pointed out that all the components have good characteristics and necessary that the curriculum should be stipulated in order to develop learning and teaching to achieve the purposes which is consistent with the concept of Boonchuay (1990: 20-21) that the curriculum is an indicator of prosperity, therefore, managing education that has appropriate, up-to-date and effective curriculum will elevate the quality of students. Moreover, it is also consistent with the concept of Sukhothaimathirath University (2003: 9) that a curriculum is important to learning and teaching because the curriculum is like a compass of managing activities for developing students to possess more knowledge, skills, and attitudes which are consistent with the needs of society and the policy of educational management.

The basic factor aspect: The overall opinion of the participants towards the basic factor evaluation had the appropriateness at the high level, and the evaluation results of the lecturers, students and other components which supported learning and teaching had the appropriateness at the high level, consistent with Pipatmongkolporn, Kitroongrueng, Homchaiyawong, Urabunnualchat and Po-ngern (2013: abstract) who studied the evaluation of the curriculum for undergraduation of Academic Primary Faculty of Education of Silpakorn University. The research result found that the evaluation result of the input factor aspect, the overall appropriateness was at the high level, considered from the students' qualifications and entrance examination scores, the lecturers' qualification/ the academic supervisors, and the physical environment. The research result revealed that Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University had the qualified input factors, and it is appropriate like other institutions. When considering each item, it found that the aspect of lecturers got the lowest evaluation resulting from not having sufficient lecturers which was consistent to the recommendation of the graduates who suggested that the university should have enough lecturers with the number of students in each program. Also, the lecturers agreed that the faculty should reduce work load in order to have more time developing themselves. In the aspect of students, it found that the lowest evaluation results were interestingness, enthusiasm and willingness of searching for new knowledge which was consistency with the real present situation in educational management where the students lacked retrieving skills and knowledge of searching for information continuously, consistent with the recommendations and suggestions of the administrators that lecturers should practice the students in retrieving



skills. The other components which supported learning and teaching were found that the lowest results were about computer media and unstable wifi connection, which were consistent with the recommendations of the students who suggested that the university should develop the elevators, and wifi connection system. The administrators' recommendation towards the development of the internet system should be more effective. Moreover, it is consistent with Nilaphan, Sirisumpun, Chatiwat, Po-Ngern and Markjooy (2017: 1198-1199) who studied the curriculum on Doctoral of Philosophy Program in curriculum and Instruction (Development Curriculum 2013) Faculty of Education of Silpakorn University. The research result found that Wifi connection system was not available through the campus.

The process aspect: The overall opinion of the participants towards the process evaluation had the appropriateness at the highest level. The evaluation result of administration and curriculum services, instruction and assessment had the appropriateness at the highest level. However, the supplementary activities had the appropriateness at the high level, consistent with Ruamsuk, Watanatanom, Buasomboon, Chamnanruea and Homfung (2016: 1117-1118) who studied an evaluation of the Master of Education Program in teaching Thai Language Faculty of Education of Silpakorn University. The research result revealed that the process aspect was considered in the aspects of the behavior of lecturers' instruction, students' behavior, thesis conducting, classroom management, and learning and teaching support and services, and found that it had the appropriateness at the highest level. When considering each item, firstly in the aspect of the administration and curriculum service, it found that providing staff to facilitate learning and teaching got the lowest evaluation. This might be the faculty did not have permanent lecturer assistants for each program and did not have enough lecturers to cooperate in teaching and practicum, or the students practiced teaching in the class could not help students. The lowest evaluation of the instruction aspect was having too various methodologies in instruction. This might be because some lecturers lacked the experience in instruction for the basic education level, and some lecturers graduated in the bachelor's or master's degrees in other programs, which were not from Education Program, consistent to the general information of the participants and the recommendations from the students that the faculty should have more lecturers who have experiences in specific subject, and the lecturers should use various updated teaching techniques. Moreover, it was also consistent to the recommendations of the lecturers that the faculty should hire the experienced lecturers or have professional certificate in teaching. In the supplementary activities aspect, the lowest evaluation result was the activity management for the students to exchange their ideas between students and lecturers. This issue might be reasonable because the lecturers from other universities just gave lecture and held the activities, or let the students do activities outside the university, as well as the lecturers or staff normally held the academic services for other people that caused the students feel having fewer chances to exchange ideas between students and lecturers. The assessment aspect which had the lowest evaluation result was bringing the evaluation result to adjust the lecturers' lesson plans more effectively every semester. By obtaining this data, firstly, the students assessed the university online system to perceive their grades. Before seeing their grades, the students would be asked to fill out the lecturers' evaluation form. The evaluation result brought to development and adjustment of lecturers' instruction more effectively. In addition, for the revision of learning standards of the students, lecturers needed to show the assessment result and way to correct and develop the students be for the coming semester.

The output aspect: The overall opinion of the participants towards the output evaluation had the appropriateness at the highest level. The interpersonal skills and responsibility, the ethics and morality, knowledge, numeral analysis skill, communication and information technology skills, and the intelligent skills had the appropriateness at the highest level. However, the learning management skills had the appropriateness at the high level. The result of this



research pointed out that the output had characteristics that qualified and achieved all the objectives. Now that the pre-service teachers and graduates from this curriculum had qualifications as stipulated in learning standards of the Teacher Council of Thailand perfectly in all aspects, showing that the Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University was effective enough to develop the students which was consistent with Pipatmongkolporn, Kitroongrueng, Homchaiyawong, Urabunnualchat and Po-ngern (2013: abstract) who studied the evaluation of curriculum for undergraduation of branch of academic Primary Education of the Faculty of Education of Silpakorn University, and found that the evaluation of the output aspect, the stakeholders of graduates thought that the graduates' qualifications in overall had the appropriateness at the high level in every aspect, which had the same results as Khemarat, Phruethiprapa, Phumwan and Surasilp (2015: c-d) who studied the evaluation of Master of Education in Branch of English Instruction of the status of universal language of the Faculty of Education of Burapha University. The research result found that the participants had the satisfactory evaluation towards the students at the highest level (Average 4.40). Moreover, it was also consistent with Pongkunsorn, Chaichompu, Janchaiyaphum and Wichayarotdumri (2017: 106) who studied the evaluation of the curriculum, entitled "An Evaluation of Graduate Diploma Program in Teacher Profession (Revised 2014), Faculty of Education, Santapol College" and found that the output evaluation of the curriculum in the qualification aspects had the appropriateness at the high level.

2) Guidance on developing and administrating the curriculum of Bachelor of Education Program of the Faculty of Education of Bansomdejchaopraya Rajabhat University can be discussed as follows: The strength, limitation, promotion and improvement of the evaluation of Bachelor of Education Program (Revising Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University were discussed. The strength of the curriculum was having the curriculum structure of teacher professional courses higher than the criteria which the Teacher Council of Thailand stipulated. In fact, it was advised to provide more courses to students, i.e. Education for Sustainable Development, Education for Persons with Special Needs, and Boy Scouts, Girl Scouts, Girl Guides, and Mind Servicers. In overall, the graduates of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University passed the national teacher examination to be co-teachers at schools at the third rank of the country in 2017. The limitation was that the students' practicum and the internship must be for secondary schools only (Except the Early Childhood Education Program), and the management of the course of Boy Scouts, Girl Scouts, Girl Guide, and Mind Servicers should be for the secondary level only which did not cover all aspects they needed to realize in the future. Due to the needs of the institutions in the present needs lecturers who can teach boy scouts, girl scouts, girl guides, and mind servicers which was consistent with Phuphan (2003: 16) who mentioned the curriculum as the compass of holding experience which the students and society should get benefit directly from the students. It's the instrument set in the content to help students live in the society happily, be good citizens of the country and be helpful to other people. It is also guided that the course executives should promote, develop and adjust the curriculum structures by having not too many credits when compared with other Rajaphat universities which should stipulate the identity of teacher students of each course to be outstanding according to the nature of each course. The curriculum should have system of producing teacher students which has specific characteristics available only at Bansomdejchaopraya Rajaphat University which was consistent with the students and graduates' recommendations that the number of credits in learning of teacher profession course should be reduced at the appropriate level. To support this issue, the administrators agreed to change to 30 credits for all the learning courses of teacher profession group and 16 credits for practicum and

internship. The recommendation was consistent with Kitkuekoon and Bongkotphet (2014: 140) that students proposed to adjust the curriculum in part of major courses of study, number of core courses, educational plans, structure of thesis, and numbers of lecturers to be consistent and appropriate with the curriculum.

## **Conclusion and Recommendations**

The university administrators should obviously stipulate the policy of the curriculum management including action, various activities related to the management of the curriculum to create effective work, and the decision of the organization management, especially the policy of curriculum management. Therefore, they have to study the advantages, limitations and the effect that would take place by distilling lesson learned to increase success and decrease failure of the university. The university administrators should hold a meeting among themselves, with the Faculty curriculum managers, and with lecturers of Teacher Profession group in order to build the system of producing pre-service teachers which was special for Bansomdejchaopraya Rajabhat University. If they need lecturers who are experts in major subjects from other faculties to cooperate in producing graduates. The administrators have to study the effect which will probably happen and plan to solve the problems of system and curriculum of bachelor's degree in education which needs care, training and teacher-being with the supplementary activities to build up role models. In the aspect of the instruction of education program, the Faculty of Education be the main organization of administration and instruction to maintain the status of the teacher education which is consistent with the lecturers' recommendations stating that the university should clarify management of the budget for teacher profession courses for lecturers to work more conveniently, and it is also consistent with the administrators' suggestions stating that the university should have the activities that support the teachers-being to be more academic in their teacher profession. Moreover, it is consistent with Jatukoon (2012) who mentioned that the administration of the organization should be effective to administrators' vision, administrate appropriately with time, chance and situations. Also, it should be stipulated the target and the direction of structure of the comprehensive, systematic administration according to Banlangphatama (2007) who suggested the ways to prepare the field trip of various resources and media, or learning from leading institutes, increasing academic networks with leading or successful institutes where the university should build awareness with related persons to see the importance and cooperation so as to administrate the education curriculum and announce the curriculum to the public, organizations, departments, students' parents with various methods. The faculty managers and board of executives have to hold a meeting with the faculty board, curriculum managers and lecturers of teacher profession group to help stipulate the identity of the instruction of the education program of the Faculty of Education and submit to the faculty to cooperate in producing Instruction Guidelines or activities to promote the students to have the desired identifications. In addition, board of executives should hold seminars to enhance the competence to lecturers who don't have the educational certificate or experience in teaching for basic education to comprehend and transfer teachers' knowledge to create professional standard of the university' lecturers.

Course executives should hold meetings for curriculum managers and lecturers to look for the ways to develop the instruction, promote the identity and desired characteristics, and help stipulate new students' competency level in each curriculum to be excellent in content of their major courses. The lecturers are considered to be qualified regarding the teacher profession context and do not bring all specific major subjects to teach them. Course executives should develop the curriculum lecturers' competency level to be good role models in Teacher Profession, especially lectures who initially cooperate in producing the use of techniques and teaching strategies in classrooms by using media and technology in teaching.

The students' measurement and assessment should be coaching their teaching about practicing their teacher profession to get experiences and suggest them correctly. Regarding coaching the students, the lecturers in Teacher Profession group should inform supervisors of the major program to supervise overall academic content and teaching techniques which are useful to the pre-service teachers to work in the future. Preparing conducting research should be taught step by step starting from surveying the problem issues found in the school that the pre-service teachers are teaching right then to realize the continual problems existing in the school and apply to their profession, the course executives should stipulate the basic qualifications of the students and their targets in developing the students' qualifications in each year to assess the development of teacher qualifications and bring the result to develop the students in the following year. Lecturers are those who teach major courses and should teach in teacher profession courses variously and efficiently. The lecturers should avoid teaching with talk and chalk in order to be good models to teach pre-service teachers. The lecturers of each course have to cooperate clearly and focus more on assessment to enhance the equality and the standards for the whole system. Assessing students of each course have to inform students the different criteria used for the different content between students whose teaching focuses on content and teaching techniques, and those who focuses on their subject matters according to the instructional management of the curriculum of Bachelor of Education. Lecturers should teach them the skills of mother-tongued language and universal languages, technology literacy skills, innovation creation in teaching, thinking skills, life skills, collaborative skills for work and promoting them to take part in the projects or activities of enhancing teachers' spirituality, teachers' ethics for students to have characteristics of the Thailand 4.0 policy and the 21st century skills which are consistent with the students' recommendations stating that the university should stipulate the same standards of criteria and fair grading system for the students' learning achievement and inform them to recognize all the details of assessment. The university should provide more English courses for lecturers to be literate in the basic to integrating English teaching and prepare them to have the same standards of the English tests like TOEIC, and lecturers should use various techniques for teaching. The graduates recommended that the university should open English courses, like CEFR or TOEIC and bring materials and various technology media to communicate and promote critical thinking and foreign language skills which are consistent with the lecturers' recommendations which mentioned that the university should have the same standards of effective assessment in Teacher Profession group. Also, the administrators suggested that the university should create awareness to the students to recognize the importance of being good and intelligent teachers and be willing to teach them about the ethics and morality which is consistency with the stakeholders' suggestions. The university should develop undergraduates in academic intelligence, team work, collaborative skills, and practicum by using information communication technology regarding the Thailand 4.0 policy to manage instruction and media-creating skills. The lecturers should teach and encourage the students' appropriate content and develop the graduates to have knowledge and ability to design the various materials. Moreover, it's consistent with Sukasem (2015) in developing curriculum in the future. Students should learn at least two foreign languages, be literate in technology, and use them in the positive ways to the society and environment. Curriculum and instruction should be designed to develop thinking skills, autonomous learning, and communicative ability to develop the students to think and be eager to learn, as well as promote them to be the universal and Thai learners simultaneously.

The recommendations for the researchers include two issues as follows:

- 1) The researchers should follow the results of the curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya

Rajabhat University both in overall pictures and for the Teacher Profession courses continuously.

2) The researchers should study and compare the results of the curriculum of Bachelor of Education Program (Revised Curriculum in 2012) of the Faculty of Education of Bansomdejchaopraya Rajabhat University between Teacher Profession courses and the new developed courses.

3) The researchers should conduct research to compare the curriculum of Bachelor of Education Program of the Faculty of Education in the Teacher Profession courses with other Rajabhat universities with similar contexts to find out the ways to administrate and develop courses organized by the Teacher Profession group.

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