

CHAPTER I
INTRODUCTION

1.1. Introduction

Thailand is one of the developing countries in South-east Asia with an area of 200,000 square miles (1:1-3) and a population of 46,961,000 according to the census 1980 (2:26). Efforts are made to develop the country through various measures, the guide line policies of development have been mentioned in the Five Year National, Economic and Social Development Plans since 1960.(3:1)

Education is an instrument of developing the country, which the policy makers have expressed in all Five-Year National, Economic and Social Development Plans. In this planned effort, the Five-Year National Educational Development Plans and National Scheme of Education aim at improving the quality of the citizens. The quality of citizens can be improved only by imparting better education. Therefore, one has to think of improving the educational system. Bringing improvement in the educational system would mean framing the curriculum in such a way that it should have potential to meet the needs of the people of the country. In addition to this, it should be equated with the international standards so far as the advancement of knowledge is concerned. Under the educational system,

significant improvement has to be brought about in the core instructional system.

It would demand identifying and implementing the dynamic methods of teaching and implementing them so that students could be imparted knowledge in a systematic manner. Their ability to understand and apply the gained knowledge in life could be developed. The ability to analyze, create and evaluate learning experiences should be fostered. Another aspect which has to be improved is the examination system. Efforts should be made to make the examination system more valid, reliable and objective.

It may be noted that above mentioned improvements in the educational system can be brought only when the people engaged in the profession are efficient. This efficiency depends mainly on two factors: (i) the abilities which they possess and (ii) the training which they get for the profession. It should be kept in mind that training can foster the abilities but it cannot develop the basic abilities in the teachers. Therefore, efforts should be made to systematize the selection procedures of professional courses so that able people could be identified and selected. These selected people should be trained as stated in the National Scheme of Education, 1977. This selection and training of teachers cannot be studied in isolation, but, it should be viewed in the

perspective of entire educational system. For this purpose, the educational system in Thailand has been discussed in the subsequent section.

1.2. Educational System in Thailand

Education is a life long process aiming towards the cultivation of one's livelihood and the betterment of one's society. It is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of schools and colleges will depend our success in the great enterprise of national reconstruction, the principal objective of which is to raise the standard of living of our people. The ultimate goal is to maintain through the educational process safety, security and above all happiness in the minds of Thai people and society.

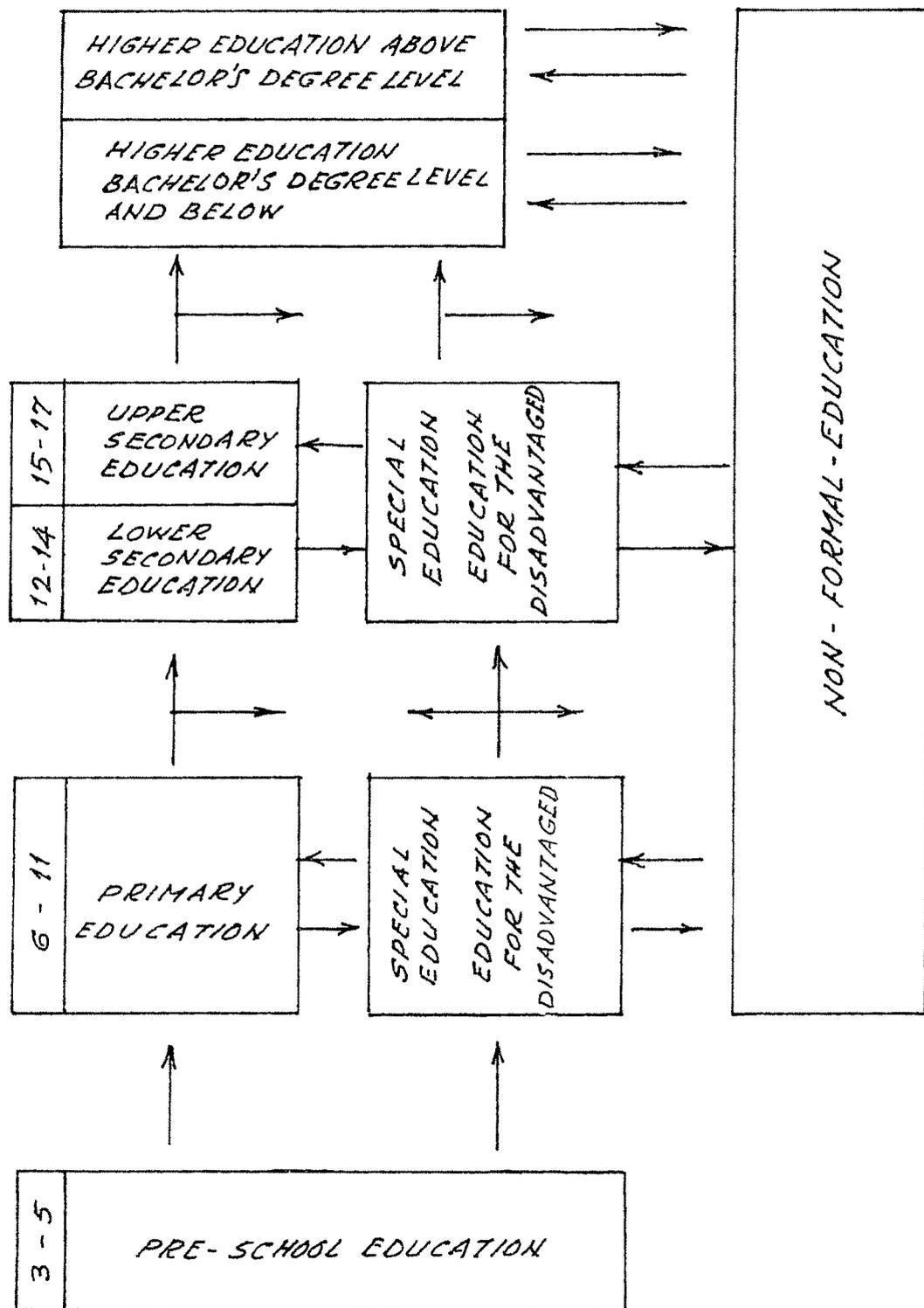
In order to study the educational system of a country one has to consider the elements on which the standards of the system depend. The main elements are: (i) the division of the educational pyramid into different stages and their inter-relatedness; (ii) the duration of the different stages; (iii) the extent and quality of essential inputs such as teachers, curricula, methods of teaching and evaluation, and (iv) utilization of available resources. As regards the present structure of the educational system, (the National Scheme of Education, 1977 (-pp. 129) states as follows:

The educational system is divided into four levels, namely, pre-school level, primary level, secondary level and tertiary level. The durations of the different stages at school level are 6 years, 3 years, and 3 years for primary, lower secondary and upper secondary respectively. In addition to this a child is supposed to study for about 2 years prior to school stage. This has been represented in brief in Chart 1. The content and learning process at each level, primary, secondary and tertiary are functional and self-terminating to ensure that school - learners at each level will be able to have a livelihood with confidence in their knowledge and capabilities.

Pre-school education is aimed at child rearing and upbringing prior to compulsory education. Proper care and training should be given to form a solid foundation for compulsory education.

Primary education aims to provide and to maintain literacy and to develop in the individual cognitive ability, numerical manipulation and communication skills, adequate knowledge and abilities to apply in future occupational roles. It also towards personal development and the promotion of upright citizenship desirable for life in a democratic government under the Monarchy. Primary education shall be offered in continuity for a period of about six years.

CHART - 1
EDUCATIONAL SYSTEM IN THAILAND IN 1977 (AND ONWARDS)



SOURCE: OFFICE OF PRIME MINISTER, THE NATIONAL SCHEME OF EDUCATION 1977, BANGKOK, 1977.(4)

Secondary education or post-primary education aims to provide appropriate academic and vocational knowledge compatible with the learner's age, needs, interests, skills and aptitudes which ultimately will be beneficial to his chosen career and his society.

Secondary education has been divided into two segments, namely, lower secondary education and upper secondary education, each of which requires three years of study.

Extensive elective subjects in the academic and vocational areas are offered at the lower secondary level. In the upper secondary level, learners are guided to concentrate on areas of specialization needed for their chosen career or occupations.

Higher education or education at the tertiary level aims at the full development of human intellectual abilities to facilitate the advancement in knowledge and technology. Higher level academic and professional manpower for national development is to be produced. An individual trained at this level should be a person fully aware of his cultural and artistic heritage, morally and ethically conscious, able to live a meaningful life, and able to render services to his society and the nation.

Institutions of higher education may be organized in the form of colleges, universities or institutions of specialized studies, or as a kind of open university where various, other means of instruction could be introduced without requiring students actually to attend classes.

For the teacher education, it aims at producing teachers who will be able to motivate students to seek knowledge and to discover various facets of their own potentialities and aptitudes. The teacher shall be encouraged to be morally high and respectful with tolerance and understanding towards their students. Their personalities and character should be in harmony with Thai culture, and in accordance with a constitutional monarchy.(4)

The efficiency of any system depends mainly on its planning and implementation of planned activities. In case of education it is managed by the Ministry of Education at National level. Its organization is discussed in the subsequent section.

1.3. The Ministry of Education

The function of the Ministry of Education is to bear responsibility towards educational religious and cultural affairs. It consists of the following departments namely;

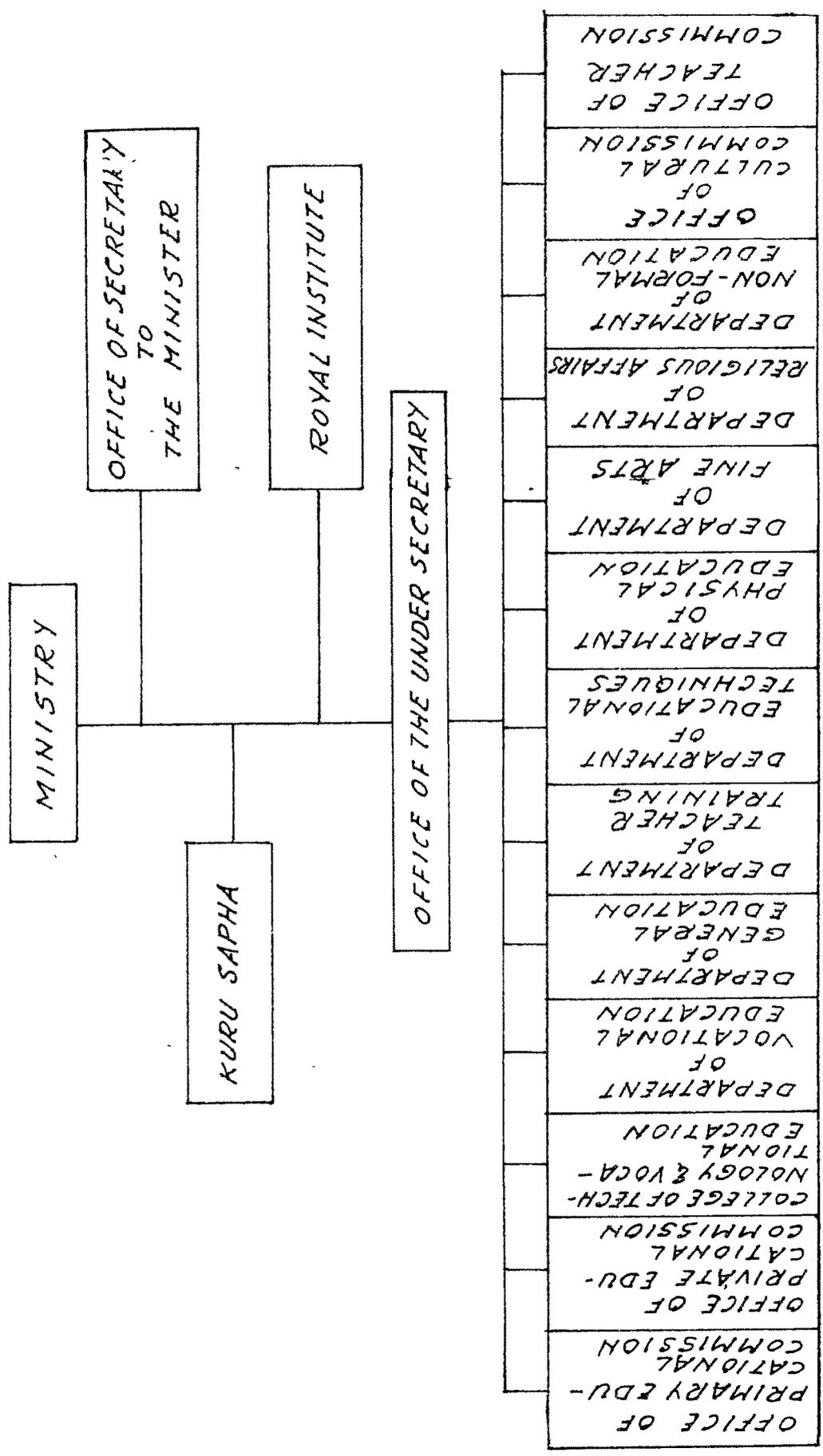
- (i) Office of Secretary to the Ministry,
- (ii) Office of the Under Secretary,
- (iii) Department of Teacher Training,
- (iv) Department of Religious Affairs,
- (v) Department of Non-formal Education,
- (vi) Department of Physical Education,
- (vii) Department of Educational Techniques,
- (viii) Department of Fine-Arts,
- (ix) Department of General Education,
- (x) Office of Private Educational Commission,
- (xi) Office of Cultural Affairs,
- (xii) College of Technology and Vocational Education,
- (xiii) Office of Primary Commission and
- (xiv) Office of Teacher Commission, (5:1) ○

The organizational structure of these departments is shown in Chart 2.

In order to achieve the objectives set for different stages of educational system, it is necessary to train the personnel involved in the profession. If they are trained, then the quality of curricula, instruction and examination would improve. It is for this reason that provision is made in the educational system for the training of teachers. This activity is carried out through the teacher education programme. It has been discussed in the succeeding section.

CHART - 2

MINISTRY OF EDUCATION ORGANIZATION



SOURCE: THAILAND, MINISTRY OF EDUCATION, EDUCATIONAL PLANNING OFFICE, ANNUAL REPORT 1980, BANGKOK: 1980 (iii).

1.4. History and Development of the Department of
Teacher Education

For the first time formal and organized education got started in 1871 in Thailand, and gradually emerged into an all embracing popular education system. (6:35) On October 12, 1892, King Chulalongkorn established the first teacher training school at an Orphanage, Yos - se, in Bangkok. Students were required to study academic subjects in order to develop their intellect and they had to do practice teaching in order to practice teaching methods and to acquire teaching experience. The Government has since then made an effort to extend teacher training step by step in order to help secure manpower in various fields. (7:66) Since that time till 1927, Teacher Education continued to grow, slowly but steadily. (8:5)

During 1928, significant changes were noted. A three-year elementary teacher training school admitting candidates of grade 10 or of the pre-elementary teacher training school, came into existence. On a higher level there was a two years secondary teacher training school enrolling candidates of grade 12, of the elementary teacher training school. (9:24).

From 1932 the need for trained teachers was felt greater and more varied specially at the secondary level. Therefore, many kinds of secondary teachers training programmes

started such as:

- (1) Teacher training through the Department of Vocational Education.
- (2) Teacher training through the Department of Teacher Education.
- (3) Teacher training through the Department of Physical Education.
- (4) Teacher training through the Department of Fine Arts.
- (5) Teacher training at Chulalongkorn University (10:37-40).

In 1954, the college of Education, the first institution of higher learning for the teacher training profession, was established, offering various programmes leading to the Bachelor and the Master of Education degrees, and higher as time went on.(11:488)

To cope up with rapidly increasing problems as regards the demand and supply of teachers at all levels, the Department of Teacher Training was also established in 1954 within the Ministry of Education. Prior to this date, teacher training was a function of the department of secondary school education.(8: 1-2)

Each of the teacher training institutions deals with the primary teacher education and the secondary teacher education, except the college of Education and Chulalongkork University. These two institutions admit students from the various teacher training institutions.

In the year 1979, the college of Education named Prasarn-Mit, and its seven branches^h were converted into an University, named Srinakarinvirot University.

At University stage, now, two universities, viz., Ramkhamhaeng, Sukothai Universities provide the programme leading to Bachelor of Education Degree. Four Universities, Kasetsart, Silpakorn, Chiang-Mai, Prince of Songkla provide programme both Bachelor and Master of Education degrees. Two universities, Chulalongkorn and Srinakarinvirot offer the programme leading to the Bachelor, Master and the Doctoral degrees. (10:49)

1.5. The Development of the Department of Teacher Training

The first teacher training school was set up in 1892 when the Department of Education was enlarged to become the Ministry of Education (20:248). School population at all levels annually increased. The rapid growth in the number of elementary pupils represents increase in lower and upper

secondary enrolments both in general and vocational streams. The Government is aware that the success or failure of any educational project or innovation is dependent on the ability, the skill, the knowledge, and the motivation of teachers. To maintain a high standard of teaching, the teacher training colleges should be greatly increased and improved. The number of trained teachers coming out every year was not in proportion to the rapid, increase of pupils. Therefore, so many more teacher training colleges were established, improved and developed under the Ministry, and a variety of training programmes offered for primary teacher education.

In Thailand, today there are 36 teachers colleges all over the country, to educate student - teachers through various programmes. The gradual increase in these institutions alongwith the year of their establishment is shown in Table 1.5.1. The geographical location of these institutions is shown in Map 1 (16).

Table 1.5.1 : Showing the Year of Establishment of Teacher Training Institution and the total of teacher Training Institutions from 1892⁰

Year of Establishment	No.of Institutions added	Total
1892	1	1
1914	1	2
1919	1	3

Table 1.5.1 (Contd...)

Year of Establishment	No.of Institutions added	Total
1922	2	5
1923	1	6
1924	1	7
1925	1	8
1931	1	9
1932	1	10
1933	2	12
1934	2	14
1936	3	17
1937	1	18
1940	1	19
1941	1	20
1948	1	21
1953	3	24
1954	1	25
1955	2	27
1958	1	28
1964	1	29
1967	1	30
1968	1	31
1969	2	33
1975	3	36

Source: The Department of Teacher Training "Its work and Organization", Ministry of Education Bangkok, 1973. (12)

A MAP OF THAILAND 15
SHOWING 36 TEACHERS COLLEGES
INSTITUTIONS



DEVELOPED BY THE INVESTIGATOR
FROM: CARL J. MANONE:
THE IMPROVEMENT OF EDUCATION IN
RURAL THAILAND: A REPORT
 PREPARED FOR THE MINISTRY OF EDU-
 CATION ROYAL THAI GOVERNMENT
 BANGKOK: UNITED STATES
 OPERATION MISSION TO THAILAND,
 1973 (13:951)

From the map it can be observed that at present the teacher training colleges are spread all over Thailand. Now, let us consider the division of courses in teacher training and the duration of each stage. There are four levels of teacher training courses. These courses are self-terminating in nature. After completing any of the stages a teacher can get the job and do his work effectively according to his level. It may be noted that 12 years schooling is compulsory for any of the training courses. To get the Dip. in Education, one has to go through a course of 2 years. If one wants to get B.Ed. degree then he has to go through an additional course of two years. For obtaining M.Ed.degree, one has to go through an additional course of two years more. It has been represented graphically in Chart 3.

CHART-3
TEACHER TRAINING PROGRAMMES IN THAILAND

EDUCATIONAL SCHEME 1977 TILL TODAY				UNIVERSITY	
				2	Ed. D. (4)
			36 TEACHERS COLLEGES	1	M. Ed. (3)
(2)	B. Ed. ←	4		4	
		3		3	
(1)	DIP. IN Ed. ←	2	2	2	
		1	1	1	
(1) OFFERED IN ALL 36 TEACHERS COLLEGES, (MINISTRY OF EDUCATION)				12	UPPER SECON- DARY
				11	
(2) OFFERED IN ALL 36 TEACHERS COLLEGES, (MINISTRY OF EDUCATION) AND FACULTY OF EDUCATION WITHIN STATE UNIVERSITIES (MINISTRY OF UNIVERSITY AFFAIRS).				10	LOWER SECON- DARY
				9	
(3) OFFERED IN 7 FACULTY OF EDUCATION WITHIN STATE UNIVERSITIES (MINISTRY OF UNIVERSITY AFFAIRS).				8	
(A) OFFERED IN FACULTY OF EDUCATION CHULALONGKORN UNIVERSITY AND SRINAKARINVIROT UNIVERSITY (PRASANMIT)				7	
				6	ELEMENTARY LEVEL
				5	
				4	
<u>DEVELOPED BY THE INVESTIGATOR FROM:</u>				3	
NICHED SUNTORNPITHUG "A STUDY OF THE EVALUATION OF TEACHER TRAIN- ING IN THAILAND: TOWARD A MODEL FOR DEVELOPMENT EDUCATIONAL REFERENCE NUMBER 211, SUPERVISORY UNIT, DEPARTMENT OF TEACHER EDUCATION, 1979, P. 46 (10)				2	
				1	

From Chart 3 the different stages of teacher training courses and their duration are obvious. Now, let us consider the aims and objectives which can be achieved through these stages in various teacher training courses. In the following section the aims and objectives of Department of Teacher Training are discussed.

1.6. Aims and Objectives of the Department of Teacher Training

The Department of Teacher Training is one of the departments of the Ministry of Education. The basic aims of the teacher training department may be summarized as follows:

- i. To train prospective teachers to teach in the primary or secondary school.
- ii. To organize and supervise in-service training programmes as well as to conduct qualifying examination for teachers who seek to upgrade their academic and professional status.
- iii. To serve the communities by conducting academic activities.
- iv. To encourage the research projects for the improvement of teacher education programmes. (14:5)

1.7. Aims and Objectives of Teacher Education

For the qualitative improvement of education, there is necessity of proper programme of professional education of the graduate teachers, and to make them familiar with the recent trends and developments in teaching, which can be done only by an effective programme of teacher education. In this way, the teachers colleges can play crucial role in the development of education.

The purpose of a teacher preparation programme is to develop in each student his general ability and personal culture, his ability to teach and educate others, an awareness of the principles which generate good human relations, within and across national boundaries and a sense of responsibility to contribute both by teaching and by his own example to sociocultural and economic progress.

So the objectives of Teacher Education Programmes can be stated specifically as follows:

- i. To prepare good classroom teachers for primary and the secondary level teaching.
- ii. To help future teachers and prospective teachers to develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of their practice

teaching by striving to keep in touch with the latest developments in the field of education.

- iii. To develop understandings, interests, attitudes and skills which enable them to
 - (a) Foster an allround growth and development of children under their care;
 - (b) to provide guidance to pupils for realistic adjustments to the environment in which they live.
- iv. To develop an understanding of aims and objectives of education for a nation, background to promote an awareness of the role of the school and the teacher in inculcating a spirit of nationalism and in achieving ideals of creating a democratic and equillitarian society; and
- v. To develop an understanding of the close relationship between society and the school, between life and the school work. (15: 27-39)

To accomplish the first and foremost function, that is the training of prospective teachers, the Department of Teacher Training has under its jurisdiction 36 teachers colleges. It is noteworthy that teacher training programme in Thailand currently starts from twelfth grade, as indicated in Chart 3.

The 36 Teachers Colleges which are under the control of the Department of Teacher Training are evenly distributed from the point of geography and population concentration and on the average, one college per two provinces.

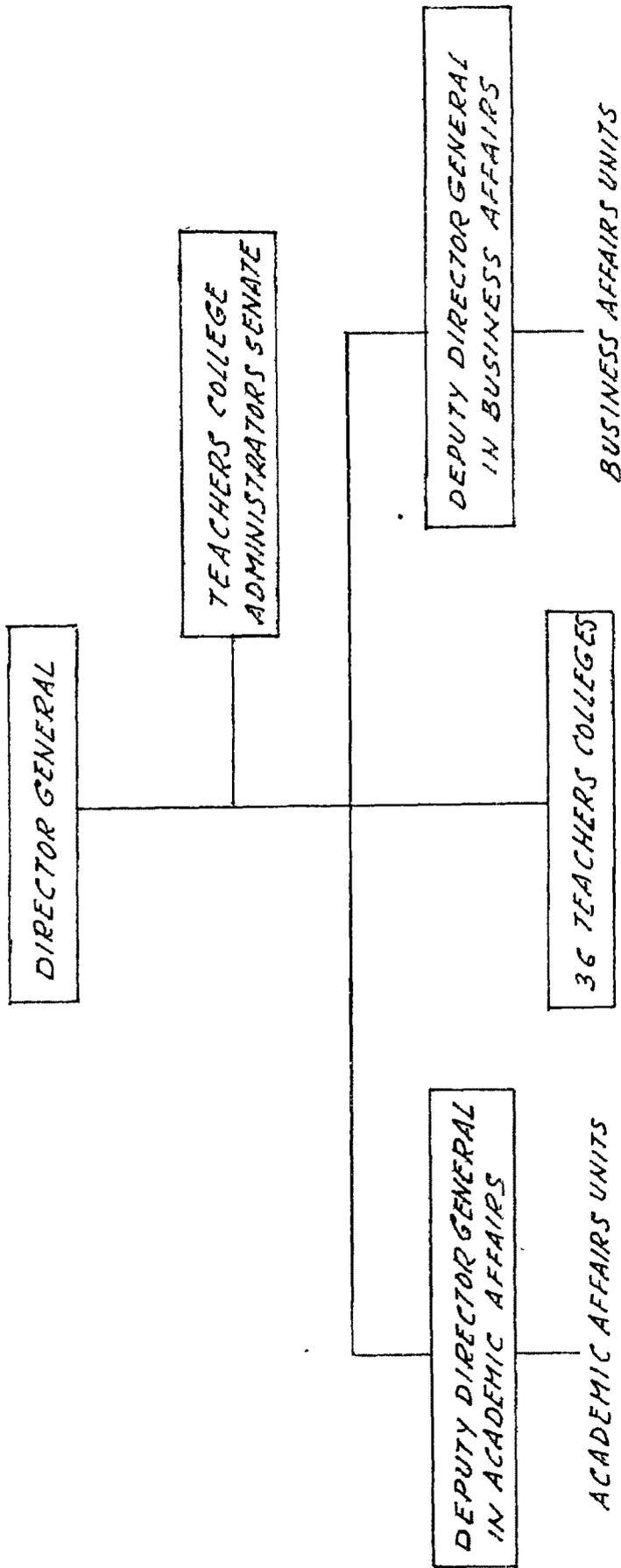
The, role and responsibility of each Teachers College is divided into 5 functions, namely;

- i. Educational Personnel Production,
- ii. Research,
- iii. Religious and Cultural Preservation,
- iv. In-Service Training and
- v. Academic and Vocational Service, to
Communities. (16:26) Chart 4, and 5 are
furnished for a better understanding of
functions.

The achievement of the objectives stated earlier and accomplishment of the functions depend mainly on the content which the curriculum contains. In order to understand the teacher training programme in a better way, it is essential to look into its curriculum. From the curriculum one can get an idea about the potentiality which it may have to achieve the objectives. The curriculum is discussed in the following section.

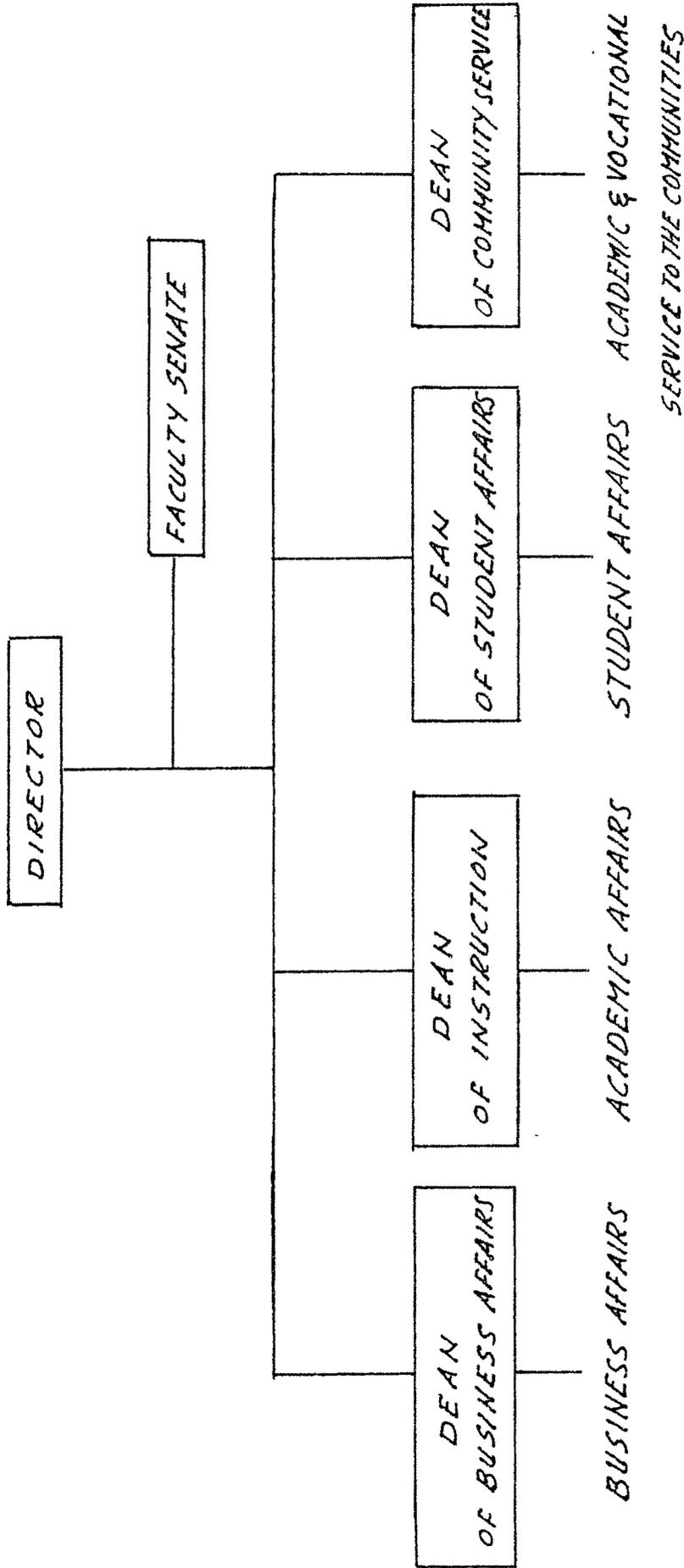
CHART - 4

THE DEPARTMENT OF TEACHER TRAINING ORGANIZATION



DEVELOPED BY THE INVESTIGATOR FROM: NICHED SUNTORNPITHUG. "A STUDY OF THE EVALUATION OF TEACHER TRAINING IN THAILAND: TOWARD A MODEL FOR DEVELOPMENT," EDUCATIONAL REFERENCE NUMBER 211, SUPERVISORY UNIT, DEPARTMENT OF TEACHER EDUCATION, 1979, P. 148a.

CHART - 5
THE TEACHERS COLLEGE ORGANIZATION



DEVELOPED BY THE INVESTIGATOR FROM: "THE ACT OF TEACHERS COLLEGE 1975." IN HANDBOOK FOR TEACHER AND STUDENT 1980-81, SURIN TEACHERS COLLEGE. SURIN, 1980, P. 11-21.

1.8. Curriculum

In the year 1974, teachers colleges under the Department of Teacher Training which offered only Certificate and Higher Certificate courses in Education were permitted to start the B.Ed. level course. It was the period of improving education at all levels, involving teacher training. So, in the year 1974-1975, the teacher training curricula were also examined and necessary modifications were made. At this time it was essential because changes were brought in the general education therefore the teacher training curriculum had to cope up with that. In addition to this, there was too much advancement in the knowledge in the field of education itself, therefore the curriculum was made up-to-date.

The modified version of the curricula of teacher training courses includes several foundation and optional courses at various stages. These different courses and their credits are given in details in the subsequent sections and tables.

Table 1.8.1 : The Minimum Credits For Major Fields of Study in Teachers College as Awarded in the Curriculum○

Level	Foundation Courses	Educational Courses	Major & Minor Courses	Optional Courses	Total
Dip.in Ed.	24	19	22	-	65
B.Ed.	14	18	27	6	65
Total:	38	37	49	6	130

Table 1.8.2 : The Credits Divided into Major & Minor Courses: Credits as awarded to

Level	Major & Minor Courses Type		Major Courses Type
	Major	Minor	
Dip.in Ed.	14	8	22
B.Ed.	18	9	27

Table 1.8.3 : Foundation Courses: Credits for Foundation Courses

Courses Group	Credits awarded to Dip. in Ed.
Language	6
Humanity	4
Social Studies	4
Science & Mathematics	6
Creating Personality of Habit.	4

1. Language Group:

A : <u>Compulsory</u> :	Courses	Credits/hours
	1. Thai 101	2/2
	2. Thai 102	2/2

B : Optional : Select one course from the following Courses.

1.	Thai 103	2/2
2.	Thai 104	2/2
3.	English 103	2/2
4.	English 104	2/2
5.	English 105	2/2

ii.	<u>Humanity Group</u>	Credits	Credits/hours
	A: <u>Compulsory</u> :	Library 101	2/2
	B: <u>Optional</u> :	Select one course from the following courses.	
		1. Philosophy 101	2/2
		2. Philosophy 102	2/2
		3. Philosophy 103	2/2
		4. Thai 105	2/2
		5. Music 101	2/2
		6. Arts 101	2/2
		7. Dramatics 101	2/2
		8. Dramatics 102	2/2
iii.	<u>Social Studies</u> : 4	Credits	Credits/hours
	A: <u>Compulsory</u> :	Politics 101	2/2
	B: <u>Optional</u> :	Select one course from the following courses.	
		1. History 101	2/2
		2. History 102	2/2
		3. Geography 101	2/2
		4. Economics 101	2/2
		5. Social studies 101	2/2
		6. Social studies 102	2/2

iv.	<u>Science & Mathematics Group:</u>	6 Credits	Credits/hours
	A: <u>Compulsory:</u>	1. Mathematics 101	2/2
		2. Science 101	2/2
		3. Science 102	2/2
v.	<u>Creating Personality and Habit Group:</u>	4 Credits	
	A: <u>Habit</u>	: Select one course from the following Courses.	
		1. Industrial Arts 101	1/2
		2. Industrial Arts 102	2/2
		3. Agricultural Science 101	2/2
	B: <u>Health Education:</u>		
	<u>Compulsory:</u>	1. Physical Education 101	1/2
		2. Health Education 101	1/2
	<u>Optional:</u>	Select one course from the following Courses.	
		1. Physical Education 102	1/2
		2. Physical Education 103	1/2
		3. Physical Education 104	1/2
		4. Physical Education 105	1/2
		5. Health Education 103	1/2
		6. Health Education 104	1/2

Credits/hours

Education Courses : 19 Credits

A : Compulsory : 17 Credits

B : Optional : 2 credits

Compulsory Courses

Ed. 111 : Foundation of Education	2/2
Ed. 121 : Psychology of Development	2/2
Ed. 122 : Psychology of Education	2/2
Ed. 131 : Principles of Teaching and Preparing Field Experience	3/4
Ed. 181 : Hygiene Plan in School	2/2
Ed. 231 : Methods of Teaching Skill	2/3
Ed. 232 : Methods of Teaching life Experience	2/3
Ed. 251 : Measurement and Evaluation in Education	2/3
Ed. 234 : Teaching Practice	non-credit.(19)

Optional: Select at least 2 credits from the selected courses.

(1).....

(2).....

(3).....

(N.B. Not needed for the present study, hence not included).

<u>Courses for Majors and Minors:</u>		Major Courses	14 credits
		Minor Courses	8 Credits

- | | |
|----------------------|----------------------|
| 1. Music | 2. Library Science |
| 2. Thai | 4. English |
| 5. Arts | 6. Social Studies |
| 7. Dramatics | 8. Science |
| 9. Mathematics | 10. Agriculture |
| 11. Home Economics | 12. Health Education |
| 13. Industrial Arts. | (15: 37-81). |

It may be noted at this stage, that in a particular course the curriculum may have the potential to achieve the objectives, but, curriculum in itself does not guarantee the achievement of them. To a large extent it would depend on the methods adopted to impart the knowledge contained in the curriculum. Therefore, to conduct the programme of teacher education effectively and maintain its standard, it is necessary to set the objectives according to the standard, formulate the curriculum which may be up-to-date and adopt the dynamic methods of teaching. In addition to this, it may also be kept in view, that, the students admitted to these courses, should have the attitude, capacity and interest in the profession. This aspect is concerned with the admission procedures adopted to admit the students to teacher training courses. The present investigation aims at studying the

admission procedures to Dip. in Education course in Surin Teachers College. The significance of taking up this study is discussed in the succeeding section.

1.9 Significance of the Study

The significance of a research study in the field of education can be judged from the contribution which it makes to the existing fund of knowledge in education, the way it systematises the instructional process and examination systems, the way it raises and maintains the standards of education and the ways it provides to solve the problems related to education.

At present the burning problems in the field of education are the irrelevance of the curriculum to the needs of the people, lack of dynamic methods of teaching, lack of valid and reliable ways of evaluation and lack of competent teachers to carry out the educational activities effectively. The last problem which is, the lack of competent teachers is of paramount importance, because, in the solution of other problems also teacher would be the main personnel. Therefore, efforts should be made to prepare the competent teachers and provide them to school. It indicates the need of effective teacher training programme so that teachers could be trained to carry out their duties effectively. This competency of teachers does not depend completely on their training but to

a large extent it depends on their interest, attitude and aptitude which they possess for teaching activities. This raises the problem of identifying the people with these abilities and selecting them for teacher training courses. Considering it an important problem in Thailand the National Scheme of Education 1977 stated that, "Special selection measures and procedures shall be employed to ensure that suitable persons with intelligence and appropriate character will be drawn into the teaching profession". (4: 4) This idea was further supported and given due importance in the Fourth Five Year National Plan (1977-1981). Which states that, "those who are responsible for producing teachers have to select the suitable persons with intelligence, capacities, attitudes, interest and appropriate character to be trained for the teaching profession". (17: 17)

In Thailand, the individual schools and colleges conduct their own examinations and the ministry of education provides certificates. This restricts the possibility of comparing the performance of the students from different institutions. Hence, it naturally would not be scientific to admit these students to higher courses on the basis of their performance in these examinations. This necessitates the conduct of entrance tests, on the basis of which admission may be given. Thus, entrance tests in Thailand have greater significance.

The Department of Teacher Training which is responsible for producing teachers supported and emphasised the policy framed in the Forth National Plan. In order to achieve this aim, it was decided that suitable tests would be developed. These tests may be divided into two parts. Out of these two parts, one part would emphasise the teaching aptitude and another part would emphasise certain other characteristics like teacher's personality and occupational interest. It has been kept in view because these abilities and characteristics are essential for carrying out the activities effectively in the teaching profession.

So, from the year 1977, the selection of candidates for studying in teachers college has been given due importance. The tests for selecting the candidates have been developed. At present selection tests include the following tests.

1. General Ability Test.
2. Major Subject Test.
3. Teachers' Personality Test.
4. Occupational Interests Test.
5. Interview. (18: 1)

These selection tests are being used in all the teachers colleges all over Thailand. The students for teacher training courses are admitted to the teacher training courses

on the basis of their performance on these tests. But, the question arises: Do these tests have the capacity to select the candidates having teaching aptitude and other characteristics needed for carrying out the activities effectively in the teaching profession?

Do these tests predict the performance of selected students in the teacher training courses ? What are the basic-abilities being measured by these tests ? The answers to these questions can be provided only when researchers in the field of education, plan and conduct systematic and well planned studies in the testing procedures being adopted in the teachers colleges. The present study which is entitled, "An Evaluative Study of the Entrance Test to Diploma in Education Course at Surin Teachers College, Thailand", is an attempt to provide answers to the above raised questions. The main objectives which the study aims at are discussed in the following section.

1.10 Objectives of the Study

Considering the nature of the problem under investigation the objectives of the study are set. These are as follows:

I) To study the effectiveness of entrance test consisting of the following tests viz.,

- i. General Ability Test composed of five subtests namely;
 - a) Thai,
 - b) English,
 - c) Mathematics,
 - d) Science and
 - e) Social Studies.
- ii. Major Subject Test,
- iii. Teachers' Personality Test and
- iv. Occupational Interests Test to predict the performance of the teacher trainees in the Diploma in Education.

Under this objective the investigator would study the extent to which the entrance tests predict the performance of students in teacher training courses. To specific, investigator would study as follows:

- i. To find out the meaningful predictors for Total of Foundation Courses.
- ii. To find out the meaningful predictors for Ed.III : Foundation of Education.
- iii. To find out the meaningful predictors for Ed.121 : Psychology of Development.
- iv. To find out the meaningful predictors for Ed.122 : Psychology of Education.

- v. To find out the meaningful predictors for Ed.131 : Principles of Teaching and preparing Field Experience.
 - vi. To find out the meaningful predictors for Ed.181 : Hygiene Plan in School.
 - vii. To find out the meaningful predictors for Ed.231 : Methods of Teaching Skill.
 - viii. To find out the meaningful predictors for Ed.232 : Methods of Teaching Life Experience.
 - ix. To find out the meaningful predictors for Ed.251 : Measurement and Evaluation in Education.
 - x. To find out the meaningful predictors for Total of Education Courses.
 - xi. To find out the meaningful predictors for Grade Point Average of Major Subject.
 - xii. To find out the meaningful predictors for Teaching Practice.
 - xiii. To find out the meaningful predictors for Total Grade Point Average : GPA.
- II) To study the factors underlying the entrance

test.

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